Lewis & Clark College
Graduate School of Education
Portland, Oregon USA
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The Graduate School Catalog
This catalog is a basic guide to the Graduate School of Education at Lewis & Clark College. It provides admission and graduation requirements, program and course descriptions, policies and procedures, and other information related to study in the graduate school.

Lewis & Clark College reserves the right to withdraw courses at any time, change the fees, change the rules and calendar regulating admission and graduation requirements, and change any other regulations affecting the student body. Changes shall become effective whenever the proper authorities so determine and shall apply not only to prospective students but also to those who at the time are matriculated in the Graduate School of Education. This catalog is correct according to information available to the administration of the Graduate School of Education at the time of publication.

Lewis & Clark College
Graduate School of Education
2615 S.W. Palatine Hill Road
Portland, Oregon 97219-7899
503-768-6000
503-768-6005 fax
grad@klark.edu
education.klark.edu
Welcome to our community.

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

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

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

Sincerely,

Dean Peter W. Cookson Jr.

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

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

Mission of the College
The mission of Lewis & Clark College is to know the traditions of the liberal arts, to test their boundaries through ongoing exploration, and to hand on to successive generations the tools and discoveries of this quest. By these means the College pursues the aims of all liberal learning: to seek knowledge for its own sake and to prepare for civic leadership.

The College carries out this mission through undergraduate programs in the arts and sciences and postgraduate programs in the closely related professions of education, counseling, and law. The College mounts these programs as both separately valid and mutually supportive enterprises. In all its endeavors it seeks to be a community of scholars who are alive to inquiry, open to diversity, and disciplined to work in an interdependent world.
The Graduate School

Lewis & Clark's Graduate School of Education provides graduate degree and licensure students with an educational experience that will prepare them to meet the complex challenges of professional life within a diverse and changing society.

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

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

Through the development of trusting relationships, candidates from the Teacher Education, Educational Administration, School Counseling, and School Psychology programs at Lewis & Clark will
- Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives supported. (Learning environments)
- Integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experiences and enhance their own and students' capacity to solve problems. (Content knowledge)
- Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts. (Teaching approaches)
- Design educational activities that cultivate connections between learners and their communities and region. (Connection to community)
- Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning. (Educational resources)
- Assess, document, and advocate for the successful learning of all students and school stakeholders. (Assessment)
- Adopt habits of personal and scholarly reflection that examine professional practice and lead to systematic renewal. (Research and reflection)
- Lead and collaborate with others to plan, organize, and implement educational practices and programs that confront the impact of societal and institutional barriers to academic success and personal growth. (Leadership and collaboration)
- Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures. (Professional life)

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

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

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

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

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

Teacher Education
- Master of Arts in Teaching*
- Master of Arts in Teaching: Liberal Studies
- Master of Education*
- Master of Education in Special Education: Deaf and Hard-of-Hearing (Auditory/Oral)*
- Initial, Standard, and Continuing Licensure*
- Concentration areas can include art, language arts, mathematics, music, science education (biology, chemistry, integrated science, physics), social studies, elementary education
- Educating Students With Special Needs: Special Educator Endorsement only (teaching license required)*
- ESOL/Bilingual Education Endorsement
- Language and Literacy: Reading Endorsement*
- Mathematics Endorsement
- Joint Program: Master of Arts in Teaching and Educational Administration*

* Graduates of these programs are also eligible to apply for licenses issued by the Oregon Teacher Standards and Practices Commission.
† Prior master's degree required.
"I'm convinced that the hands-on work I did during my internship at Lewis & Clark opened the door to my current job. Through internships and practica, Lewis & Clark gives students the opportunity to apply and polish skills that other students are just learning about in the classroom. It makes you very valuable to prospective employers."

—Colleen Hanson, Ed.D., specialist in traumatic brain injuries for Portland Public Schools

Counseling Psychology

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

Lewis & Clark's master's 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, additions counseling, marriage and family therapy, and school psychology in today's diverse world. Graduate study is augmented by experiential learning that further cultivates the attitudes and skills essential to culturally competent practice. Through this combination of classroom and practicum/internship experiences, students learn how to foster helping relationships and create a spectrum of interventions effective for individuals, groups, and communities.

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

The Oregon Board of Licensed Professional Counselors and Therapists extends approval to Lewis & Clark's programs leading to the master of arts and master of science in counseling psychology, considering them CACREP-equivalent.* Graduates in the community mental health and additions counseling programs who have earned the M.A. or M.S. degrees in counseling psychology are eligible to pursue licensing as professional counselors (LPC) in Oregon. Similarly, graduates of the marriage and family therapy program are eligible to pursue licensing as marriage and family therapists (LMFT).

Lewis & Clark's School Psychology program is an approved program of the National Association of School Psychologists and has also been approved by the Oregon Teacher Standard and Practice Commission for licensing in Oregon.

Other states, including Washington and California, grant eligibility for licensing to graduates of our School Psychology program and our community mental health and additions counseling programs. However, some states may have additional educational requirements that must be met prior to licensure.

* Recognized in the 39 states with licensing standards set by the Council for Accreditation of Counseling and Related Educational Programs.
Preparatory Courses
All students admitted to a counseling psychology program are expected to have a thorough grasp of the natural and social science aspects of psychology. To ensure that students are prepared for graduate-level study in counseling psychology, the College requires those students who have not taken sufficient coursework prior to admission to complete CPSY 500 and 501, Fundamentals of Psychology I and II, during their first year in the program. Although students completing these courses earn 6 semester hours of credit, these hours do not count toward the requirements for the master's degree because of the preparatory nature of the courses.

Waivers and Transfers
Students seeking master's degrees may petition to waive required courses based on competence or experience. All required courses that are waived must be replaced by elective coursework with equivalent credit.

Students seeking master's degrees may petition to transfer credits from another institution. The maximum number of transfer credits allowed is 10 semester hours.

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

Core Program
The Core Program, a graduate school requirement of all master's degree students, is described in detail in this catalog. Students should consult their advisers for the specific Core requirements for counseling psychology.

Information Meetings
Anyone wanting additional information about the department, its programs, and application procedures is encouraged to attend an information meeting, where a faculty member describes the programs and is available for questions. These are scheduled three times each semester. Please call the counseling psychology office for date, time, and location of the next meeting.

Midprogram Evaluation
Counseling psychology students are evaluated at two points before they may undertake an internship (or practicum for school psychology students).

Portfolio and coursework review: All counseling psychology students maintain portfolios of their courses, fieldwork, and other professional activities. Prior to enrollment in Practical Skills for Counselors (CPSY 579), all students must meet with a department adviser and provide documentation of the following:
1) Completion of all prerequisite courses.
2) Completion of all courses taken (i.e., no outstanding Incompletes).
3) A minimum of 500 hours of experience as a helper or caregiver in a school or community setting. This experience may be obtained before or after admission to the department.
4) Evidence of collaborative experience with peers or other professionals.
5) A signed statement of professional goals.
6) A signed statement indicating comprehension of and adherence to ethical standards.

Advancement to Internship/Practicum
To be enrolled in the internship/practicum, students must meet with their adviser to discuss their progress in the program and their internship plans. At this meeting, students must provide documentation of the following:
1) Completion of all prerequisite coursework, including Practical Skills for Counselors (CPSY 579).
2) A minimum of 12 hours of counseling from a mental health professional. This experience may be obtained before or after admission to the department.
3) Attendance at a minimum of six community meetings based on the 12-step program model. This experience may be obtained before or after admission to the department.

Master of Arts in Counseling Psychology
This degree program is for students who wish to become mental health counselors in community mental health clinics, hospitals, the juvenile justice system, and other community settings. Students can choose an emphasis on adult counseling or on child and adolescent counseling. The Oregon Board of Licensed Professional Counselors and Therapists has determined that students who graduate with this degree have met the educational requirements for licensure as professional counselors.

Degree Requirements
A minimum of 50 semester hours, distributed as follows:
Preparatory Courses (not applicable to the degree)
500 Fundamentals of Psychology I, 3 semester hours*
501 Fundamentals of Psychology II, 3 semester hours*

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

* Required if other background criteria are not met. See Preparatory Courses. These courses must be completed by the end of the first year of study.
or
513 Theory and Philosophy of Counseling, 3 semester hours
514 Group Counseling With Children and Adolescents, 3 semester hours
or
515 Group Counseling With Adults, 3 semester hours
520 Career Counseling, 3 semester hours
523 Treatment Planning and Intervention With Children and Adolescents, 2 semester hours
524 Treatment Planning and Intervention With Adults, 2 semester hours
532 Introduction to Assessment, 3 semester hours
535 Research Methods in Counseling, 3 semester hours
550 Clinical Work With Diverse Populations, 3 semester hours
579 Practical Skills for Counselors, 1 semester hour
580 Ethical and Legal Issues for Mental Health Counselors, 2 semester hours
582 Mental Health Internship: Adult Emphasis, two semesters, 6 semester hours total
or
583 Mental Health Internship: Emphasis on Child and Family Problems, two semesters, 6 semester hours total

Graduate Core Requirements
A minimum of 4 semester hours

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

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

Degree Requirements
A minimum of 55 semester hours, distributed as follows:

Preparatory Courses (not applicable to the degree)
500 Fundamentals of Psychology I, 3 semester hours*
501 Fundamentals of Psychology II, 3 semester hours*

503 Introduction to Counseling Individuals, 3 semester hours
504 Family Therapy: Theory and Practice, 3 semester hours
506 Life Span Development, 3 semester hours
513 Theory and Philosophy of Counseling, 3 semester hours
515 Group Counseling With Adults, 3 semester hours
520 Career Counseling, 3 semester hours
523 Treatment Planning and Intervention With Children and Adolescents, 2 semester hours
524 Treatment Planning and Intervention With Adults, 2 semester hours
532 Introduction to Assessment, 3 semester hours
535 Research Methods in Counseling, 3 semester hours
543 Drugs, the Brain, and Behavior, 3 semester hours
546 Models of Addiction and Recovery, 3 semester hours
547 Addictions Treatment: Procedure, Skills, and Case Management, 3 semester hours
550 Clinical Work With Diverse Populations, 3 semester hours
579 Practical Skills for Counselors, 1 semester hour
580 Ethical and Legal Issues for Mental Health Counselors, 2 semester hours
582 Mental Health Internship: Adult Emphasis, two semesters, 6 semester hours total

Graduate Core Requirements
A minimum of 4 semester hours

Master of Arts in Counseling Psychology: Marriage and Family Therapy
The Marriage and Family Therapy (MFT) program is designed to lead graduates to eventual employment as marriage and family therapists in settings that focus on family-based interventions.

The MFT program at Lewis & Clark College is unique as it offers candidates two distinct concentrations beyond a generalist program. The first specialization focuses on the treatment of children in the context of families. Providing mental health services in and for schools is a growing specialty in family therapy. A concentration in this area will allow students to work in the schools and address all developmental crises faced by school personnel and families with school-age children.

The second specialization is in addictions treatment in the context of families. Candidate training in this area of addictions treatment has a strong practice focus. In the

* Required if other background criteria are not met. See Preparatory Courses. These courses must be completed by the end of the first year of study.
highly competitive field of mental health practitioners, this specialty is in great
demand.

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

Lewis & Clark’s MFT program meets the standards of accreditation set by the Commission on Accreditation for Marriage and Family Training & Education, and the academic requirements for state licensure in Oregon, and the requirements for clinical membership in the American Association for Marriage and Family.

Graduates of this program will have met the academic requirements needed to become a licensed marriage and family therapist (LMFT), a clinical member of the American Association for Marriage and Family Therapy (AAMFT), and/or the American Counseling Association’s (ACA) Specialization in Marriage and Family Counseling, and will have met the majority of standards to become a licensed professional counselor (LPC).

Degree Requirements
A minimum of 63 semester hours, distributed as follows:

Preparatory Courses (not applicable to the degree)
500 Fundamentals of Psychology I, 3 semester hours*  
501 Fundamentals of Psychology II, 3 semester hours*  
Degree Courses (63 semester hours)
503 Introduction to Counseling Individuals, 3 semester hours  
512 Counseling Theory: Cognitive, Affective, and Behavior Change in Children and Adolescents, 3 semester hours or
513 Theory and Philosophy of Counseling, 3 semester hours  
514 Group Counseling With Children and Adolescents, 3 semester hours  
520 Career Counseling, 3 semester hours

Required Courses for Area I: Theoretical Foundations of Marital and Family Therapy  
504 Family Therapy: Theory and Practice, 3 semester hours  
560 Couples Therapy, 3 semester hours

Required Courses for Area II: Clinical Practice  
523 Treatment Planning and Intervention With Children and Adolescents, 2 semester hours  
561 Marital and Family Assessment, 3 semester hours  
562 Advanced Family Therapy, 3 semester hours  
563 Treatment Issues in Marriage and Family Therapy, 3 semester hours  
564 Treating Addictions in Marriage and Family Therapy, 3 semester hours

Required Courses for Area III: Individual Development and Family Relations  
506 Life Span and Development, 3 semester hours  
565 Human Sexuality and Counseling, 2 semester hours

Required Courses for Area IV: Professional Identity and Ethics  
566 Legal Issues in Marriage and Family Therapy, 2 semester hours  
569 Ethical and Professional Issues in Marriage and Family Therapy, 1 semester hour

Required Courses for Area V: Research  
530B Research Methods and Statistics I, 2 semester hours  
568 Research Project in Marriage and Family Therapy, 1 semester hour

Required Courses for Area VI: Additional Learning  
512 Counseling Theory: Cognitive, Affective, and Behavior Change in Children and Adolescents, 3 semester hours  
514 Group Counseling With Children and Adolescents, 3 semester hours  
522 Diagnosis of Mental and Emotional Disorders, 2 semester hours  
523 Treatment Planning and Intervention With Children, 2 semester hours  
524 Treatment Planning and Intervention With Adults, 2 semester hours  
545 Drugs, the Brain, and Behavior, 3 semester hours  
546 Models of Addiction and Recovery, 3 semester hours  
547 Addictions Treatment: Procedures, Skills, and Case Management, 3 semester hours

Required Courses for Supervised Clinical Practice  
584 Practicum in Marriage and Family Therapy, 3 semester hours  
588 Internship in Marriage and Family Therapy, three semesters, 9 semester hours total

Graduate Core Requirements  
A minimum of 4 semester hours

"The best way I can describe the Lewis & Clark experience has to do with balance: balancing knowledge with experience, work with family, your needs with the needs of others. I learned how to move through life when I was at the graduate school."

— Samantha MacIntosh, M.A. ’98
School psychologists counsel, tutor, and mentor learners and their families. They also take the lead in providing services to students and families of cultural and linguistic diversity. In all of these roles, school psychologists attend to the entire learning community to nurture healthy and positive learning environments.

**Master of Science in Counseling Psychology**

Students who have demonstrated interest and potential in psychological research may select a thesis option that leads to a Master of Science degree in counseling psychology. Students must first be accepted into the M.A. program. Admission to the M.S. program requires that the applicant fulfill the following conditions:
1. Demonstrate the capacity for initiative and independent research.
2. Complete CPSY 530A/530B with a grade of B or better.
3. Complete or be enrolled in CPSY 531.
4. Complete a thesis proposal, including a timeline for completing the research project, commitment of a faculty advisor to chair a thesis committee, and designation of the three-person faculty committee.
5. Achieve formal approval of the thesis proposal by the thesis committee.
6. Formally apply to the M.S. program.

**Degree Requirements**
A minimum of 52 semester hours, distributed as follows:
- **Preparatory Courses** (not applicable to the degree)
  - 500 Fundamentals of Psychology I, 3 semester hours*
  - 501 Fundamentals of Psychology II, 3 semester hours*

**Required Courses**
- 503 Introduction to Counseling Individuals, 3 semester hours
- 504 Family Therapy: Theory and Practice, 3 semester hours
- 506 Life Span Development, 3 semester hours
- 512 Counseling Theory: Cognitive, Affective, and Behavior Change in Children and Adolescents, 3 semester hours
- or
- 513 Theory and Philosophy of Counseling, 3 semester hours
- 514 Group Counseling With Children and Adolescents, 3 semester hours
- or
- 515 Group Counseling With Adults, 3 semester hours
- 520 Career Counseling, 3 semester hours
- 523 Treatment Planning and Intervention With Children and Adolescents, 2 semester hours
- 524 Treatment Planning and Intervention With Adults, 2 semester hours
- 530B Research Methods and Statistics I, 2 semester hours†
- 531 Research Methods and Statistics II, 3 semester hours†
- 532 Introduction to Assessment, 3 semester hours
- 550 Clinical Work With Diverse Populations, 3 semester hours
- 579 Practical Skills for Counselors, 1 semester hour
- 580 Ethical and Legal Issues for Mental Health Counselors, 2 semester hours
- 582 Mental Health Internship: Adult Emphasis, two semesters, 6 semester hours total
- or
- 583 Mental Health Internship: Emphasis on Child and Family Problems, two semesters, 6 semester hours total
- 595 Master’s Thesis Research, 3-9 semester hours (Minimum of 3 semester hours, which may be taken in 1-semester-hour increments, required for the degree. Maximum of 9 semester hours applicable to the degree.)

**Graduate Core Requirements**
A minimum of 4 semester hours

**Master of Science in School Psychology**

This program is designed for students seeking licensure as school psychologists. The program can be completed in three years of full-time study, with the third year being a full-time internship in a public school.

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

In addition to fulfilling the following educational requirements, students seeking licensure must submit passing scores on the California Basic Educational Skills Test and Praxis II Specialty Area Test in School Psychology. These scores must be on file in the counseling psychology office prior to graduation.

**Degree Requirements**
A minimum of 64 semester hours, distributed as follows:
- **Preparatory Courses** (not applicable to the degree)
  - 500 Fundamentals of Psychology I, 3 semester hours‡
  - 501 Fundamentals of Psychology II, 3 semester hours‡

**Required Courses**
- Counseling Psychology
- 504 Family Therapy: Theory and Practice, 3 semester hours
- 506 Life Span Development, 3 semester hours
- 507 Introduction to School Psychology I, 1 semester hour
- 508 Introduction to School Psychology II, 1 semester hour

* Required if other background criteria are not met. See Preparatory Courses. These courses must be completed by the end of the first year of study.
† Taught as a two-semester sequence beginning in fall semester only. Students pursuing the thesis-option M.S. program should take this two-course sequence as early as possible in their program.
‡ Required if other background criteria are not met. These courses must be completed by the end of the first year of study.
512 Counseling Theory: Cognitive, Affective, and Behavior Change in Children and Adolescents, 3 semester hours
514 Group Counseling With Children and Adolescents, 3 semester hours
517 The Exceptional Child in Schools, 3 semester hours
523 Treatment Planning and Intervention With Children and Adolescents, 2 semester hours
530A or 530B Research Methods and Statistics I, 3 semester hours
531 Research Methods and Statistics II, 3 semester hours
537 Cognitive Theory and Assessment, 3 semester hours
538 Academic Assessment and Intervention, 3 semester hours
539 Social-Emotional Assessment and Intervention of Children, 2 semester hours
540 Applied Developmental Neuropsychology, 2 semester hours
550 Clinical Work With Diverse Populations, 3 semester hours
571 Prevention in Educational Settings, 3 semester hours
573 School-Based Consultation, 3 semester hours
574 Advanced Consultation and Program Evaluation, 2 semester hours
581 Ethical and Legal Issues for School Psychology Practicum, 2 semester hours
585 Practicum in School Psychology, two semesters, 4 semester hours total
586-587 Internship in School Psychology I and II, two semesters, 8 semester hours total

Graduate Core Requirements
A minimum of 4 semester hours

Licensure-Only Program in School Psychology
Students with a master’s or doctoral degree in counseling, psychology, social work, or a related field may qualify for admission into the licensure-only program in school psychology. Students in the licensure program who are not seeking a master's degree may petition to waive required coursework based on competence, experience, and/or equivalent graduate credits from other institutions. Upon admission, transcripts of previous graduate work and supporting documentation will be evaluated by a faculty committee to determine which courses will be waived* and to develop an individualized program plan for licensure as a school psychologist. Graduates of this program will have met the academic requirements needed to become a licensed marriage and family therapist (LMFT), a clinical member of the American Association for Marriage and Family Therapy (AAMFT), and/or the American Counseling Association’s (ACA) Specialization in Marriage and Family Counseling.

A graduate of Lewis & Clark’s Counseling Psychology program will be required to complete the following 29 semester hours of courses:
504 Family Therapy: Theory and Practice, 3 semester hours
560 Couples Therapy, 3 semester hours
561 Marital and Family Assessment, 3 semester hours
562 Advanced Family Therapy, 3 semester hours
563 Treatment Issues in Marriage and Family Therapy, 3 semester hours
565 Human Sexuality and Counseling, 2 semester hours
566 Legal Issues in Marriage and Family Therapy, 3 semester hours
588 Internship in Marriage and Family Therapy, two semesters, 9 semester hours total

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

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

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

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

A graduate of Lewis & Clark’s Counseling Psychology program will be required to complete the following 29 semester hours of courses:
504 Family Therapy: Theory and Practice, 3 semester hours
560 Couples Therapy, 3 semester hours
561 Marital and Family Assessment, 3 semester hours
562 Advanced Family Therapy, 3 semester hours
563 Treatment Issues in Marriage and Family Therapy, 3 semester hours
565 Human Sexuality and Counseling, 2 semester hours
566 Legal Issues in Marriage and Family Therapy, 3 semester hours
588 Internship in Marriage and Family Therapy, two semesters, 9 semester hours total

* Students in licensure programs may petition the Oregon Teacher Standards and Practices Commission if they wish to appeal a denied waiver request.
Licensure candidates who are not graduates of Lewis & Clark’s Counseling Psychology program will be required to complete the following 34 semester hours of courses:

- CP504 Family Therapy: Theory & Practice, 3 semester hours
- CP506 Life Span Development, 3 semester hours
- CP523 Treatment Planning and Intervention With Children and Adolescents, 2 semester hours
- CP560 Couples Therapy, 3 semester hours
- CP561 Marital and Family Assessment, 3 semester hours
- CP562 Advanced Family Therapy, 3 semester hours
- CP563 Treatment Issues in Marriage and Family Therapy, 3 semester hours
- CP565 Human Sexuality and Counseling, 2 semester hours
- CP566 Legal Issues in Marriage and Family Therapy, 3 semester hours
- CP588 Internship in Marriage and Family Therapy, two semesters, 9 semester hours total

Faculty

Lewis & Clark’s Counseling Psychology program consists of eight full-time faculty members and more than 20 adjunct faculty members, the majority of whom are practicing professionals. (See the list of full-time faculty in this catalog.) The faculty’s research interests include treatment of anxiety and stress disorders, midlife transition, religious and sociocultural variables in the psychotherapy process, group interventions, gender and self-esteem in children and youth, learning disabilities, assessment procedures, cross-cultural service delivery, addictions prevention and treatment, sexual identity development, family systems, integration of mental health and addictions treatment, teamwork, interpersonal conflict and work stress, program evaluation, spirituality, disaster counseling, and crisis intervention. Faculty members encourage student involvement in their research. Counseling psychology programs seek to balance applied clinical training with a rigorous approach to psychological inquiry using qualitative and quantitative research methods.

Curriculum

CP500*
Fundamentals of Psychology I
Introduction providing a foundation for graduate work in counseling psychology; intended for students with limited previous coursework in psychology. Covers the basic concepts and methods of inquiry in social, personal, and clinical psychology.
Prerequisite: None.
Credit: 3 semester hours (not applicable toward the degree).

CP501*
Fundamentals of Psychology II
Introduction providing a foundation for graduate work in counseling psychology; intended for students with limited previous coursework in psychology. Covers the basic concepts and methods of inquiry in biological, cognitive, learning, and perceptual psychology.
Prerequisite: None.
Credit: 3 semester hours (not applicable toward the degree).

CP503*
Introduction to Counseling Individuals
Basic concepts and skills for counseling individuals, in-class practice applying those concepts in counseling situations. Emphasis is on conditions for an effective helping relationship, attending and interviewing skills, basic theoretical assumptions, social and cultural contexts, ethical principles, and professional orientation.
Prerequisite: None.
Credit: 3 semester hours.

CP504*
Family Therapy: Theory and Practice
Overview of the fundamental assumptions and ideas of general systems theory and the basic premises of theoretical orientations within family therapy. Participants explore the application of course material to their work setting or training track. This course is not clinical in nature and is not designed to train or prepare participants to conduct family therapy.
Prerequisite: None.
Credit: 3 semester hours.

CP506*
Life Span Development
Exploration of life span development through the lenses of social, cultural, cognitive, biological, and learning theories and research. Emphasis is on gaining better conceptual understanding of healthy development and better practical understanding of how to help children, adolescents, and adults address the developmental challenges.

* Open to those with Special Student status as space allows.
they face across the life span. Particular
focus placed on understanding our own
developmental processes as well as the role
of cultural difference and commonality in
the developmental process.
Prerequisite: CPSY 500, 501.
Credit: 3 semester hours.

CPSY 507
Introduction to School Psychology I
Overview of the history, systems, roles, and
functions of school psychologists. Readings
in contemporary issues and historical events
provide the foundation for graduate prepara-
tion in school psychology. Students observe
the work of school psychologists and discuss
the profession in a seminar format.
Prerequisite: None.
Credit: 1 semester hour.

CPSY 508
Introduction to School Psychology II
Overview of the history, systems, roles, and
functions of school psychologists. Readings
in contemporary issues and historical events
provide the foundation for graduate prepara-
tion in school psychology. Students observe
the work of school psychologists and discuss
the profession in a seminar format.
Prerequisite: CPSY 507.
Credit: 1 semester hour.

CPSY 512
Counseling Theory: Cognitive, Affective,
and Behavior Change in Children and
Adolescents
Introduction to the theories guiding mental
health work with children and adolescents
in school and clinical settings. Reviews
learning theories (classical, operant, and
social). Participants explore the design and
implementation of contingency-management
programs and various CBT strategies for edu-
cational and clinical settings. Also considers
psychoanalytic, Adlerian, client-centered,
Gestalt, play therapy, reality therapy, solution-focused,
and brief therapy theories.
Issues of diversity and client matching are
addressed throughout.
Prerequisite: CPSY 503, or 507 and 508.
Prerequisite: CPSY 500, 501.
Credit: 3 semester hours.

CPSY 513
Theory and Philosophy of Counseling
Overview of counseling theories such as
psychoanalytic, Adlerian, client-centered,
cognitive-behavioral, multi-modal, Gestalt,
feminist, existential, solution-focused, and
brief therapy, as well as integrative approaches.
Examines a wide range of theoretical per-
spectives and advocates professional knowl-
dge of best practices. Students acquire
knowledge of various counseling theories
and critique their relevance to diverse pop-
ulations 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.
Prerequisite: CPSY 503.
Prerequisite: CPSY 500, 501.
Credit: 3 semester hours.

CPSY 514
Group Counseling With Children and
Adolescents
Instruction and practice in developing group
treatments for children and adolescents in
clinical and school settings. Students gain
practice as group leaders in addressing issues
related to group dynamics, cultural diversity,
potential problems encountered when run-
nning groups, and generalization and mainte-
nance of behavioral change. Introduces
curriculum for specific issues including
divorce, substance use, grief, and social skills.
Prerequisite: CPSY 503, or 507 and 508.
Credit: 3 semester hours.

CPSY 515
Group Counseling With Adults
Introduction to the major schools of group
therapy and the common factors associated
with positive outcomes. Covers group
dynamics, obstacles to success in group ther-
apy, and the stages of group process. Role-
playing, outside group membership, and
demonstrations illustrate principles of effec-
tive group leadership.
Prerequisite: CPSY 503.
Credit: 3 semester hours.

CPSY 517
The Exceptional Child in Schools
Overview of the exceptional child in today's
educational setting. Provides a basic under-
standing of special educational law and
public policy related to the birth-to-3 early
intervention, preschool, K-12, and voca-
tional transitioning populations. Exceptional-
ities studied include communication disorders,
learning disabilities, mental retardation,
emotional disturbance, behavioral disorders,
orthopedic impairments, other health
impairments, traumatic brain injuries, hear-
ing and vision impairments, and giftedness.
Students gain an understanding of the
criteria requirements for each category as
outlined under the Oregon Administrative
Rules and some of the unique evaluation
considerations for each.
Prerequisite: CPSY 523.
Credit: 3 semester hours.
Today's addiction professionals draw on knowledge about biological influences, developmental experiences, and personality in abuse and addiction. Lewis & Clark's program in addictions counseling emphasizes that sensitivity to the influences of socioeconomic status, family, culture, ethnicity, and gender is critical in helping people succeed in recovery and establish new lives.

**CPSY 520 Career Counseling**
Career development theories; current career trends, concerns, and programs/interventions for diverse client populations; career counseling strategies, tools, and resources (including Web-based resources); facilitation of client awareness, choice, and action with respect to career-related issues; integration of career counseling with mental health and addictions treatment. Emphasis is on developing a broad view of career as lifestyle, the mutual impact of career and culture, and the practical application of theory and information in a professional counseling context. 
Prerequisite: CPSY 503, or 507 and 508.
Credit: 3 semester hours.

**CPSY 522 Diagnosis of Mental and Emotional Disorders**
Introduction to the structure and use of the DSM-IV and ICD-9 systems for diagnosing mental and emotional disorders. Limits and weaknesses of these approaches—especially with regard to cultural differences—and alternatives to them. How to use these systems effectively in the context of person-centered, psychosocial, and systemic interventions, and in culturally diverse environments. Current knowledge, theory, and issues regarding selected disorders. Use of technology-based research tools to secure and evaluate contemporary knowledge.
Prerequisite: CPSY 512 or 513.
Credit: 2 semester hours.

**CPSY 523 Treatment Planning and Intervention With Children and Adolescents**
Mental, emotional, and behavioral disorders of childhood and adolescents. Topics include identification, diagnosis, and planning of multifaceted intervention and treatment strategies; developmental, social, and cultural influences on diagnoses and interventions; multicultural considerations; and effects of substance abuse on individuals, families, schools, and other environments.
Prerequisite: CPSY 522.
Credit: 2 semester hours.

**CPSY 524 Treatment Planning and Intervention With Adults**
Identification, assessment, diagnosis, and treatment of mental, emotional, substance abuse, and addictive disorders in late adolescence and adulthood. Covers adjustment, mood, anxiety, psychotic, dissociative, impulse, sexual, personality, and addictive disorders, including gambling and eating disorders. Topics include multicultural, interpersonal, and relationship factors; evidence-based treatments; and information technology research tools. Emphasis is on planning comprehensive, multifaceted treatment interventions.
Prerequisite: CPSY 522.
Credit: 2 semester hours.

**CPSY 530A/530B Research Methods and Statistics I**
Introduction to research methods with an emphasis on design, sampling, measurement issues, and introductory data analysis. Topics include (1) Research design: elements of the research process, types of designs, program evaluation. (2) Ethical considerations of research: informed consent, research with diverse and vulnerable populations, research with children, human subjects review. (3) Basic measurement concepts: validity, reliability, norms, score interpretation. (4) Basic statistical concepts: frequency distributions, central tendency, measures of variability, correlation. Reviews Web-based resources for conducting research.
Prerequisite: None.
Credit: 530A, 3 semester hours. 530B, 2 semester hours.

**CPSY 531 Research Methods and Statistics II**
Research design and data analysis, inferential statistics. Simple and complex designs, normal distribution, z-test, t-test, analysis of variance, statistical power, simple regression. Overview of nonparametric and multivariate analysis.
Prerequisite: CPSY 530A/530B.
Credit: 3 semester hours.

**CPSY 532 Introduction to Assessment**
Principles of psychological assessment as employed in school, clinical, and applied settings. Addresses psychometric concepts such as validity, reliability, norms, and score interpretation. Surveys intelligence, personality, career, interest, aptitude, and achievement tests and reviews alternative methods of assessing competence and person-situation interactions. Contemporary issues such as

*Open to those with Special Student status as space allows.*
the validity of instruments for diverse populations and the impact of technology on assessment are discussed.
Prerequisite: CPSY 530A/530B or 535.
Credit: 3 semester hours.

CPSY 535*
Research Methods in Counseling
Foundations of psychological research. Students are introduced to qualitative and quantitative research processes and basic concepts. Topics include (1) Elements of the research process, (2) Types of designs, program evaluation, (3) Ethical considerations of research: informed consent, research with diverse and vulnerable populations, research with children, human subjects review, (4) Basic measurement concepts: validity, reliability, norms, score interpretation. (5) Basic statistical concepts: frequency distributions, central tendency, measures of variability, correlation, normal curve, hypothesis testing, significance tests. Students read and evaluate examples of published research. Reviews Web-based resources for conducting research.
Prerequisite: None.
Credit: 3 semester hours.

CPSY 537
Cognitive Theory and Assessment
First in a two-course sequence on the theory, techniques, and issues regarding intelligence and achievement testing, including issues of cultural and linguistic diversity. Extensive training in the use of mainstream intelligence measures such as the Wechsler intelligence scales; the Stanford-Binet, Fourth Edition; the Kaufman Assessment Battery for children; and the Woodcock-Johnson measures. Students are also introduced to achievement measures such as the Woodcock-Johnson.
Prerequisite: CPSY 508, 530A, 531.
Credit: 3 semester hours.

CPSY 538
Academic Assessment and Intervention
Covers a broad range of approaches to assessing learning with traditional and alternative techniques. Participants become skilled in evaluating students with a variety of learning problems and in evaluating adaptive behavior and learning environments. Particular attention to working with learners of culturally and linguistically diverse populations. Focuses on the link between academic assessment and educational planning or intervention.
Prerequisite: CPSY 537.
Credit: 3 semester hours.

CPSY 539
Social-Emotional Assessment and Intervention of Children
Theory, techniques, and contemporary issues (including diversity) regarding personality assessment of children and adolescents. Examines a variety of assessment devices including play and classroom observation, diagnostic interviewing, and collateral information gathering. Intensive training with selected personality tests includes practice administrations, test interpretation, and report writing.
Prerequisite: CPSY 538.
Credit: 2 semester hours.

CPSY 540
Applied Developmental Neuropsychology
Conceptual overview of the field of neuropsychology from developmental and applied perspectives. Explores the theories and principles of neuropsychology and their relationship to practice. Provides students with a basic understanding of the neurological underpinnings of challenges their clients face, the effects of medications and substance abuse, and the implications for assessment and treatment.
Prerequisite: Admission to School Psychology program, CPSY 537, 538.
Credit: 2 semester hours.

CPSY 545*
Drugs, the Brain, and Behavior
Prerequisite: B.A. in psychology, or CPSY 500 and 501, or consent of instructor.
Credit: 3 semester hours.

CPSY 546
Models of Addiction and Recovery
Theories of the nature, causes, course, and effects of addiction to alcohol and drugs of abuse. Conditions, processes, and patterns of recovery. Emphasis on physiological, social learning, and interpersonal models and theories. Natural history of onset, abuse, addiction, and recovery; effects of intergenerational transmission, genetic predisposition, developmental risk, and sociocultural factors; effects on psychosocial development; impact of culture and gender differences. Implications for treatment.
Prerequisite: None.
Credit: 3 semester hours.

* Open to those with Special Student status as space allows.
CPSY 547  
Addictions Treatment: Procedures, Skills, and Case Management  
Emphasis on developing detailed understanding and beginning skills in the use of specific strategies, procedures, and interventions in assessment, diagnosis, and treatment of substance abuse and addictive disorders. Topics include multiple modes and models of assessment, intervention and treatment, content and basic assumptions of different treatment modalities, organization of comprehensive treatment strategies, motivational interviewing in the context of stage-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.  
Prerequisite: CPSY 522, 524.  
Credit: 3 semester hours.

CPSY 550  
Clinical Work With Diverse Populations  
Development of counseling techniques for working with clients who are diverse in culture, race, ethnicity, gender, age, sexual orientation, or physical or mental ability. Focus is on helping students become capable therapists in varied environments, including becoming aware of their own beliefs, biases, and prejudices.  
Prerequisite: CPSY 503. For school psychology students, also CPSY 507, 508.  
Credit: 3 semester hours.

CPSY 551  
Advanced Group Counseling  
Advanced skills in design and management of psychoeducational, counseling, and psychotherapy groups. Emphasis is on time-limited groups focused around themes including depression, anxiety, parenting, couples, social skills, adolescent depression, loss, ADHD for adults, dual diagnosis, and borderline personality disorder. Students learn critical group processes, central intervention skills, and the specific approaches most useful for different diagnostic groups.  
Prerequisite: CPSY 522, 523, or 524.  
Credit: 2 semester hours.

CPSY 552  
Clinical Work With Women  
Current issues in the psychotherapeutic treatment of women. Focuses on the role of sociocultural and biological factors in disorders prevalent among women. Attention is given to clinical skills specific to women’s concerns.  
Prerequisite: CPSY 503, or 507 and 508.  
Credit: 2 semester hours.

CPSY 554  
Women at Midlife  
Overview of the issues faced by the current generation of midlife women. Considers general themes of midlife, drawn from the literature on adult development as a theoretical backdrop to recent research on midlife women. Emphasis is on themes shown by recent research to be most significant to midlife women today. Students are encouraged to explore how the material applies to their personal or professional lives.  
Prerequisite: None.  
Credit: 2 semester hours.

CPSY 555  
Cognitive-Behavioral Therapy  
Review of the history, theory, and research on cognitive-behavioral methods in counseling and psychotherapy. Specific methods and applications for children, adolescents, and adults in central mental and emotional disorders, personality disorders, and relationship and interpersonal functioning.  
Prerequisite: CPSY 523.  
Credit: 2 semester hours.

CPSY 556  
Gerontological Counseling: Issues in Aging  
Issues in aging including biological, social, and cultural factors in adult development. Topics include retirement, relationships, satisfaction, depression, and therapeutic strategies for working with older adults.  
Prerequisite: None.  
Credit: 3 semester hours.

CPSY 557  
Health Psychology  
Impact of psychological factors (such as stress, coping styles, personality, and family environments) on health and illness. Examines psychological issues regarding prevention, diagnosis, treatment, and rehabilitation in areas such as heart disease, cancer, eating disorders, obesity, and chronic pain. Students also examine the role of psychological providers in health care settings.  
Prerequisite: None.  
Credit: 1 semester hour.

CPSY 558  
Brief Therapies  
Survey of the history and techniques of numerous approaches to brief therapy. Explores the criteria for selecting or excluding brief therapy. Student study psychodynamic and cognitive approaches to brief therapy in detail.  
Prerequisite: CPSY 512 or 513.  
Credit: 2 semester hours.

CPSY 560  
Couples Therapy  
Systems theory therapies and practices relative to assessment, research, and treatment of couples. Explores cognitive, affective, interactive, and systemic theories
of human behavior and change as related to couples.
Prerequisite: CPSY 504, 522, 524, and 530A/530B or 535.
Credit: 3 semester hours.

CPSY 561
Marital and Family Assessment
Issues in research and the clinical assessment of couples and families. Examination of the assumptions and values underlying assessment approaches. Specific assessment techniques are discussed, evaluated, and practiced. Special attention is given to approaches in multicultural assessment. Exploration of ethical, legal and practical issues. Attention is given to theoretical underpinnings of measures as well as their psychometric properties.
Prerequisite: CPSY 504, 530B, 560, 562.
Credit: 3 semester hours.

CPSY 562
Advanced Family Therapy
Introduction to the practice of systemic family therapy through approaches based on contemporary/emergent models: brief, narrative, meaning/language systems-based, competence-based, and functional family therapy. Conceptual understanding and acquisition of specific treatment skills through training videos and live observations are emphasized. Builds upon CPSY 504 by focusing on the interactive aspects of family therapy through case examples, role play, and, when possible, live observations of actual clinical work at participating mental health sites.
Prerequisite: CPSY 504, 522-524.
Credit: 3 semester hours.

CPSY 563
Treatment Issues in Marriage and Family Therapy
Applications of family systems approach to the treatment issues facing families in crisis and transition. Addresses grief and loss, substance abuse, family violence and abuse, child and adolescent behavioral problems, and chronic physical and mental illnesses. A portion of this course emphasizes clinical case conceptualization and treatment planning.
Prerequisite: CPSY 504, 560-562.
Credit: 3 semester hours.

CPSY 564
Treating Addictions in Marriage and Family Therapy
Family systems view of the development and maintenance of substance abusing patterns for family therapists and other health practitioners. Examines the contributions made to the understanding and treatment of substance abuse by family researchers, theorists, and clinicians. Considers clinical intervention methods of substance abuse with attention to the treatment of adolescents, couples, and families.
Prerequisite: CPSY 504, 560-563.
Credit: 3 semester hours.

CPSY 565
Human Sexuality and Counseling
Recent research on sexual health issues of importance to counselors. Issues include sexual health in childhood, adolescence, adulthood, and aging; review of recent research on sexual preference; and common sexual dysfunction experienced by rape and incest victims and modes of treatment.
Prerequisite: None.
Credit: 2 semester hours.

CPSY 566
Legal Issues in Marriage and Family Therapy
Legal responsibilities and liabilities in the practice of family therapy. Addresses issues such as limits to confidentiality, therapist liability, and client privilege. Includes working with the legal system and relevant aspects of family law.
Prerequisite: None.
Credit: 2 semester hours.

CPSY 567
Gender, Communication, and Culture in Family Systems
Examination of the role of gender, culture, and communication in family therapy. Requires exploration of unsettling questions about cultural and personal identities. These concerns directly affect everyone as individuals and as part of a collective world. Participants must be willing to consider new ideas openly and to risk values and identities that are familiar. With awareness comes responsibility. How we act—or fail to act—influences our shared culture.
Prerequisite: CPSY 503.
Credit: 3 semester hours.

CPSY 568
Research Project in Marriage and Family Therapy
Develops a basic understanding of the research process in family therapy. Prepares students to make proficient use of research literature and to conceptualize and conduct a quality research project of their own. Students read from selected books and papers relating to the philosophy of science, research designs and methods, family measurement instruments, outcome research in family therapy, research ethics, and a variety of special issues such as gender and ethnicity. Projects involve "hands-on" experience with reviewing and critiquing published research, coding qualitative data, and developing a scholarly research proposal.
Prerequisite: CPSY 535.
Credit: 1 semester hour.
"Diversity is a given. If diversity goes, we all go. If diversity is nurtured and engaged, we all thrive."

—Mary Clare, professor of counseling psychology

CPSY 569
Ethical and Professional Issues in Marriage and Family Therapy
Survey of current issues relating to ethics, professional identity, and practice in the field of marriage and family models, and utilization of these models in developmental and therapeutic practice.
Prerequisite: CPSY 504, 561, 562.
Credit: 1 semester hour.

CPSY 571
Prevention in Educational Settings
Theory, application, design, implementation, and evaluation of prevention and intervention programs for school-age youth in school and community settings. Students also examine the cultural, social, psychological, family, and political factors bearing on children’s understanding of and experiences with alcohol and other drugs. Prevention and intervention through enhancement of social competence are presented from constructivist and ecological-developmental perspectives with application to individuals and to small-group and classroom-based settings.
Prerequisite: CPSY 512.
Credit: 3 semester hours.

CPSY 573
School-Based Consultation
Theory and practice of consultation, which is fundamental to the delivery of mental health services in schools. Covers models of behavioral and instructional consultation in schools and with families. In-school observations facilitate students’ understanding of consultation in schools. Emphasis is on identifying ways to collaboratively assess and intervene in problematic behavioral and instructional situations. Addresses issues of cultural, linguistic, and socioeconomic differences.
Prerequisite: CPSY 512.
Credit: 3 semester hours.

CPSY 574
Advanced Consultation and Program Evaluation
Application of consultation in schools and other social service delivery systems. Topics include theoretical and practical considerations for the use of mental health consultation, advocacy consultation, process consultation, organization development, and other approaches. Explores the application of ethical principles to consultation practice including careful consideration of issues of cultural, linguistic, and socioeconomic diversity. Students develop strong consultation skills grounded in well-articulated theory.
Prerequisite: CPSY 573 or consent of instructor.
Credit: 2 semester hours.

CPSY 579
Practical Skills for Counselors
Practice and development of clinical skills through a series of role-plays of a simulated counseling experience.
Prerequisite: CPSY 504, 506, 523 or 524, and 580.
Credit: 1 semester hour.

CPSY 580
Ethical and Legal Issues for Mental Health Counselors
Consideration of the applicable ethical and legal issues for mental health and school settings. Students develop skills in writing reports, assessments, and treatment plans.
Prerequisite: CPSY 504, 506, 523 or 524, and 579.
Credit: 2 semester hours.

CPSY 581
Ethical and Legal Issues for School Psychology Practicum
Consideration of the applicable ethical and legal issues for school psychologists in mental health and school settings. Students develop skills in counseling, consultation, assessment, and supervision of students.
Prerequisite: CPSY 504, 506, 523.
Credit: 3 semester hours.

CPSY 582
Mental Health Internship: Adult Emphasis
Internship in a community setting. Participants engage in counseling and related professional activities under supervision. Students write reports, prepare case histories, and submit work samples for supervision.
Prerequisite: CPSY 573, 580, consent of adviser.
Credit: 3 semester hours each semester, for a total of 6 semester hours, CR/NC.

CPSY 583
Mental Health Internship: Emphasis on Child and Family Problems
Internship in a community setting. Participants engage in counseling and related professional activities under supervision. Students write reports, prepare case histories, and submit work samples for supervision.
Prerequisite: CPSY 573, 580, consent of adviser.
Credit: 3 semester hours each semester, for a total of 6 semester hours, CR/NC.
CPSY 584
Practicum in Marriage and Family Therapy
Supervised practicum bridging the theoretical and practical aspects for students for the first time apply their educational experiences to a real practice setting. Prospective practitioners as well as researchers build skills and practical experience for success in a variety of future employment situations. Students must be supervised by an approved supervisor through AAMFT.
Credit: 3 semester hours, CR/NC.

CPSY 585
Practicum in School Psychology
Didactic class instruction, practicum placement, and clinical training as related to work as a professional school psychologist. Covers the application of psychological therapies with children, adolescents, and families in educational settings. In weekly seminars, students review research, theory, and practice. Students also present audio and/or videotapes of their counseling for supervisory review.
Prerequisite: CPSY 581, consent of adviser.
Credit: 2 semester hours, CR/NC.

CPSY 586-587
Internship in School Psychology I and II
Supervised experience as a school psychologist. Direct weekly supervision is provided by a field-based licensed school psychologist and indirect supervision by the course instructor. Interns provide school psychology services in consultation, counseling, assessment, intervention development, and program evaluation with K-12 students in special and regular educational settings. Regular seminars meetings allow for group supervision and the examination of legal, ethical, and professional issues. A comprehensive examination of school psychology is included.
Prerequisite: All courses required for the School Psychology program.
Credit: 4 semester hours each semester, for a total of 8 semester hours, CR/NC.

CPSY 588
Internship in Marriage and Family Therapy
Extensive clinical training and experience in couples, family, and child therapy during a calendar-year internship. Requires the student to complete 600 client contact hours. Students must be supervised by an approved supervisor through AAMFT.
Prerequisite: CPSY 584, consent of adviser.
Credit: 3 semester hours each semester, for a total of 9 semester hours, CR/NC.

CPSY 590
Topics in Counseling Psychology
Special topics in counseling psychology. Students should obtain a course description from the department office.
Prerequisite: None.
Credit: 3-3 semester hours.

CPSY 591
Domain I: Research-Based Collaboration
First foundation course of the Continuing License program, consisting of 1 semester hour of coursework for two consecutive semesters. Extends knowledge and understanding of the role of school psychologists in the 21st century through review of current research and consideration of local, regional, and national trends. Investigates current and emerging diversity, cultural, legal, and ethical issues with attention to the specific needs of each candidate's work site. Emphasis is on the use of action research to increase effectiveness of school psychology services for meeting the learning needs of all students.
Prerequisite: Advanced degree in school psychology, Oregon Initial License.
Credit: 1 semester hour each semester, for a total of 2 semester hours.

CPSY 592
Domain II: On-Site Collaboration, Leadership, and Advocacy
Second foundation course of the Continuing License program, consisting of 1 semester hour of coursework for two consecutive semesters. Addresses research and practice standards that affect the school psychologist's collaborative, leadership, and advocacy roles with teachers, parents, administrators, other educational specialists, students, and staff. Candidates initiate collaborative action research projects in their work sites based on the planning completed in Domain I. Considerations of diversity and cultural/linguistic issues as relevant to organizational development and educational leadership support each candidate's engagement of these issues in their current work sites.
Prerequisite: CPSY 591.
Credit: 1 semester hour each semester, for a total of 2 semester hours.

CPSY 595
Master's Thesis Research
Prerequisite: Consent of thesis committee chair.
Credit: 1-9 semester hours (minimum of 3 semester hours required for degree; maximum of 9 semester hours applicable to degree; students may enroll in 1-semester-hour increments).

CPSY 599
Independent Study
Credit: 1-5 semester hours.
Educational Administration

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

All courses are taught by professionally active faculty and are designed as small, intensive seminars. The hallmark of these courses is the flexible and personal attention given to each candidate. Lewis & Clark currently offers approved programs leading to the Initial Administrator, Continuing Administrator/Initial Superintendent, and Continuing Superintendent licenses.

In addition to on-campus courses, Lewis & Clark offers administrative licensure programs through a partnership with Eastern Oregon University in LaGrande and in Bend by arrangement with school districts in the Crook-Deschutes and Jefferson County Educational Service Districts. Other district-affiliated programs for administrators are offered collaboratively by the Department of Educational Administration and sponsoring districts and institutions.

Note: A master's degree and three years of successful teaching or related experience in K-12 public schools are prerequisites for receiving an administrative license from the Oregon Teacher Standards and Practices Commission. The department offers a master's degree in educational administration combining the Initial Administrator license with a master's degree for candidates wishing to combine these two offerings. Contact the department office for information about this program.
Nonlicensure Studies
The Department of Educational Administration provides unique courses of study for education professionals. These programs frequently take the form of two- or three-day intensive seminars that meet over weekends or during school vacations and breaks. Subject matter usually addresses contemporary administrative needs and problems. These are some examples:
- Essential Readings About School Reform (EDAD 505/615) considers topics in educational literature ranging from the classics to recent works on leadership. Different books are studied and discussed each year. (Call the educational administration office for details.)
- Program for New Administrators: The Ropes to Skip and the Ropes to Know (EDAD 531/639) allows first-time administrators to learn about their leadership responsibilities with other new administrators. Monthly seminars are jointly facilitated by a veteran administrator and a member of the educational administration faculty. (Call the educational administration office for details.)
- Courage to Lead is a yearlong program for the personal and professional renewal of K-12 school leaders. Participants meet four weekends during the year to develop excellence in personal and organizational leadership. (Contact the Courage to Lead program at 503-768-6080 for details.)

Core Program
The graduate Core Program is described in detail in this catalog. Students should consult their advisors or the department chair for the specific Core requirements for educational administration.

Eligibility for Initial Licensure
Lewis & Clark recommends for the Initial Administrator License those candidates who have fulfilled the following requirements:
1) Completion of a master's degree from an accredited institution.
2) Three years of successful teaching experience and a valid teaching license.
3) Admission by the Lewis & Clark Department of Educational Administration and approved individual course of study on file.
4) Completion of the required hours of graduate coursework appropriate to the desired license.
5) Demonstration of knowledge of anti-discrimination statutes.
6) A passing score on the Praxis II Series test in educational leadership administration and supervision (#0410).
7) Evidence of passing the CBEST or the PRAXIS I: PPST/CBT series of tests, if coming from out-of-state.

Initial Licensure: Administrator
A minimum of 17 required course semester hours, distributed as follows:

Required Courses
- 500 Leadership Profile Center, .5 semester hour
- 501 School Organization, 3 semester hours
- 502 Instructional Leadership, 3 semester hours
- 503 Legal Rights and Responsibilities, 2.5 semester hours
- 504 Practicum for Administrators, 6 semester hours total
- 505 Essential Readings About School Reform, 1 semester hour
- 507 School Finance for Administrators, 1 semester hour

Practicum
The Department of Educational Administration assists students to design practicum experiences in several ways to support growth in the application of theory. The practicum specifically addresses all areas of administrative responsibility and meets the Oregon Teacher Standards and Practices Commission requirement of verification of practicum experience at two levels: early childhood/elementary and middle-level/high school.

Offered for administrators (EDAD 504/614), this two-semester course includes monthly three-hour seminar meetings and a field placement. For field placement, a practicum plan is developed between the campus supervisor and each field supervisor. This major commitment of time and energy focusing on the role of the administrator is an important part of the program.

The amount of time spent at each level—early childhood or elementary and middle level or high school—is determined on an individual basis, taking into account the student's experience and goals as well as field supervisors' advice.

Students are expected to demonstrate their leadership potential in the field settings, have meetings with their campus supervisor and field supervisors, log their activities, and develop a portfolio.

Eligibility for Continuing Administrator/Initial Superintendent Licensure
Lewis & Clark recommends for the Continuing Administrator/Initial Superintendent License those candidates who have fulfilled the following requirements:
1) Successful completion of the Basic or Initial Administrator License at Lewis & Clark or another accredited institution.
2) Three years of successful administrative experience in public schools.
3) Completion of the coursework and field experience required in the Continuing Administrator/Initial Superintendent program.
Continuing Administrator/Initial Superintendent Licensure
This license program is offered on campus and off campus, and is open to candidates who have completed an Initial Administrator License or the Basic License. The Continuing Administrator License program is performance-based. Candidates develop a portfolio of evidence, demonstrating that they meet the advanced standards according to TSPC regulations. The portfolio is exhibited to peers and faculty during EDAD 558/637 Continuing Administrator License Seminar (C.A.L.S.). C.A.L.S. is usually the final course in the required 18-semester-hour program.

Required Courses
542/607 Working With Diverse Populations in School Communities, 2 semester hours
or
547/634 Ethics, Diversity, and School Administration, 2 semester hours
549/626 Professional Mentorship, Continuing License, 1 semester hour
558/637 Continuing Administrator License Seminar (C.A.L.S.), 1 semester hour
One course chosen from CORE 500-541, 1-3 semester hours

Elective Courses
520/620 Essential Readings, 1 semester hour
523/623 Communication Skills for Administrators, 1 semester hour
524/624 Implementing Curricula, 1 semester hour
526/631 Leading Schools Through Conflict, 1 semester hour
528/628 Gender and Education, 2 semester hours
550/630 Seminar on Organizational Change, 2 semester hours
551/609 Program for New Administrators: The Ropes to Skip and the Ropes to Know, 3 semester hours
552/603 Working With the Marginally Performing Teacher, 2 semester hours
553/638 Professional Development for Instructional Leaders, 1 semester hour
554/636 Physical Environment of Schools, 1 semester hour
540/629 Models of Organizational Change, 2 semester hours
541/603 Working With Professional Relationships: Board and Personnel, 2 semester hours
545/627 Contract Management, 1 semester hour
546/626 Negotiation and Collective Bargaining, 2 semester hours
548/602 Leadership and Learning: Personal Change in a Professional Setting, 2 semester hours
556/635 Advanced School Finance and District Budgeting, 1 semester hour

Note: Additional elective courses available with consent of advisor.

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

Eligibility for Continuing Superintendent Licensure
Lewis & Clark recommends for the Continuing Superintendent Licensure those candidates who have fulfilled the following requirements:
1) Successfully serve as a superintendent, deputy superintendent, or assistant superintendent.
2) Completion of the coursework and field experience required in the Continuing Superintendent Licensure program.

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

Required Courses
547/634 Ethics, Diversity, and School Administration, 2 semester hours
586/641 Continuing Superintendent Assessment License Seminar, 1 semester hour

Elective Courses
530/630 Seminar on Organizational Change, 1 semester hour
534/636 Physical Environment of Schools, 2 semester hours
540/629 Models of Organizational Change, 2 semester hours
542/607 Working in Diverse Populations, 2 semester hours
548/602 Leadership and Learning: Personal Change in a Professional Setting, 2 semester hours
554/662 Courage to Lead, 3-4 semester hours
556/635 Advanced School Finance and District Budgeting, 1 semester hour
558/637 New Superintendent Seminar, 1 semester hour
565/640 Seminar in Governance, the Law, and Interagency Cooperation, 1 semester hour
Curriculum

EDAD 500/633
Leadership Profile Center
Intensive one-day activity in which students participate in simulation activities and are evaluated by faculty and practitioners. Students receive feedback about their leadership skills and develop a plan to enhance content knowledge, assessment, leadership, and collaboration. Students develop a portfolio during their course and practicum experiences, including extensive professional reflection, assessed at the conclusion of the practicum.
Prerequisite: None.
Credit: 5 semester hours, CR/NC.

EDAD 501/610
School Organization
Organization and leadership theory as the foundation for the key role of administrators. Investigates the organizational dynamics of schooling, the use of educational resources, what is required for leadership in a complex organization, modeling decision making, developing communication systems that connect students and their schools to the community, and understanding school improvement and the full ramifications of Oregon’s Education Reform Act and federal No Child Left Behind.
Prerequisite: EDAD 500/633
Credit: 3 semester hours.

EDAD 502/612
Instructional Leadership
Introduction to the specifics of clinical supervision for the enhancement of student and teacher performance, assessment to promote student learning for diverse student groups, as well as alternatives to traditional teacher evaluation models. Students also explore issues of school leadership, staff development, and professional renewal and reflection.
Prerequisite: EDAD 501/610.
Credit: 3 semester hours.

EDAD 503/613
Legal Rights and Responsibilities
Systematic study of the sources of law under which educators operate. Case law, lectures, and discussions concentrate on the legal rights and responsibilities of all individuals attending or employed by public schools. Examines areas of education governance: sources of law and the courts, schools and the state, and law as it relates to students, teachers, school reform, diversity, school finance and allocation of resources, and educator and district liability. Also listed as ED 543.
Prerequisite: EDAD 500, 501/610.
Credit: 2.5 semester hours.
The graduate school's district-affiliated programs feature courses for those interested in the Initial and Continuing Administrator programs. These courses meet requirements set by the Oregon Teacher Standards and Practices Commission. Off-campus programs are taught by full-time faculty as well as talented adjunct faculty from across the region.

**EDAD 504A/614A, 504B/614B**  
Practicum for Administrators  
Two semesters of supervised, on-site, pre-designed administrative experience along with campus seminars involving discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills of successful school administration in early childhood/elementary or middle-level/high school under the supervision of experienced field and campus supervisors.  
Prerequisite: EDAD 500-502, admission to Educational Administration With Initial Administrator License program.  
Credit: 3 semester hours each, CR/NC.

**EDAD 505/615**  
Essential Readings About School Reform  
Seminar providing timely, thoughtful discussion on school reform including curriculum design, issues of diversity and social justice, instruction, leadership, finance, and politics. Students read, discuss, and debate recently published works by leading scholars and researchers. Also listed as EDAD 520/620 and 590, and ED 516.  
Prerequisite: None.  
Credit: 1 semester hour.

**EDAD 507/617**  
School Finance for Administrators  
District budget development and administration as practiced in public school finance. Emphasis on understanding the impact of political decisions on school revenues and budget development and allocation of resources to eliminate achievement gaps between ethnic and racial groups. Includes presentation and analysis of the components of a school budget. Students also analyze a district budget as a method of achieving priority goals as established by the governing board.  
Prerequisite: None.  
Credit: 1 semester hour.

**EDAD 520/590/620**  
Essential Readings  
Same as EDAD 505/615, ED 516.

**EDAD 523/623**  
Communication Skills for Administrators  
Communication process as it applies to personal and group effectiveness in a variety of settings, including site-based councils. Students explore the dynamics of communication between ethnic and social groups in dyads, small groups, and large groups. Investigates strategies for improving the content knowledge of group problem solving.  
Prerequisite: None.  
Credit: EDAD 523, 1 semester hour. EDAD 623, 3 semester hours.

**EDAD 524/624**  
Implementing Curricula  
Application of research on teaching and learning to classroom instruction and instructional leadership to eliminate the achievement gap. Stresses ways of adapting instruction to student characteristics and developing systematic staff development programs. Reviews research on the special needs of students from different cultures.  
Prerequisite: None.  
Credit: 1 semester hour.

**EDAD 525/625**  
School-Community Relations  
Developing understanding and awareness of the administrator's role in initiating and maintaining reciprocal growth relationships with various communities in school districts. Emphasis on applying theories and models of school-community relations to the development and/or improvement of an administrator's content knowledge, self-understanding through reflection, and interpersonal skills.  
Prerequisite: None.  
Credit: 1 semester hour.

**EDAD 526/631**  
Leading Schools Through Conflict  
Working through conflict with adults in school organizations. Students investigate the causes of conflicts and consider resolution strategies to promote justice, equity, and inclusion. Appropriate for professionals at the building and district level.  
Prerequisite: None.  
Credit: 1 semester hour.

**EDAD 528/628**  
Gender and Education  
How gender is maintained, enlivened, and perpetuated as a social category in schools in the United States. Surveys the historical and philosophical roots of schooling and considers research and contemporary literature to explore the interaction between gender and educational practices.  
Prerequisite: None.  
Credit: 2 semester hours.

**EDAD 530/630**  
Seminar on Organizational Change  
Bringing about change in organizations. Builds content knowledge, professional identity, and organizational assessment to assist participants involved in organizational change at the building or district level to develop, implement, and evaluate the change.  
Prerequisite: EDAD 54C/629 or consent of instructor.  
Credit: 2 semester hours.
EDAD 531/609
Program for New Administrators: The Ropes to Skip and the Ropes to Know
Challenges, ethical dilemmas, and surprises facing new administrators. Meets monthly for a year and includes fall and spring retreats. Participants develop content knowledge, leadership skills, and peer support groups within and across districts.
Prerequisite: Position requiring the Initial Administrator License.
Credit: 1-3 semester hours.

EDAD 532/605
Working With the Marginally Performing Teacher
Knowledge, skills, and support school administrators need in order to work with adults, primarily teachers, whose performance is not acceptable. Readings, whole-group discussions, guest presentations, reflective writing, and sharing support with peers. Candidates improve content knowledge and assessment techniques to increase achievement for diverse student groups.
Prerequisite: Position requiring the Initial Administrator License, position providing supervisory responsibility, or consent of instructor.
Credit: 2 semester hours.

EDAD 533/638
Professional Development for Instructional Leaders
Same as ED 525.

EDAD 534/636
Physical Environment of Schools
Management and maintenance of school facilities and equipment. Topics include school-plant needs, planning, budgeting, securing resources, costs, design, and operations. Analyzes issues of legal liability, transportation, capital investment, and depreciation.
Prerequisite: None.
Credit: 1 semester hour.

EDAD 535/621
Organizational Leadership and Decision Making
Interdisciplinary perspectives on leadership in the public and private sectors. Topics include content knowledge of leadership, organizational complexity, ethical ambiguity, professional identity, and meaning in the lives of leaders.
Prerequisite: Initial Administrator License or consent of department chair.
Credit: 2 semester hours.

EDAD 536/604
Leading Schools Through Instructional Technologies
Broad overview of the ever-changing technology landscape. Participants get hands-on experience using educational and management technologies. Topics include research on technology in education and the teaching approaches enhanced by technology. Administrators learn to make informed decisions about technology while increasing personal skills in its use.
Prerequisite: None.
Credit: 2 semester hours.

EDAD 537/632
Educational Research and Assessment
Qualitative and quantitative interpretation of educational research, with emphasis on applying action research principles to promote achievement for diverse student groups. Students analyze achievement data and alternative forms of assessment in their schools and districts. Emphasis on mandates for certificates of mastery, portfolio construction, task building, scoring rubrics, and the need to focus on assessment for learning.
Prerequisite: None.
Credit: EDAD 537, 2 semester hours.
EDAD 632, 2 semester hours.

EDAD 540/629
Models of Organizational Change
Changes in organizations caused by internal and external forces such as mandates, implemented innovations, and plans for improvement. Covers methods of and content knowledge for planning change, such as leadership and management, conflict resolution, consensus building, issue analysis, and meeting the goals of the Oregon Reform Act and the federal No Child Left Behind.
Prerequisite: None.
Credit: 2 semester hours.

EDAD 541/603
Working With Professional Relationships: Board and Personnel
Examination of issues administrators face in working with school boards and employees, and of the skills needed to develop productive, effective, and clear relationships with board members and district personnel. Topics include personnel leadership and management, conflict resolution, consensus building, issue analysis, and meeting the goals of the Oregon Reform Act and the federal No Child Left Behind.
Prerequisite: None.
Credit: 2 semester hours.
EDAD 542/607
Working With Diverse Populations in School Communities
Opportunities for administrators to investigate assumptions that guide behavior and to gain firsthand knowledge of the family life and culture of students from various ethnic groups. Participants reflect on their own attitudes about individuals from other cultures and groups. Topics include ways to improve school programs that provide services to students from diverse populations. Participants also reflect on their own culture, assumptions, and beliefs.
Prerequisite: None.
Credit: 2 semester hours.

EDAD 543
Teaching Linguistically and Culturally Diverse Students
Same as ED420/609.

EDAD 545/627
Contract Management
Administering the contract as it applies to school employees. Designed for students who have responsibility for contract management.
Prerequisite: None.
Credit: 1 semester hour.

EDAD 546/626
Negotiation and Collective Bargaining
Management of the collective bargaining process as it applies to public employees. Designed for students who have responsibility for negotiation or administration of contracts. Emphasis on the influence of Oregon's Collective Bargaining Law and new models of collaborative bargaining. Includes a minor practicum component.
Prerequisite: None.
Credit: 2 semester hours.

EDAD 547/634
Ethics, Diversity, and School Administration
Ethical issues dealing with leadership and governance and laws pertaining to public institutions. Participants explore how leaders can use the ideals of diversity, equity, justice, and ethical behavior to advance local, state, and national school reform efforts.
Prerequisite: None.
Credit: 2 semester hours.

EDAD 548/602
Leadership and Learning: Personal Change in a Professional Setting
Seminar exploring dilemmas of professional life and leadership experienced in school administration. Students investigate an issue or dilemma in their teaching and/or administrative work life and prepare a verbal case study and overview document. Participants practice asking honest, open questions and being totally attentive to the presenters.
Prerequisite: Admission to the Continuing Administrator program, experience as an administrator, consent of instructor.
Credit: 2 semester hours.

EDAD 549/606
Professional Mentorship, Continuing License
Students establish a yearlong formal mentorship relationship with a Lewis & Clark faculty member and with a field supervisor in their own district or a neighboring district. At the end of the program, the student prepares a written critique of the experience. Meets the Continuing Administrator License requirement in OAR 584-017-0260.
Prerequisite: Initial Administrator License.
Credit: 1 semester hour.

EDAD 554/642
Courage to Lead
Offer a context for participants to explore the dilemmas experienced in their work. Participants investigate a particular issue or dilemma in their administrative work life and prepare a verbal case study and written document for the members of the seminar group. Participants ask honest, open, attentive questions of the presenters. All students are responsible for a particular "core" reading; each participant is also directed to specific books focused on their special area of question and concern.
Prerequisite: None.
Credit: 1-4 semester hours.

EDAD 555
Small Schools in Theory and Practice
Exploration of advantages of small schools and their success in supporting enhanced academic achievement among a wide range of students, especially students from economically disadvantaged communities. Overview of the issues individuals or groups interested in starting such schools should keep in mind to ensure their long-term survival. Presentations by local educators who work in small schools supplement readings. Also listed as ED 527.
Prerequisite: Admission to Inservice M.A.T. program or Educational Administration program. Consent of instructor required for students in Preservice M.A.T. program.
Credit: 2 semester hours.

EDAD 556/635
Advanced School Finance and District Budgeting
Advanced budgeting concepts for district-level administrators with emphasis on how long-range planning, facilities management, and special programs designed to eliminate achievement disparities affect the annual budget-making process.
Prerequisite: Initial Administrator License.
Credit: 1 semester hour.
EDAD 550/637
Continuing Administrator License Seminar (C.A.L.S.)
When candidates for the Continuing Administrator/Initial Superintendent License completes academic requirements, they present a portfolio of professional evidence to demonstrate competence in meeting Teacher Standards and Practices Commission (TSPC) advanced standards for the Continuing Administrative License.
Prerequisite: Completion of all academic content requirements for the Continuing Administrator/Initial Superintendent License.
Credit: 1 semester hour, CR/NC.

EDAD 565/640
Seminar in Governance, Law, and Interagency Cooperation
School districts are increasingly required to act in concert with a variety of public agencies. School leaders must be able to work effectively with city, county, and state agency partners to accomplish public policy goals that often transcend traditional mandates of schools. Investigates the leadership skills needed to work across the typical boundaries and responsibilities of public schools and other public agencies and private service providers.
Prerequisite: None.
Credit: 1 semester hour.

EDAD 575
Practicum for Superintendents
Supervised, on-site, predesigned administrative experience and campus seminars involving discussions, student presentations, and task analysis. Students examine their understanding of administrative theory in light of their field application of the theory, synthesizing the theory and experience into a holistic interpretation of educational administration. Activities vary depending on the site chosen, student interests, and desired skill development.
Prerequisite: None.
Credit: 4 semester hours, CR/NC.

EDAD 585/639
Seminar for New Superintendents
Superintendents are the chief educational officer, the chief financial officer, and often the chief legal officer for the school district. Individuals hired into their first superintendent position are often unprepared for the multiple challenges that face them. Assists professionals in meeting the ethical, legal, educational, and leadership challenges of the new position. Participants develop peer support networks with other first-year superintendents. The yearlong course meets monthly.
Prerequisite: None.
Credit: 2 semester hours, CR/NC.

EDAD 586/641
Continuing Superintendent Assessment License Seminar
When candidates for the Continuing Superintendent License complete academic requirements, they present a portfolio of professional evidence to demonstrate competence in meeting Teacher Standards and Practices Commission standards for licensure.
Prerequisite: None.
Credit: 1 semester hour.

EDAD 590
Essential Readings
Same as EDAD 520/620, ED 516.

EDAD 591
Program Evaluation
Systematic approach to program evaluation. Students are exposed to methods of assessing program effectiveness, the use of program evaluation as a productive basis for future planning for high levels of student achievement, and the prospects for developing excellence in program performance and credibility within public organizations.
Prerequisite: None.
Credit: 2 semester hours.

EDAD 593
Business Management in Education
Series of topical workshops in school operations, beginning with a fall conference and extending through the spring semester. Designed in cooperation with Business Officials of Oregon Schools for business managers and superintendents of small school districts. Topics include risk management, purchasing, accounting procedures, food service, and custodial services.
Prerequisite: None.
Credit: 1 semester hour.

EDAD 598
Special Studies: New or Experimental Courses

EDAD 599
Independent Study
Note: For interdisciplinary courses, see Teacher Education in this catalog.

“...”
—John Seeley ’97, superintendent and principal, Jewell School District
School Counseling

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

Lewis & Clark's School Counseling program offers an innovative master's degree program with licensure and licensure-only programs for those interested in becoming school counselors. Candidates begin working in the schools during their first semester of coursework. This on-site involvement continues throughout the program and emphasizes a commitment to diversity and social justice issues and to the use of data, assessment, and technology.

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

The Lewis & Clark School Counseling program

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

- Develop advocacy, leadership, and collaboration skills through a comprehensive and challenging curriculum.
- Understand culturally diverse populations and issues of social justice and equity through multicultural field placements and hands-on work.
- Explore and foster collaborative efforts between schools and communities.
- Be critical thinkers, lifelong learners, and visionaries for their schools and communities.
- Analyze, synthesize, and evaluate a broad and comprehensive knowledge base of best practices in school settings, particularly those that apply to ensuring equity for all students.

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

**Academic Advising**

Each accepted candidate is assigned a faculty adviser. Advisers assist candidates in planning an official course of study and answer questions about the School Counseling program and the profession in general. Each candidate has the responsibility to develop an approved course of study with his or her adviser prior to enrolling; to stay informed about registration, course schedule changes, and deadlines; and to obtain approval for any changes to the approved course of study. (See also Policies and Procedures.)

**Waivers and Transfers**

Candidates seeking master's degrees may petition to waive required courses based on competency or experience. All required courses that are waived must be replaced by preapproved elective coursework with equivalent credit.

Candidates seeking master's degrees may petition to transfer credits from another institution. The maximum number of transfer credits allowed is 10 semester hours, earned no more than five years prior to admission.

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

**Core Program**

The Core Program, a graduate school requirement of all master's degree candidates, is described in detail in this catalog. Students should consult their advisers for the specific Core requirements for school counseling.

**Ongoing Candidate Evaluation**

Candidates are evaluated each semester by course professors. Evaluation criteria include successful completion of courses (e.g., timeliness of work, cooperation with peers) and performance rubrics developed according to the performance levels approved by the Teacher Standards and Practices Commission. (Instructors address these in class.) Candidates must begin a professional portfolio during the first semester of coursework. The portfolio includes documentation of the following:

- All completed coursework/projects (e.g., an evaluation summary for each course)
- Individual counseling experience or other opportunities as defined by the department (six hours)
- Micro-internships (e.g., an academic development and consultation internship)
- Professional organizational membership beginning in the first semester of coursework
- Completion of all prerequisite coursework prior to the final internship
- Completion of all courses (i.e., no outstanding Incompletes prior to the final internship)
- Applicable coursework in the development of a comprehensive school counseling program plan

**Joint Program: Master of Education in School Counseling and Initial License**

**Track I**

Candidates who hold a valid Oregon Teaching Certificate or License and have completed two years of successful teaching are eligible for the Track I program in school counseling. Candidates must complete 42 semester hours (distributed as follows), including 1 semester hour of approved electives:

**Required Courses**

- 500 Introduction to School Counseling, 3 semester hours
- 501 Academic Development and Consultation, 2 semester hours
- 502 Internship: Academic Development and Consultation, 1 semester hour
- 503 Career Development and Consultation, 2 semester hours
- 505 Personal/Social Development and Consultation, 2 semester hours
- 506 Internship: Personal/Social Development and Consultation, 1 semester hour
- 507 Development of the Learner: Children and Adolescents, 3 semester hours
- 508 Social Justice, Diversity, and Cultural Issues, 2 semester hours
- 509 Ethical and Legal Issues in Education and School Counseling, 3 semester hours
- 510 Family Dynamics, Community Resources, and Consultation, 3 semester hours
511 Group Leadership Skills for School Counselors, 2 semester hours
512 Special Needs Populations in Schools, 2 semester hours
513A Continued Studies in Educational Research and Assessment, 3 semester hours
514 Positive Classrooms and Schools, 2 semester hours
515 Contemporary Practices in Education and School Counseling, 2 semester hours
516 School Counseling Internship, 8 semester hours

Graduate Core Requirements
A minimum of 4 semester hours

Track II
Candidates who do not hold a valid Oregon Teaching Certificate or License—or who do hold such a certificate or license but have less than two years of teaching experience in an accredited school for grades K-12—are eligible for the Track II program in school counseling. Candidates must complete the 42 semester hours described above plus the following:
517 Practicum in Classroom Instruction, 3 semester hours

Curriculum: Initial School Counselor

SCED 500
Introduction to School Counseling
Perspectives and practices for school counseling in the 21st century, multicultural and diversity issues impacting school counseling, overview of counseling theory as applied to the child and adolescent in a school setting. Introduction to counseling-skill development with an emphasis on solution-focused, microskills, and cognitive-behavioral approaches. Direct involvement with local practicing school counselors and diverse student groups. Library orientation requirement is covered in this course.
Prerequisite: None.
Credit: 3 semester hours.

SCED 501
Academic Development and Consultation
First of three courses addressing National Standards for Comprehensive School Counseling Programs and the role of the school counselor in consultation. Skill development with an emphasis on resiliency/asset-building using solution-focused, microskills, cognitive-behavioral, client-centered, and reality/choice counseling as applied to the academic development of a diverse population of students to eliminate achievement gaps. Topics include developmental assets as identified by the Search Institute. Participants practice consultation skills with students and faculty.
Prerequisite: SCED 500, 502.
Credit: 2 semester hours.

SCED 502
Internship: Academic Development and Consultation
Direct experience in school settings working with students and faculty. Candidates conduct classroom activities to support academic success based on the National Standard for Academic Competencies. Under the direction of the school counselor, participants consult with students and faculty on academic issues and the elimination of achievement gaps between and ethnic and racial groups.
Prerequisite: SCED 500, 501.
Credit: 1 semester hour.

SCED 503
Career Development and Consultation
Second of three courses addressing National Standards for Comprehensive School Counseling Programs and the role of the school counselor in consultation. Continued skill development with an emphasis on resiliency/asset-building using solution-focused, microskills, cognitive-behavioral, client-centered, and reality/choice counseling as applied to the career development of a diverse population of students. Topics include developmental assets as identified by the Search Institute. Content knowledge is enhanced by technology. Participants practice consultation skills with students and faculty.
Prerequisite: SCED 500-502.
Credit: 2 semester hours.

SCED 505
Personal/Social Development and Consultation
Third of three courses addressing National Standards for Comprehensive School Counseling Programs and the role of the school counselor in consultation. Continued skill development with an emphasis on resiliency/asset-building using solution-focused, microskills, cognitive-behavioral, client-centered, and reality/choice counseling as applied to the personal/social development of a diverse population of students. Topics include developmental assets as identified by the Search Institute. Participants practice consultation skills with students and faculty.
Prerequisite: SCED 500-502.
Credit: 2 semester hours.

SCED 506
Internship: Personal/Social Development and Consultation
Direct experience in school settings working with students and faculty. Candidates conduct classroom activities to support personal/social success based on the National Standard for Personal/Social Competencies. Under the direction of the school counselor, participants consult with students and faculty on personal/social issues.
Prerequisite: SCED 505.
Credit: 1 semester hour.
SCED 507
Development of the Learner: Children and Adolescents
Discussion, critique, and application of theories of child and adolescent development and learning. Application of theory to the school setting in the areas of learner development, learner styles/differences, the nature of the learner, and learner motivation. Topics include the impact of culture and diversity on learning. Examines the perspective of the school counselor the contribution of internal/external asset development that helps today's youth thrive.
Prerequisite: None.
Credit: 3 semester hours.

SCED 508
Social Justice, Diversity, and Cultural Issues
Strategies for interacting and working with diverse communities as identified by race, ethnicity, gender, class, sexual orientation, age, disability, or religion. Addresses methods for positively impacting social and cultural diversity and equity issues including the possible effects of culture, race stereotyping, family, socioeconomic status, gender, sexual identity, language, and values on student development and progress in the school setting. Content and methodology emphasize small-group activities, collaboration, and use of data to create equity for all students. Candidates practice taking an active role in supporting all students and focus on eliminating the achievement gap.
Prerequisite: None.
Credit: 2 semester hours.

SCED 509
Ethical and Legal Issues in Education and School Counseling
Study of sources of law under which educators operate. Case law, lectures, and discussions concentrate on legal rights and responsibilities of all individuals attending or employed by public schools. Examination of areas of educational governance (e.g., courses of law and the courts, schools and the states), explores the ethical codes of the American School Counselor Association and the American Counseling Association using case studies. Meets the requirement of the Oregon Teacher Standards and Practices Commission for knowledge of federal and state laws prohibiting discrimination.
Prerequisite: None.
Credit: 3 semester hours.

SCED 510
Family Dynamics, Community Resources, and Consultation
Effective ways to include family members as active contributors in their children's education. Examines concepts of family dynamics and dysfunction requiring referral and use of community resources. Topics include developmental assets applicable to the family setting and impact of the special-needs child on the family organizational structure. Explores diversities inherent in families and focuses on ways of relating to families who differ from each other in terms of age, race, socioeconomic background, and/or family form.
Prerequisite: None.
Credit: 3 semester hours.

SCED 511
Group Leadership Skills for School Counselors
Principles and practices of group counseling, group dynamics, group leadership, and group processes with students and parents. Topics include group approaches for promoting academic, career, and personal/social success for all students. Candidates plan, organize, facilitate, and evaluate small groups within the educational setting. Addresses ethical considerations of group work with children and adolescents using the ethical codes of the American School Counselor Association and the American Counseling Association.
Prerequisite: None.
Credit: 2 semester hours.

SCED 512
Special-Needs Populations in Schools
Overview of the special-needs child in today's schools and the knowledge and skills necessary to better advocate on behalf of this student. Topics include exceptionalities including communication disorders, learning disabilities, mental retardation, emotional disturbance, behavioral disorders, orthopedic impairments, traumatic brain injuries, hearing and vision impairments, and special talents and giftedness. Participants review criteria for special-needs populations as outlined in the Oregon Administrative Rules.
Prerequisite: None.
Credit: 2 semester hours.

SCED 513A
Continued Studies in Educational Research and Assessment
Major uses and components of classroom or school-based research processes, academic test interpretation, and limitations. Participants explore quantitative and qualitative research methods, critique of research studies, assessment and evaluation, integration of assessment...
with instruction, portfolios, comprehensive school counseling programs, and what it means to be a practitioner-researcher. Topics include cultural assumptions held by researchers and the effects of these assumptions on research practices and results. Candidates develop a database, PowerPoint presentation, and Web page for data display. 
Prerequisite: None.
Credit: 2 semester hours.

**SCED 513B**
Continued Studies in Educational Research, Assessment and Technology
Prerequisite: None.
Credit: 1 semester hour.

**SCED 514**
Positive Classrooms and Schools
Examination of current research and best practices in methods for creating positive, safe classroom and school communities in which learning and positive behaviors are enhanced. Emphasis on the school counselor's role in managing classroom guidance and in assisting teachers. Candidates explore developing classroom and school-wide behavioral norms, responding to disruptive behavior in school settings, developing functional assessment and individual behavior change plans, creating school-wide student management plans, and ensuring success for students of diverse backgrounds.
Prerequisite: None.
Credit: 2 semester hours.

**SCED 516**
School Counseling Internship
Application of knowledge, skills, and attitudes gained from previous courses (e.g., consultation, research, ethics/law). Candidates focus on the school counselor's role within the educational setting and prepare a professional portfolio that showcases their graduate work/experiences. Candidates assess, design, implement, and evaluate a comprehensive school counseling program based on national standards, the ASCA National Model, and Oregon's Comprehensive Guidance and Counseling Framework. Explores school reform initiatives (e.g., Certificate of Initial Mastery, Certificate of Advanced Mastery, Proficiency-based Admissions Standards) including curriculum, instruction, leadership, and politics. Two semesters.
Prerequisite: Portfolio meeting/signoff with advisor, completion of all required coursework.
Credit: 4 semester hours fall; 4 semester hours spring.

**SCED 517**
Practicum in Classroom Instruction
Foundations of education and curriculum. Classroom instruction is complemented by a teaching practicum, allowing the candidate to integrate theory and practice. Participants complete student teaching and prepare a work sample. Two semesters.
Prerequisite: None.
Credit: 2 semester hours fall; 1 semester hour spring.

**Continuing School Counselor Licensure**
The Continuing School Counselor Licensure program at Lewis & Clark College is designed to meet the advanced competency requirements of the Teacher Standards and Practices Commission while providing students with opportunities for direct application of course content to school, community, and professional development.

Candidates are required to attend course meetings each semester that focus on the status of current projects. Small- and large-group activities explore the content of each course.

The Continuing School Counselor Licensure program builds on the knowledge and skills developed in the Initial Licensure program. Completion of the continuing school counselor license assists the candidate in ensuring student success and school improvement through action research while developing leadership, collaboration, and advocacy skills for the school-community partnership.

**Technology**
All courses address the appropriate use of technology. Candidates are expected to have e-mail accounts and correspond electronically with instructors, other candidates, and fellow professionals. Candidates learn how to use databases, PowerPoint presentations, and Web pages to advance their school's leadership, advocacy, and collaboration efforts within the community.

**Documentation**
Documentation of work completed within each course is housed in the Continuing License Educational Portfolio (CLEP). Each course section of the CLEP contains all evaluations and pertinent documentation. Identified professors, practicing school counselors (with advanced professional standing), and/or a designated Continuing License Committee evaluate the completed CLEP.

**Program Planning**
Candidates are encouraged to begin study for the continuing school counselor license upon completing the initial school counselor license. See the department for details.
Teacher Education

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

Lewis & Clark offers highly distinctive programs of study for future and practicing teachers. Students draw on the resources of an outstanding faculty, culturally rich urban and rural communities, regional cultural and science centers, the College's own Northwest Writing Institute, and school districts of the greater Portland community and the state at large.

Teacher education candidates enjoy the benefits of small classes, collaborative learning opportunities, and close relationships with faculty. They have extensive opportunities to observe outstanding teachers and to practice teaching under the careful supervision of skillful mentor teachers. Students are encouraged to develop strategies as lifelong learners through frequent seminars with faculty, experiential learning activities, and guided writing. Close cooperation between Lewis & Clark faculty and community educators contributes richly to these goals.

Applicants to all teacher education programs are evaluated on the basis of the excellence, depth, and breadth of their academic background; the strength of their recommendations; the quality of their teaching experience (for prospective teachers, their experience with youth in educational settings); written essays; and the results of standardized tests and/or a portfolio (for inservice applicants only). Specific admission requirements and procedures for preservice applicants are described in the Admissions section.

Who We Are: Statement of the Teacher Education Faculty

John Dewey defined education as "that reconstruction or reorganization of experience which adds to the meaning of experience, and which increases to direct the course of subsequent experience." We, the teacher education faculty at Lewis & Clark College, apply this meaningful statement to our work.

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

—Vern Jones, chair, teacher education
We are a community of learners and teachers committed to the preparation of educators who

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

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

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

Lewis & Clark's graduate programs leading to licensure and endorsement are approved under Oregon Teacher Standards and Practices Commission Rules for Fifth-Year Programs (Divisions 17 and 60 Standards of the Oregon Administrative Rules). Graduates complete all academic requirements and a yearlong internship for the Oregon Initial License.

**Early Childhood/Elementary Authorizations**

Lewis & Clark offers a full-time, 13- or 14-month program for beginning educators in early childhood/elementary education. There are two areas of emphasis for beginning teachers, each organized around a yearlong internship in a Portland-area school, combined with coursework on campus and additional practicum experiences. The Early Childhood/Elementary Intern program prepares students for an Initial License to teach children age 3 through grade 8 in preschools, elementary schools, and self-contained classrooms in middle schools.

Lewis & Clark College is committed to preparing teachers who will assume leadership roles in their schools and communities, and who link schools to the community through real-world problem solving and curriculum development. Interns and their students learn to work with actual problems, challenging children to develop and contribute solutions to community issues.

Students graduate from this program prepared to teach children from age 3 in a preschool through grade 8 in an elementary school, in addition to grades 5 and 6 in a self-contained classroom in a middle school.

The two early childhood/elementary cohorts progress through the same courses and internship requirements, but each emphasizes a distinct theme. One cohort gives in-depth attention to interdisciplinary science, mathematics, and technology education. Interns transfer insights gained from their field-based, community-oriented practice to their school placement sites. Several interns in the math and science cohort complete their internships at Catlin Gabel School, which provides a stipend for their work. The other cohort gives more in-depth attention to language and literacy development in the home, community, and school; to literature; and to issues of language, literacy, and literature across the curriculum.

**Licensee Requirements**

**First Summer**

ED 513A/513B Summer Practicum (513A, Early Childhood; 513B, Elementary), 1 semester hour each

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

SCI 555 Field Natural History, 1 semester hour

ED 559 Math for Early Childhood, 1 semester hour

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

CORE 501 The Arts, Culture, and Creativity, 2 semester hours

ED 569 Health and Physical Education, 1 semester hour
Fall Semester
ED 512 Real-World Problem Solving Practicum, 1 semester hour
ED 514 Intern Practicum I (Early Childhood or Elementary), 2 semester hours
ED 562 Elementary School Mathematics, 3 semester hours
ED 565 Reading I: Literacy Development, Pre-K–8, 2 semester hours
ED 567 Language Arts and Literature, Pre-K–8, 2 semester hours
SCI 580 Science and Children, 2 semester hours

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

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

M.A.T. Degree Requirements
A minimum of 40 semester hours including licensure. Requirements in addition to those listed above for licensure are distributed as follows:
ED 555 Experience and Meaning, 1 semester hour (offered Summer Session 2)

Graduate Core Requirements
A minimum of 4 semester hours

Middle-level/High School Authorizations
Lewis & Clark offers a full-time, 13- or 14-month program for beginning educators in middle and high school (grades 5-12) in English language arts, mathematics, biology, chemistry, physics, integrated science, or social studies. A 46-semester-hour dual licensure M.A.T. Program is offered in science and math. Specialty area endorsements also may be offered in art and music. The Middle-level/High School Intern program prepares students for an Initial License to teach a specific subject area in grades 5-9 in elementary, middle, and junior high schools and grades 7-12 in mid-high and high schools.

The M.A.T. degree in middle and high school education includes a minimum of 40 semester hours with study in education, adolescent development and learning, subject area coursework, practicum and supervised intern teaching, and the interdisciplinary graduate Core Program. The intern option enables beginning educators to meet the needs of adolescents in ways that extend adolescent learners' experiences and enhance beginning educators and adolescents' capacity to solve problems. This option focuses on disciplinary knowledge with an emphasis on research in theory and best practice, including creating democratic learning communities, designing educational activities that cultivate connections between learners and their communities, and incorporating a range of teaching and technological resources.

M.A.T. interns begin coursework in mid-June of each year and continue through the following summer. The program includes a full-school-year internship with an outstanding mentor teacher in a local school. New full-time M.A.T. preservice intern students are required to attend orientation in early June. Interns begin working with their mentors the week before the opening of their school in the fall (typically the last week of August) and continue until the end of the public school year.

Beginning the first summer, M.A.T. interns take courses in professional education, subject fields, and the graduate Core Program and complete a practicum. During the fall semester, interns examine subject matter and educational theory and research, as well as reflect on their professional identity, while spending increasing amounts of time in their classroom observing and tutoring students, assisting the mentor teacher, and planning and teaching some lessons.

In spring semester, interns teach nearly full time in the classroom and continue professional seminars with College faculty and mentors. The second summer includes additional coursework in education, disciplinary knowledge, and the Core Program. Students may be eligible for licensure at the end of 12 months, leaving the second summer session for completion of master's degree requirements.

Licensure Requirements
First Semester
LA 531 (or CORE 501) Writing and the Writing Process, 2 semester hours
ED 550 Social, Historical, and Ethical Perspectives on Education, 2 semester hours
ED 552 Adolescent Development, Learning, and Exceptionality (includes practicum), 3 semester hours
Two electives in subject area of 2-3 semester hours each, or an elective and a Core course

Fall Semester
ED 551 Literacy, Culture, and Learning, 3 semester hours
ED 553 Classroom Teaching and Learning I, 3 semester hours
(Subject Area) 579 Teaching (Your Subject Area) to Adolescents, 2-4 semester hours
(courses typically listed as LA 579, SS 579, ART 579, MATH 579, SCI 579, etc.)
“To be a great teacher takes a magical balance between loving learning and honestly caring for your students. At Lewis & Clark, I felt very valued as an individual. I was never expected to parrot back somebody else’s ideas. I could be myself and explore my own style. At some point I realized that the only way to truly connect with students is to be honestly who I am, and to respect them for who they are. And it works.”

—Nicki Hudson, M.A.T. ’87, Oregon’s 1998 Teacher of the Year and a math teacher at Oregon’s West Linn High School

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

Summer Session 1 or 2
M.A.T. Degree Requirements
A minimum of 40 semester hours including licensure. Requirements in addition to those listed above for licensure are distributed as follows:
ED 555 Experience and Meaning, 2 semester hours (offered Summer Session 2)

Subject-Area Electives
A minimum of 6 semester hours and three courses

Graduate Core Requirements
A minimum of 4 semester hours

Music Endorsement
The Master of Arts in Teaching Fifth-Year Licensure program for music teachers is designed for students with highly developed musical skills, an undergraduate degree in music (or in another discipline with extensive coursework and experience in music), and an interest in and aptitude for working with children. The program leads to an Initial License at the middle and high school levels (grades 5-12) and eventually to a master of arts in teaching degree.

A minimum of 29 semester hours of coursework is required for the Initial License. A total of 6 semester hours of music electives and 4 semester hours of graduate Core Program courses are required for the M.A.T. degree. Degree requirements must be completed within five years of admission.

Note: Upon admission, students must consult with the music adviser to design an appropriate course of study, including the sequence of courses they will take, and to discuss subject-area electives.

Courses
ED 550 Social, Historical, and Ethical Perspectives on Education, 2 semester hours
ED 551 Literacy, Culture, and Learning, 3 semester hours
ED 552 Adolescent Development, Learning, and Exceptionality, 3 semester hours including practicum
ED 554 Classroom Teaching and Learning II (internship with weekly seminar), 8 semester hours
ED 563 Classroom Management and Inclusion, 2 semester hours

MUE 544 Practicum in Music Education, 1-4 semester hours
MUE 579 Teaching Music to Adolescents, 4 semester hours
MUE 580 Instrumental Ensemble Seminar/Lab, 1 semester hour
MUE 582 History, Development, and Current Trends in Music Education, 3 semester hours or music elective, 3-4 semester hours
MUE 584 M.A.T. Seminar in Music Education, 2 semester hours
Music 500-level elective, 1-2 semester hours

Graduate Core Requirements
A minimum of 4 semester hours

Testing Required for Program Completion
Oregon uses a system of multiple measures to determine program completion. Students who wish to obtain an Initial License are required to pass both a basic skills test and a battery of subject matter tests.

Basic skills testing: The student may choose to take the Praxis I: Pre-Professional Skills Tests or the California Basic Educational Skills Test (CBEST).

Subject-matter testing: Authorizations in early childhood, elementary, and middle-level teaching require passing scores on the Multiple Subjects Assessment for Teachers (MSAT). (This does not apply to students pursuing art and music endorsements.) The MSAT consists of two tests, one in a multiple-choice format and one in a constructed-response format; both assess knowledge in language arts, mathematics, science, social science, physical education, fine and performing arts, and human development.

Those who want to teach at the middle-level/high school grades must pass Praxis II tests in their specific subject area. Generally there are two or three tests in each subject area endorsement in some combination of multiple-choice and constructed-response formats. Those who want to teach the deaf and hard-of-hearing must pass a basic skills test and the Praxis II test in this subject.

Because passing of basic skills and subject matter tests is required for program completion in Oregon, those who do not pass the required tests are not considered "program completers" and are not eligible for the Initial Teaching License.

Program information required by Section 207 of the Title II Higher Education Act may be found on page 94 and on Lewis & Clark’s teacher education Web site at www.lclark.edu/dep/lt/teach.
Scholarships
Four annual scholarships are available to teacher education students:
- The Mary Stuart Rogers Scholarship, established in 1995, is awarded to students whose outstanding academic achievements are complemented by qualities of leadership, dedication, integrity, compassion, sensitivity, and self-discipline. Admitted Preservice M.A.T. students will be invited to apply.
- The Carol D. Dimich Memorial Scholarship, established in 1994, is awarded each year to a nontraditional graduate student; application materials are available from the teacher education office during the fall semester.
- A limited number of Partnerships in Diversity Scholarships are available. Contact the teacher education office for specific information.
- The Teacher Education Diversity/High-Need School Scholarship will be awarded to six preservice M.A.T. students. Minority candidates and/or candidates possessing bilingual capabilities and demonstrating experience and/or an interest in working in high-need schools in Oregon are encouraged to apply.

Special Education: Deaf and Hard-of-Hearing Auditory Oral Program
For the 2004-05 academic year, Lewis & Clark College is offering an Auditory Oral program for preparing teachers of deaf and hard-of-hearing students. This program, while grounding its students in the wide range of communication options for deaf and hard-of-hearing students, focuses its preparation in Auditory Oral education. Most of the classes and practica are located at Tucker-Maxon Oral School.

The program is fully accredited by the state of Oregon and the Council on the Education of the Deaf (CED). Students who meet all program and testing requirements earn a master of education degree and are eligible for an Oregon Initial License and a CED Provisional Certificate as a teacher of the deaf and hard-of-hearing.

Students are selected from a nationwide pool of applicants. Although many enter with an undergraduate emphasis in education or speech and hearing science, students with other backgrounds are also encouraged to apply. A full range of services is available for deaf and hard-of-hearing graduate students, including interpreters, note takers, real-time captioning, and auditory amplification systems. Private scholarships and loan programs are available for full-time and part-time students. Acceptance into the program qualifies the student to be considered for available scholarships and loans.

The master's degree can be completed in 13 to 15 months of full-time study. The degree normally requires the completion of 51 semester hours with a minimum of 34 semester hours.

Program of Study and Degree Requirements
The sequence for the Auditory Oral program begins in June. A program of study is planned individually with each participant. If any of the required coursework has been completed during the last five years or evidence of competency is provided, approved courses may be substituted or requirements waived.* Students who wish to pursue licensure but not a degree should discuss the program of study with their adviser.

Observation, instructional assistant, itinerant teacher, tutoring, small-group instruction, and student teaching experiences are available with deaf or hard-of-hearing individuals from infancy through high school and college ages. The practicum may include experience teaching in a self-contained classroom, a resource room, or with an itinerant consultant teacher at Tucker-Maxon Oral School in Portland.

Core Program
In addition to the courses listed below, students are required to complete 4 semester hours in the graduate Core Program.

Auditory Oral Program
Courses
TTD 500 Research and Assessment in Education, 2 semester hours
TTD 501/601 Psychosocial and Educational Foundations of Deafness, 2 semester hours
TTD 502/602 Elementary Methods: Thematic Integration, 2 semester hours
TTD 508/608 Practicum, Elementary, 3 semester hours
TTD 511/611 The Itinerant Teacher: Providing Support to Deaf and Hard-of-Hearing Students, 2 semester hours
TTD 530/630 Curriculum and Classroom Management, 3 semester hours
TTD 536/636 Literacy Development, Elementary, 3 semester hours
TTD 546/646 Student Teaching, Elementary, 9 semester hours
TTD 559/628 Counseling Families of Young Children With Disabilities, 2 semester hours
TTD 563/623 Use of Media in the Classroom, 2 semester hours
TTD 580/627 Sign Systems I, 2 semester hours (offered summer only)
TTD 588/622 Language Development for Teachers of Children With Hearing Loss, 2 semester hours
TTD 589/624 Developing Spoken Language in Children With a Hearing Loss, 2 semester hours
TTD 591/621 Introduction to Auditory for Teachers of Deaf and Hard-of-Hearing Children, 3 semester hours
TTD 592/620 Teaching Speech I, 3 semester hours

* Students in licensure programs may petition the Oregon Teacher Standards and Practices Commission if they are dissatisfied with the denial of a request for waiver.
TTD 593/625 Teaching Speech II, 3 semester hours
TTD 594/626 Audiology for Teachers of Deaf and Hard-of-Hearing Children, 3 semester hours
TTD 598/648 Special Studies: New or Experimental Courses, 1-4 semester hours
TTD 599 Independent Study, 1-4 semester hours

Graduate Core Requirements
A minimum of 4 semester hours

Those who want to teach the deaf and hard-of-hearing must pass a basic skills test and the Praxis II test in this subject.

Inservice Options: Master of Arts in Teaching and Master of Education
Lewis & Clark’s inservice M.A.T./M.Ed. programs offer elementary, middle school, and secondary options for teachers wishing to engage in advanced study and improve their teaching practice. Teachers who hold an Oregon Basic License may pursue the Oregon Standard Teaching License. Teachers who hold an Oregon Initial License may pursue the Oregon Continuing Teaching License as part of their M.A.T. or M.Ed. program. The M.A.T. degree requires both liberal arts and professional education courses.

The program for elementary teachers offers courses appropriate for the licensed teacher of the self-contained classroom through grade 8 and the self-contained classroom in grades 5 and 6 in middle school, with opportunity for study in a variety of subject areas. Elementary teachers who hold an Initial License may combine work for the Continuing License with their master’s degree.

The middle-level and high school programs are designed to help licensed teachers develop further competence in teaching one or several academic disciplines in middle and/or high schools in grades 5-12. Subject-matter endorsement areas include art, ESL/bilingual education, foreign languages (French, German, or Spanish), language arts, mathematics, music, reading, science (biology, chemistry, integrated science, or physics), and social studies. Those with an interest in educating students with special needs may complete coursework and practica to obtain a Special Educator Endorsement and a master of education degree.

Master of Arts in Teaching and Oregon Standard Secondary Licensure
For middle and high school teachers who hold a Basic License, Lewis & Clark College offers a program leading to the Standard License and the M.A.T. degree. The course of study is planned in consultation with a faculty adviser. Students who have completed graduate education courses with essentially the same content as required courses may substitute education electives with the consent of their advisers.

Degree Requirements
A minimum of 36 semester hours, distributed as follows:

Professional Education Requirements
A minimum of 17 semester hours including the following:
ED 500 Educational Research, 2 semester hours
ED 501 Constructive Assessment in the Classroom, 2 semester hours
ED 502 Literacy: Print, Media, Technology, 3 semester hours
ED 504 Classroom Management for the Inclusive Classroom, 3 semester hours
ED 507 Teaching and Learning in Middle and Secondary Schools, 3 semester hours
ED 509 M.A.T. Project Seminar, 2 semester hours

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

Subject Area Electives
A minimum of 15 semester hours including the following:
LA 501, SCI 501, MATH 501, or SS 501 (for students in these subject fields), 3 semester hours each. Additional electives from liberal arts disciplines. (The subject field may be one in which the student already holds a basic endorsement; or a new field in which the candidate seeks an added endorsement.) Lewis & Clark College can recommend candidates for the Standard License in art, foreign languages, language arts, mathematics, music, reading, science (biology, chemistry, integrated science, or physics), and social studies. Middle school teachers are strongly encouraged to take ED 572 Restructuring for the Middle Grades: Theory and Practice and ED 573 Integrated Studies for the Middle and Secondary Grades.

Graduate Core Requirements
A minimum of 4 semester hours

Those who want to teach at the middle-level/high school grades must pass Praxis II tests in their specific subject area. Generally there are two or three tests in each subject-area endorsement in some combination of multiple choice and constructed-response formats.

Master of Arts in Teaching and Oregon Standard Licensure: Music
For practicing music teachers with a Basic License, Lewis & Clark offers a program to obtain the M.A.T. degree and a Standard License. This program, designed with a high degree of individuality, seeks to achieve a
balance among musical, philosophical, and practical growth.

The music education curriculum includes a full range of courses in musicianship, performance, pedagogy, theory, research, and methodology. Full-time and summer session students study with specific members of the distinguished faculty, each a recognized expert in one or several fields.

This course of study gives the candidate extended knowledge, understanding, and skills that contribute to professional effectiveness as a teacher-musician in elementary, middle, and secondary schools. The M.A.T. in music fulfills all requirements for the Oregon Standard Teaching License.

Those who want to teach at the middle- or high school grade must pass Praxis II tests in their specific subject area. Generally there are two or three tests in each subject- area endorsement in some combination of multiple choice and constructed-response formats.

Courses for Nondegree Music Students

Graduate courses are available to music professionals who wish to improve their skills but may not wish to enroll in a formal degree program. Enrollment requires the department chair's approval for graduate- level courses. Open-enrollment courses and institutes are available to all interested students. The second half of the summer is traditionally devoted to institutes and workshops serving the music professional. Past offerings have included Orff and Kodaly workshops, choral symposia, jazz study with George Shearing, electronic music, music theory, and summer instrumental workshops. Music teachers who hold an Initial License may also plan a program to fulfill requirements for the Continuing License (see Continuing License section).

Degree Requirements

A minimum of 36 semester hours, distributed as follows:

Note: Although the course of study listed here is typical, precise degree requirements for each student are determined by the graduate adviser in music in consultation with the student.

Required Courses

- MUE 500 Music Education Research and Assessment, 3 semester hours
- MUE 582 History, Development, and Current Trends in Music Education, 3 semester hours
- MUE 584 M.A.T. Seminar in Music Education, 2 semester hours

or

- ED 509 M.A.T. Seminar, 2 semester hours
- ED 502 Literacy: Print, Media, Technology, 3 semester hours

ED 504 Classroom Management for the Inclusive Classroom, 3 semester hours

Professional Music Requirements

A minimum of 15 semester hours, selected from graduate music courses

Graduate Core Requirements

A minimum of 4 semester hours

Master of Arts in Teaching: Liberal Studies

Individuals who do not require a Standard License, those who desire a highly flexible program, and persons who wish to pursue graduate study in education without an Oregon Teaching License may select this option. The program leading to the M.A.T. liberal studies degree is designed for current elementary teachers who hold a Basic License; teachers who seek a master's degree to obtain a Continuing License; and teachers from community colleges, independent and parochial schools, or informal learning centers. Elementary teachers may select from several options and pursue coursework leading to the Continuing License, additional endorsements, and a master's degree. The M.A.T.: Liberal Studies program provides maximum flexibility and allows degree candidates to identify their individual learning needs and select appropriate courses in education and the liberal arts. The course of study is planned in consultation with a faculty adviser. The M.A.T. liberal studies degree may include endorsements in areas such as reading (the Language and Literacy program), mathematics, special education, or ESOL/bilingual education, and may suit the needs of those seeking a Continuing License.

Degree Requirements

A minimum of 36 semester hours, distributed as follows:

Professional Education Requirements

- ED 500 Educational Research, 2 semester hours
- ED 509 M.A.T. Project Seminar, 2 semester hours

A minimum of 8-11 semester hours selected from the ED 501-599 sequence of courses

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

Liberal Arts Requirements

A minimum of 17 semester hours of coursework chosen jointly by the adviser and student. These courses have liberal arts prefixes and may apply to added endorsements. Students must take either LA 501, MATH 501, SCI 501, or SS 501 as part of the liberal arts requirement.

Graduate Core Requirements

A minimum of 4 semester hours

"Throughout our work with new and veteran teachers, we keep at the center our belief in fostering a culture of inquiry in the schools. Our graduate students investigate the burning questions that emerge in their work —questions of how students learn best, what gets in the way of understanding, and ways to resolve the tensions that rub against our teaching life like a pebble in a shoe. Through classroom inquiry, our graduate students dig deep to answer the questions that are part of our contemporary educational climate."

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

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

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

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

Joint Program: Master of Arts in Teaching and Educational Administration
This program offers teachers two options. Candidates for a Standard License and M.A.T. may complete additional courses beyond the degree requirements to qualify for an Initial Administrator License. Individuals who do not need a Standard Teaching License may design a program leading to a master of education degree and the Initial Administrator License. Interested individuals should contact the Department of Educational Administration for further information.

Master of Education and Special Educator Endorsement
The Special Educator Endorsement program was developed to help teachers, special educators, and administrators work more effectively with students experiencing special academic and behavioral needs. Teachers specialize in early childhood/elementary education or the middle and high school levels and are authorized to teach accordingly. Educators who hold a current Oregon teaching license and who complete the 17-semester-hour program may apply for the Special Educator Endorsement. This work may include the requirements for the Oregon Continuing Teaching License, thus allowing the teacher to simultaneously earn the Special Educator Endorsement and Continuing License. Teachers who hold a Basic or Standard Oregon Teaching License may complete the Handicapped Learner I Endorsement with the same 17-semester-hour program but, within six years, must complete an additional 13 semester hours to earn their Standard Handicapped Learner I Endorsement.

This program of study may also be incorporated into the master of educational degree. Students who select this option enroll in a total of 37 semester hours designed collaboratively with their adviser.

All courses are also available to educators not enrolled in the endorsement program who seek professional development in working with students with special needs. Please contact the teacher education office before enrolling.

Special educators need skills in working with colleagues to help in modifying classroom and school environments to meet the needs of all students. This includes creating democratic classrooms that facilitate the inclusion of students with a wide range of special needs and developing instructional methods that increase the interest and success of a wide range of students. Program participants examine issues of cultural bias and sensitivity in courses dealing with topics such as classroom management, language acquisition, assessment, instructional modification, and working with families. The program emphasizes knowledge and skills for working with students experiencing a wide range of special needs including serious behavioral and emotional problems. Participants in the program work with leaders in the field to examine current research's best-accepted and promising practices for helping students improve their academic achievement and increase socially acceptable behaviors. An emphasis is placed on action research within one's own classroom and being a reflective practitioner.

Note: The Auditory Oral Program for teaching the deaf and hard-of-hearing is described on page 37. Those who want to teach at the middle-level/high school grades must pass Praxis II tests in their specific subject area. Generally there are two or three tests in each subject area endorsement in some combination of multiple-choice and constructed-response formats.

Coursework Available
Note: Students may work with an adviser to incorporate ESOL and Reading courses into their Master of Education and Special Education Endorsement. Students may petition to waive required courses based on pre-
vious coursework or competency. All waived courses must be approved by the student's advisor and must be replaced by coursework with equivalent credit.

SPED 510/626 Educating Students With Special Needs: Learning and Legal Issues, 3 semester hours
SPED 511/629 Behavior Change Interventions for Students With Serious Emotional and Behavioral Disorders, 2 semester hours
SPED 512/631 School-Based Consultation, 2 semester hours
SPED 513/632 Assessment and Diagnosis, 4 semester hours including 1-semester-hour practicum
SPED 514/633 Curriculum and Instruction for Students With Special Needs, 3 semester hours including concurrent practicum
SPED 516/628 Interventions for Severely Challenged Students, 2 semester hours
SPED 520/620 Advanced Instructional Decision Making, 3 semester hours
SPED 521/621 Effective Program Development for Students With Serious Emotional and Behavioral Disorders, 3 semester hours
SPED 522/622 Program Development for Severely Challenged Students, 2 semester hours
SPED 523/623 Special Topics Seminar, 2 semester hours. Required course. (ED 509 may be substituted for this course.)
SPED 544/644 Practicum, 1 semester hour
ED 504 Classroom Management for the Inclusive Classroom, 3 semester hours
ED 614 Classroom Management, 2 semester hours
ED 614B Classroom Management for Special Educators, 1 semester hour (ED 614 and 614B may be substituted for ED 504)
LA 500/634 Language Acquisition and Development, 3 semester hours including practicum

Graduate Core Requirements
A minimum of 4 semester hours for completing the M.Ed. degree

Licensure and Endorsement for Inservice Teachers
Several options are available to practicing teachers who wish to obtain the Continuing License, the Standard Teaching License, or subject-matter endorsements, but not an advanced academic degree. Oregon teachers may add endorsements in many subject areas including special education, reading, mathematics, and teaching English to speakers of other languages (ESOL) including bilingual education. Interested candidates should request testing information from the teacher education office.

Courses numbered 600-689 conducted off campus offer graduate credit that may be applicable to Lewis & Clark licensure and endorsement programs.*

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

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

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

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

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

Required Courses for Stand-Alone Continuing Teaching License (to be taken in sequence)
ED 521A/621A Inquiry Into Practice I, 1-2 semester hours
ED 521B/621B Inquiry Into Practice II, 1-2 semester hours
ED 521C/621C Inquiry Into Practice III, 1-2 semester hours

* For further information contact the Department of Teacher Education at 503-768-6100.
Special Educator Endorsement
See description in previous section, Master of Education and Special Educator Endorsement. Contact the teacher education office for information about advanced work in special education.

Language and Literacy: Reading Endorsement Program
Lewis & Clark's Language and Literacy: Reading Endorsement program applies a dynamic view of literacy to reading and writing instruction in the schools. The program's theoretical base owes much to the work of Linda Rief, Stephanie Harvey, Ellin Keene, Stephen Krashen, Donald Graves, Louise Rosenblatt, and others who believe that reading, writing, listening, and speaking are all language processes. Language users interact with text—oral, written, and visual—to construct meaning and create meaningful stories.

The Language and Literacy: Reading Endorsement program builds on the knowledge that language, in all its richness of form and function, is the foundation from which effective literacy evolves. The program takes an integrated and holistic approach to the teaching of reading, writing, listening, and speaking. Students and teachers develop flexible strategies to support the reader's construction of meaning from text. Adopting the stance of teacher-researchers, students and faculty explore issues in the teaching of reading and writing. What is literacy? How does our own literacy affect our instruction of language arts? What are the politics of literacy? What can we learn from current research in thought, language, reading, and writing?

To apply this philosophy to the realities of the school world, teachers of language and literacy must know how people—especially children—learn. Teachers must also be able to apply this understanding to language and literacy development in a wide variety of cultures and subcultures. The goal of this program is to give educators the tools to observe, describe, and learn from the behaviors of their students and to build cohesive theoretical bases for learner-centered literacy programs.

The courses in the Language and Literacy program lead to the Reading Endorsement, allowing candidates to teach reading K-12. For this endorsement, the state of Oregon also requires a passing score on the Praxis reading specialist test. The program requires 14.5 semester hours and can be completed in 18 months of part-time coursework. It may also be completed in conjunction with a master of arts in teaching degree.

Required Courses
(Although courses are not arranged in a fixed sequence, LA 500 is considered the foundation course and LA 502 the culmination of the program.)
LA 500/634 or ESOL 507 Language Acquisition and Development, 3 semester hours
LA 502/620 Innovations in Reading, K-12, 3 semester hours
LA 534/614 Reading Comprehension: Theory and Practical Application, 3 semester hours
ED 532/625 Assessing Reading Strategies: Practicum, 3 semester hours

Elective Courses
LA 501/632 Researching and Teaching the Language Arts, 3 semester hours
LA 515 Drama for Learning and Social Action, 2 semester hours
LA 523/612 Teaching Writing to Adolescents, 2 semester hours
LA 530/630 Children's Writing, 2 semester hours
LA 531/610 Writing and the Writing Process, 2 semester hours
Other electives may be approved by the faculty adviser.

Note: Courses offered through Lewis & Clark's Northwest Writing Institute, described elsewhere in this catalog, enrich the programs of M.A.T. students. Interested students should consult their advisers for more information about how Oregon Writing Project courses, the Bard Institute workshops, and courses in creative writing can be integrated into their programs.

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

To meet these various needs and interests, two programs of study are offered. The Basic Mathematics Endorsement is designed for individuals preparing to teach mathematics at the middle level, and the Advanced Mathematics Endorsement is designed for individuals preparing to teach mathematics at the high school level. Both programs comply with state of Oregon requirements and guidelines.
Candidates for the Basic Mathematics Endorsement must hold an undergraduate minor in mathematics or have completed successfully three undergraduate courses in a mathematics-related field. In addition, Basic Mathematics Endorsement candidates must pass the “Middle School Mathematics” (#20069) portion of the Praxis exam.

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

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

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

Required Course
MATH 579 Teaching Mathematics to Adolescents, 3 semester hours

Elective Courses
MATH 501 Inquiry Into Mathematical Thought, 2 semester hours
MATH 522 Experiencing Geometry, 2 semester hours
MATH 525 Mathematics as Problem Solving, 2 semester hours
MATH 580 Integrating Technology into Secondary Mathematics, 1 semester hour
MATH 590 Multicultural History of Mathematics, 2 semester hours
ED 502 Elementary School Mathematics, 3 semester hours

Advanced Mathematics Endorsement Requirements
4 semester hours in the required course
Minimum of 4 semester hours of math-based elective courses selected in consultation with a program adviser from the list below
2 semester hours of a mathematics teaching practicum that consists of a minimum of 30 hours in a middle-level classroom under the supervision of a program faculty member
A passing score on the “Mathematics: Content Knowledge” (#10061) and “Mathematics: Proofs, Models, and Problems, Part I” (#20063) Praxis exams

Required Courses
MATH 579 Teaching Mathematics in Adolescents, 3 semester hours
MATH 580 Integrating Technology into Secondary Mathematics, 1 semester hour

Elective Courses
MATH 501 Inquiry Into Mathematical Thought, 2 semester hours
MATH 522 Experiencing Geometry, 2 semester hours
MATH 525 Mathematics as Problem Solving, 2 semester hours
MATH 590 Multicultural History of Mathematics, 2 semester hours

ESOL/Bilingual Education Endorsement
Designed for educators holding an Oregon teaching license, Lewis & Clark's ESOL/Bilingual Education Endorsement Program is a 15-semester-hour course of study exploring the principles, theories, research, and practice relevant to the needs of students acquiring English as a second language. Candidates join colleagues and Lewis & Clark faculty to engage in small classes for dialogue, study, and field experiences that address the full complexity of language minority and of academic and social inclusion of immigrant students.

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

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

“I had a teacher at Lewis & Clark who knew his subject so well that if you didn't understand the way he explained it, he could explain it a second way and a third, and a fourth. And he was so invested in his students that he would do that—whatever it took until he saw that light bulb go on. I aspire to be that kind of teacher.”
—Ford Mitsushita ’78, M.A.T. ’81, Oregon’s 1997 Teacher of the Year and a biology teacher at Oregon’s Clackamas High School
A Bilingual Assessment is available for those candidates seeking to earn the bilingual component of the ESOL/Bilingual Endorsement. A cadre of native and near-native speaker specialists in targeted languages assess bilingual candidates in a written and oral examination. The written exam assesses language necessary for teaching academic content as well as understanding of cultural practices specific to that language. The oral examination assesses the candidate’s ability to discuss professional goals, views on and knowledge of instructional practice, and experiences with a target culture, classroom experiences, and content area subjects.

Designed for the unique needs of practicing professionals, coursework is offered in the evenings, on weekends, during the summer, and in some cases, on site in a school district. Classes are small and emphasize individual attention as well as the opportunity to learn and work collaboratively with fellow teachers and school leaders. All program components are tailored to give participants the opportunity to reflect on and find creative solutions for issues involving diversity, educational equity, and English language learning. For this endorsement, the state of Oregon also requires a passing score on the Praxis ESOL Exam (#20360).

Required Courses
ESOL 507/607, LA 500/634, ED 529 Language Acquisition and Development, 3 semester hours including early childhood practice
ESOL 502/600 Historical and Legal Foundations of Educating ESOL/Bilingual Students, 2 semester hours
ESOL 501/601 Language and Literacy With ESOL/Bilingual Students, 2 semester hours
ESOL 502/602 Focus on Culture and Community in Teaching ESOL/Bilingual Students, 2 semester hours
ESOL 503/603 Strategies and Materials for Teaching Content to ESOL/Bilingual Students, 2 semester hours
ESOL 504/604 Assessment and Evaluation in the Education of ESOL/Bilingual Students, 2 semester hours
ESOL 505/605 ESOL/Bilingual Practicum, 2 semester hours
ESOL 506/606 Documenting Professional Experience, 1 semester hour

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

ESOL/Bilingual Education Endorsement Program (15 semester hours)
Participants of the program learn how to support students acquiring English as a second or additional language. Educators gain background in second language acquisition theory and learn how to
- Perceive and address social, cultural, and linguistic diversity.
- Develop and adapt content-specific curriculum for diverse classroom populations.
- Employ innovative teaching methodologies and strategies that respond to student needs in the mainstream classroom and beyond.
- Utilize assessment principles effectively.
- Partner with families to build strong ties between schools and the diverse racial, cultural, and linguistic communities they serve.
- Lead their school communities in establishing collaborative learning environments that support high levels of success for all students.

Course offerings include the following:
- Language Acquisition and Development
- Historical and Legal Foundations of Education ESOL/Bilingual Students
- Language and Literacy with ESOL/Bilingual Students
- Focus on Culture and Community in Teaching ESOL/Bilingual Students
- Strategies and Materials for Teaching Content to ESOL/Bilingual Students
- Assessment and Evaluation in the Education of ESOL/Bilingual Students

Language and Literacy: Reading Endorsement Program (14-15 semester hours)
Language, in all its richness of form and function, is the foundation from which effective literacy evolves. This program takes an integrated, 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 much does your own literacy affect how you teach language arts? What are the politics of literacy? What can we learn from current research in thought, language, reading and writing?
Course offerings include the following:

- Language Acquisition and Development
- Reading Comprehension: Theory and Practical Application
- Assessing Reading Strategies: Practicum
- Innovations in Reading, K-12
- Three semester hours of elective study

(Some course requirements may be waived with advisor approval based on the individual candidate’s professional experience.)

The Courage to Teach Program for Inservice Teachers

The Courage to Teach is an 18-month program for the personal and professional renewal of K-12 teachers. The program focuses neither on teaching techniques nor on school reform; instead, it focuses on renewing something much more personal, the inner life of the teacher.

In large groups, small groups, and solitary settings, participants explore “the heart of the teacher.” Teachers share stories from their own journeys; reflect on classroom practice; and draw upon the insights of poets, storytellers, and diverse cultural traditions. The program invites teachers to speak honestly about their lives as educators, and to listen and respond to each other with encouragement and compassion.

Because inner work takes time, participants in the Courage to Teach program are asked to commit themselves to faithful attendance at five retreats, scheduled from Thursday evening through Saturday lunch, over an 18-month period. These sessions are held at retreat centers throughout the Northwest. Between retreats, participants are offered opportunities to stay in contact with each other and to continue their inner growth. Participation is limited to 24 teachers. (Participants must be practicing teachers or have worked as educators within the past three years.)

Application Procedures

1) Contact the Office of Special Projects at 503-768-6040 for a Courage to Teach application form and current program dates and costs.

2) Submit your completed application form to The Courage to Teach, Office of Special Projects, Lewis & Clark College, 0615 S.W. Palatine Hill Road, Portland, Oregon 97219-7899. Be sure to include these supporting materials:

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

Minimum Degree Requirements and Waivers

Lewis & Clark offers both preservice and inservice M.A.T. degree programs that vary in their minimum number of required credits. Programs and credit requirements are described elsewhere in this catalog. Students may petition to waive courses or requirements and to transfer credit earned at other institutions. Transferred credit toward a degree is normally limited to the equivalent of 10 semester hours.

Under some circumstances, students may pursue a license independently of earning a degree. To be recommended by Lewis & Clark for any education license, students must earn at least 6 semester hours of credit through a program at Lewis & Clark. In order to meet licensure requirements through coursework taken elsewhere or through experience and competency, students must apply for a waiver in writing, provide documentation of comparable course content or competency, and obtain the signatures of the instructor teaching the course in question and of their Lewis & Clark adviser or cohort coordinator.

Although there is no fixed limit to the number of credits a student may petition to waive toward earning a license, Lewis & Clark does not grant any credit toward a degree for courses waived. To complete the degree, students must either replace waived credits with elective study or petition the Department of Teacher Education for a reduction in degree requirements. The student’s adviser or cohort coordinator, in consultation with the department chair, will determine the merits of the petition and make a recommendation to the registrar. The registrar will notify the student of the decision in writing and will place a copy of this notice in the student’s file. In no event will a petition be granted to reduce an M.A.T. degree below 36 semester hours of credit. This 36-credit minimum may include transferred credits approved according to the policies in this catalog.

Application for Degree Candidacy

Graduate programs in teacher education are governed by the policies and procedures described in this catalog. All degree or licensure candidates are expected to be familiar with those policies.

Students must file the application for degree candidacy at least one semester prior to the semester they plan to graduate. Students who plan to complete degree requirements in the summer may participate in the College commencement in early June of that year if they file for their degree application by February 27. Students completing
degree requirements in December may participate in commencement the following June. In either case, degree candidates must file their completed degree application with the graduate registrar’s office by the published deadline.

**Academic Advising**

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

Interested preservice or licensure-only candidates may inquire about monthly information sessions held with faculty. Inservice candidates should call the program office or subject-area faculty adviser to request an advising appointment.

It is the responsibility of each student to develop an approved course of study with his or her adviser; to stay informed about registration, course schedule changes, and deadlines; and to obtain approval for any change to the approved course of study. (See also Policies and Procedures section of this catalog.)

**Financial Aid**

The College participates in the Perkins Loan Program and the Stafford Student Loan Program. Students must be admitted to a degree program and attend at least half-time (3 semester hours) to be eligible for loan assistance. Applicants should note that the deadline for application to the Perkins Loan Program is in mid-February. (See also Financial Assistance in this catalog.)

**Office and Hours**

The teacher education office is open from 8:30 a.m. to 5 p.m. Monday through Friday. Lewis & Clark offices are not open on holidays, Saturdays, or Sundays. In the event of inclement weather, call the Lewis & Clark College snow closure line at 503-768-7965.

**Licensure**

Students seeking Oregon licensure who successfully complete any of the licensure options and all state-required tests receive institutional recommendation to the Teacher Standards and Practices Commission (TSFC) for the appropriate license, authorization level, or endorsement. Students should note that they must apply directly to the TSFC by submitting the appropriate forms, fees, test scores, and transcripts. Information about filing for a license is available from Lewis & Clark’s Educational Career and Licensing Services office and at lclark.edu/dept/ecls.

**Core Program**

Each of the master's degree programs at Lewis & Clark includes coursework in the interdisciplinary graduate Core Program, which engages students and faculty in the exploration of ethical, intellectual, cultural, and personal challenges that face all professionals. This program incorporates the graduate school's commitment to intercultural and international understanding; to a balanced exploration of the contributions of women and men from diverse traditions; and to reflection on the ethical dimensions of living in a complex, interdependent world.

**Faculty**

The faculty of the Department of Teacher Education is composed of individuals who believe that a combination of study in the liberal arts and in education develops the strongest teachers and educators. Nearly all faculty on the graduate school's roster have doctoral degrees, as do many of the adjunct faculty. Faculty members are selected for their teaching abilities as well as their content knowledge. Special care has been taken to see that "teachers who teach teachers" are among the very best.

**Curriculum: Education Courses**

*Note: Some of the courses listed below may not be offered during the current academic year. Current course offerings are listed in the online guide to registration at education.lclark.edu/dept/gradreg.*

**Education**

**ED 500* Educational Research**

How professional educators can gather and interpret the information they need for effective decision making. Topics include the major uses and components of classroom or school-based research processes, quantitative and qualitative methods, the scholarly critique of research studies, and what it means to be a reflective teacher-researcher. Prerequisite: None. Credit: 2 semester hours.

**ED 501* Constructive Assessment in the Classroom**

Reexamination of assessment practices employing current constructivist approaches to teaching and learning as well as reflective practice and action research. Participants examine the range of assessment options and design an approach for teachers, diverse students, and parents, including portfolios,

* Open to those with Special Student status as space allows.
performance assessment, interviews, observations, questioning, checklists, self-assessment, and testing. Topics include instructional planning, student engagement, information management, assessment and documentation of student learning, and reporting practices. Prerequisite: None. Credit: 2 semester hours.

ED 502*  
Literacy: Print, Media, Technology  
Incorporating print, media, and technology literacy into the classroom. Topics include the social construction of communication, the nature of information, and the expanded literacy needs of diverse learners. Enables experienced teachers to read, write about, discuss, and reflect upon relevant research on literacy; develop, critique, revise, implement, and evaluate plans for improved instruction for all students; participate in collaborative group planning by field and level; respond to presentations by experts in literacy, media, and technology; and visit media and technology centers. Prerequisite: None. Credit: 3 semester hours.

ED 504*  
Classroom Management for the Inclusive Classroom  
Most effective practices for working with students at risk for school failure in the areas of classroom management, instruction, social and study skill development, behavior change, and school-wide management. Participants discuss classroom cases and review current research in these areas and in human development, exceptionality, and educating youth with diverse needs and backgrounds. Emphasis on examining classroom environments to ensure students work in democratic communities that show respect for all students, involve meaningful instructional activities, and show respect for students cultural backgrounds. Final projects involve developing individual and school programs for assisting students with special needs. Prerequisite: None. Credit: 3 semester hours.

ED 507*  
Teaching and Learning in Middle and Secondary Schools  
Advanced seminar-practicum in expanding and evaluating middle and secondary school teaching practices appropriate to subject-area content, diverse student needs, and educational goals. Exploring what it means to be a teacher-researcher and the importance of student-construed knowledge, participants evaluate instruction through observation, microteaching, and peer reflection. Participants collaboratively examine professional practices through sharing videotapes of their teaching in their own classes or in an arranged placement. Prerequisite: None. Credit: 3 semester hours.

ED 509  
M.A.T. Project Seminar  
Culmination of the M.A.T. inservice program. Students have the opportunity to integrate what they have learned. In consultation with the instructor, students design a project that defines and answers a question about creating engaging, responsive, democratic learning communities for diverse learners related to their teaching or intellectual and professional development. Class time is reduced to accommodate individual conferences with the instructor and students' research time. The class meets as a group to support students' synthesis of each other's work and for problem-solving as research and writing proceed. Also listed as SPED 523. Prerequisite: To be taken at end of M.A.T. program. Credit: 2 semester hours, CR/NC.

ED 510  
Literacy Connections Practicum: Culturally Responsive Teaching  
Plan and implement engagements with students, parents, and teachers at an elementary school in the Portland Public School system in order to broaden candidate's professional background. Participants plan and implement tutorial work with students, meet with teachers to ascertain students' needs, analyze student learning during seminars, participate in a book discussion with the entire faculty, and plan both a professional workshop and a parent activity in the library. Allows students to apply a variety of instructional and assessment strategies in a Title I school committed to greater achievement. Prerequisite: Admission to Early Childhood/Elementary Language/Literacy Cohort. Credit: 1 semester hour.

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

"The Courage to Teach program is the most deeply meaningful educational experience I've ever had. Full of substance, affirmation, and light, it is life-altering."  
- Program participant
Throughout the teacher education program, students are encouraged to develop strategies as lifelong learners. This focus is achieved through frequent seminars with faculty, experiential learning activities, and guided writing. Close cooperation between Lewis & Clark faculty and community educators also contributes to these goals.

**ED 512**
Real-World Problem Solving Practicum
Real-world problem-solving engages students in an emergent, integrated, culturally responsive curriculum as they construct knowledge and understanding relevant to resolving an issue or concern of significance to their local community. Designed to assist interns in understanding the context of emergent curriculum, the active role of the learner in schools, and the importance of contributing to the local community.

**Prerequisite:** Admission to Early Childhood/Elementary Science/Math Cohort.

**Credit:** 1 semester hour.

**ED 513A**
Summer Practicum (Early Childhood)
Concurrent with ED 561. Interns spend 6-8 hours weekly in practicum at the level of their nonprimary endorsement. Interns who wish to teach elementary school complete the summer practicum in an early-childhood setting.

**Corequisite:** ED 561.

**Prerequisite:** Admission to Early Childhood/Elementary Intern program.

**Credit:** 1 semester hour, CR/NC.

**ED 513B**
Summer Practicum (Elementary)
Concurrent with ED 561. Interns spend 6-8 hours weekly in practicum at the level of their nonprimary endorsement. Interns who wish to teach in an early-childhood setting complete the summer practicum with children in grades 4-8.

**Corequisite:** ED 561.

**Prerequisite:** Admission to Early Childhood/Elementary Intern program.

**Credit:** 1 semester hour, CR/NC.

**ED 514**
Intern Practicum I (Early Childhood or Elementary)
Part-time internship placement in an elementary classroom. In addition to observing classroom instruction, the intern serves as apprentice to the mentor teacher, working with individuals and small groups of students. Interns also observe and work with small groups at their second authorization level, completing at least 20 hours of observation and teaching. Interns are in their classroom full-time during December. Campus seminars devoted to reflective discussions of teaching, learning, and assessment practices in diverse contexts are scheduled throughout the semester.

**Prerequisite:** Admission to Early Childhood/Elementary Intern program.

**Credit:** 2 semester hours, CR/NC.

**ED 515**
Intern Practicum
Intensive intern teaching experience. Each student teacher intern assumes full-time teaching responsibility under the supervision of a mentor teacher and a Lewis & Clark faculty supervisor. This experience builds on the intern teaching begun during the previous semester. Includes scheduled seminars. Interns also complete observation and teaching at their second authorization level. The intern spends approximately 680 hours at the school site and also attends a campus seminar each week that is devoted to reflective discussion of teaching, learning, and assessment practices in diverse contexts.

**Prerequisite:** Admission to Early Childhood/Elementary Intern program.

**Credit:** 8 semester hours, CR/NC.

**ED 516**
Essential Readings About School Reform
Same as EDAD 505/615.

**ED 520A**
Professional Portfolio I
“Community of learners” forum for teachers enrolled in the Continuing Teaching License program and in the ESOL Endorsement program. Taken at the start of the program. Offers participants a collegial environment for exploring their strengths, needs, and possibilities in their current teaching setting. Participants construct a teaching narrative and design an individualized blueprint for the professional portfolio that documents their knowledge and performance in Oregon’s advanced teaching competencies during their program of study.

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

**Credit:** 1 semester hour, CR/NC.

**ED 520B**
Professional Portfolio II
“Community of learners” forum for teachers enrolled in the Continuing Teaching License program and in the ESOL Endorsement program. Taken at the end of the program. Includes presentation of the portfolio begun in ED 520A.

**Prerequisite:** ED 520A.

**Credit:** 1 semester hour, CR/NC.

**ED 521A/621A, 521B/621B, 521C/621C**
Inquiry Into Practice I, II, III
“Community of learners” forum for teachers enrolled in the Continuing Teaching License program. Each of these seminars offers practicing teachers opportunities to investigate and document their teaching.
Participants meet Oregon's advanced teaching competencies through reading, discussion, peer collaboration, and authentic assessments and documentation. Seminars center on themes of best practices. Includes the following three courses, which must be taken in consecutive order:

**Inquiry Into Practice I**
Development of a professional portfolio, teacher as researcher, evaluation/assessment, diversity and multicultural education.
Prerequisite: Instructor consent.
Credit: 1-2 semester hours.

**Inquiry Into Practice II**
Classroom management, special education, differentiated instruction, strategies and practices for academic success, integration of technology.
Prerequisite: ED 521A/621A.
Credit: 1-2 semester hours.

**Inquiry Into Practice III**
Building and maintaining professional community, sustaining and nourishing the teacher within, presentation of a professional portfolio.
Prerequisite: ED 521A/621A, ED 521B/621B.
Credit: 1-2 semester hours.

**ED 523**
Teaching and Assessment
In-depth examination of the relationships between inquiry, teaching, and assessment. Focus on individually and culturally responsible approaches to assessing student work and encouraging and using children’s questions and interests to plan learning experiences. Examines strategies to assess student learning and student progress. Topics include planning and teaching models, integration of curriculum, and assessment design.
Prerequisite: Admission to Early Childhood/Elementary Intern program.
Credit: 1 semester hour.

**ED 525**
Professional Development for Instructional Leaders
Application of research on professional development, teaching, and learning for instructional leaders. Participants examine approaches to teacher learning that cultivate long-term sustained support between colleagues, including mentoring, peer coaching, professional portfolios, collaborative teaching and research, and reflective practices. Topics include research on adult development, learning theory, instructional theory, and comprehensive programs for at-risk students. This research provides a basis for developing systematic professional development programs that are sensitive to changing school cultures and that cultivate staff and student diversity and continuous learning.

**ED 527**
Small Schools in Theory and Practice
Exploration of advantages of small schools and their success in supporting enhanced academic achievement among a wide range of students, especially students from economically disadvantaged communities. Covers issues that need to be considered to ensure the long-term viability of such schools. Presentations by local educators who work in small schools supplement readings. Also listed as EDAD 555.
Prerequisite: Admission to Inservice M.A.T. program, educational administration M.Ed. program, or consent of instructor and adviser.
Credit: 2 semester hours.

**ED 529**
Language Acquisition and Development
Same as LA 500/634, ESOL 507/607.

**ED 532/625**
Assessing Reading Strategies: Practicum
Seminar-practicum for classroom teachers and reading specialists at all grade levels. Topics include a language orientation for diagnosing reading problems, diverse causes and correlates of reading difficulties, assessment procedures in reading, and strategies to facilitate readers' improvement. Each participant assesses a reader, develops a profile of personal strategies, and designs and implements an instructional plan to help the reader develop effective, efficient reading strategies responsive to individual difference, interests, and developmental levels. Participants consider reading issues for students at all four license levels (early childhood, elementary, middle level, and high school).
Prerequisite: None.
Credit: 3 semester hours.

**ED 534**
Reading Comprehension: Theory and Practical Application
Same as LA 534/614.

**ED 535**
Cultural Journalism: A Tool for Expanding Student-Centered Projects
Same as LA 535, SS 535.

**ED 540/609**
Teaching Linguistically and Culturally Diverse Students
Exploration of diversity including social class, race, ethnicity, and language and

* Open to those with Special Student status as space allows.
how these differences intersect with ethnic
minority status and limited English proficiency. Participants consider the education
of language-minority students and learn specific laws and research findings related to
accommodating and respecting diversity in schools. Topics include stages of language
acquisition, methods for assisting language acquisition and comprehension of content,
parent and community involvement, and student advocacy. Also listed as EDAD 543.
Prerequisite: None.
Credit: 2 semester hours.

ED 543*
Legal Rights and Responsibilities
Same as EDAD 503 (see Educational
Administration), SCED 509 (see School
Counseling).

ED 544/644*
Practicum
Prerequisite: None.
Credit: 1 semester hour or as arranged.

ED 547*
Race, Culture, and Power
Same as SS 547, CORE 538.

ED 548*
Classroom Assessment: Work Sample
Teachers construct an evaluation profile of
the learning of one of the classes they teach,
documenting the relationship between what
they teach and what their students are learn-
ing. This demonstrates the teacher's ability
to set learning objectives responsive to indi-
vidual differences, interests, developmental
levels, and cultural contexts; to teach a body
of content; and to show how students have
learned. The teacher assembles and analyzes
a work sample to illustrate his or her ability
to assess, document, and advocate for the
successful learning of all students and school
stakeholders. This activity meets the Teacher
Standards and Practices Commission require-
ments for standard licensure.
Prerequisite: ED 500 (may be taken concur-
rently).
Credit: 1 semester hour, CR/NC.

ED 550
Social, Historical, and Ethical
Perspectives on Education
Comprehensive and critical analysis of the
American sociocultural system and of educa-
tion as a central institution. Examines the
school as an organization and as a means of
cultural transmission, as well as the interde-
pendence between the educational system
and the sociocultural milieu in which it
operates. Students critically examine and
reflect on personal and social values and
educational practices in the context of edu-
cational history and of the sociocultural

forces that influence them. Stresses the
importance of creating democratic learning
communities in which caring, equity, social
justice, and inclusion are practiced and
diverse perspectives are supported.
Prerequisite: Admission to Preservice Intern
program.
Credit: 2 semester hours.

ED 551
Literacy, Culture, and Learning
Understanding of the central importance
of language and the social construction of
knowledge. Examines issues of diverse per-
spectives; the changing definitions of litera-
cy, including literacy, scientific literacy,
and visual literacy; an integrated process-
oriented approach to reading and writing
in the subject field; and basic information
about standardized testing and classroom-
based assessment. Introduction to literacy
issues for students whose first language is
not English. Stresses qualitative methods
for understanding the learning environment
and the meaning-making systems of stu-
dents. At their internship sites, participants
conduct interviews and apply ethnographic
methods and observation systems as they
work to assess and document the meaning-
making strategies of a selected middle or
high school student and advocate, support,
and improve that student's literacy skills.
Incorporates a range of technological
resources from the school and community
into experiences that support literacy
learning.
Prerequisite: Admission to Middle-
Level/High School Intern program.
Credit: 3 semester hours.

ED 552
Adolescent Development, Learning,
and Exceptionality
Discussion, critique, and application of cur-
rent research on adolescent development,
including the early adolescent and middle
school years, understood from a life-span,
ecological, and culturally responsive perspec-
tive, with applications to adolescents' expe-
riences in and out of schools. Topics include
cognitive, psychosocial, physical, sexual,
moral, spiritual, and identity development
including contexts of race, ethnicity, class,
gender, risk-taking behavior and vulnerability;
coping skills; resilience; substance use/addiction;
health and wellness; families and
communities; and the internal and external
assets that help today's youth thrive. Examines
strategies for engaging students in learning
experiences responsive to development lev-
els and cultural contexts.
Prerequisite: Admission to Middle-
Level/High School Intern program or con-
sent of instructor.
Credit: 3 semester hours.

* Open to those with Special Student status as
space allows.
ED 553
Classroom Teaching and Learning I
Professional seminar in support of students’ fall practicum. Topics include teacher identity, professionalism, socialization, reflective practice, renewal/support for teachers, and the creation of democratic learning communities. Examines federal and Oregon law prohibiting discriminatory practices in schools. Participants gain practice in teaching through a concurrent internship placement in a middle school or high school. Prerequisite: Admission to Middle-Level/High School Intern program. Credit: 3 semester hours.

ED 554
Classroom Teaching and Learning II
Professional seminar to support student interns’ intensive practice teaching in schools, including supervision, self-evaluation, and reflection on ethical behavior and professional development. Examination of a professional identity continues, emphasizing respect for diverse peoples, ideas, and cultures. Addresses standards-based assessment practices including those congruent with Oregon education reform, teaching as an occupation and profession, the legal context of teaching, and rationale for educational practices. Prerequisite: Completion of all other components of middle or secondary endorsement for Initial Teaching License and current enrollment in an internship. The course extends through the end of May. Credit: 8 semester hours, CR/NC.

ED 555
Experience and Meaning
Reflective, collaborative examination of information and ideas from the previous 12 months of study. Returns to some of the issues examined the previous summer, including equity, school finance, educational politics, teacher organizations, and professionalism, and reexamines them with the perspective of experience in courses and in the schools. Students develop reflective papers that integrate and critique their learning. Prerequisite: Completion of a preservice internship. Credit: 1-2 semester hours.

ED 556*
The Work of Paulo Freire
Study of one of the most influential educators of the 20th century. A revolutionary pedagogue, Paulo Freire was also a humanist, philosopher, liberation theologian, public intellectual, and visionary. He worked with UNESCO, the World Council of Churches, Harvard University, and many decolonized countries, as well as “the wretched of the earth.” Freire, who was imprisoned and then exiled by a Brazilian junta for his views on education, politics, economics, culture, society, and religion, dedicated his life to the pursuit of freedom, justice, democracy, liberation, humanization, and collective empowerment. He believed in “see-judge-act,” in praxis. Explores Freire’s ideas in the context of education in North America. Also listed as CORE 513. Prerequisite: None. Credit: 2 semester hours.

ED 559
Math for Early Childhood
Development of prenumber concepts, quantitative reasoning, and computational skills in learning problem-solving strategies. Students acquire competence in using culturally responsive and individually appropriate instructional materials for teaching mathematics to children from age 3 through grade 3. Prerequisite: Admission to Early Childhood/Elementary Intern program. Credit: 1 semester hour, CR/NC.

ED 560
Technology and Curriculum
Through the exploration of a wide range of software applications, network opportunities, and multimedia resources, students increase their understanding of the value of technology in the classroom and their ability to use a variety of technology resources. Participants examine the culture, language, artifacts, roles, myths, and assumptions created by the introduction of technology into schools. Focuses on using technology as a resource and learning tool to enhance learning within the curriculum, rather than as an additional curricular topic or area. Prerequisite: Admission to Early Childhood/Elementary Intern program. Credit: 1 semester hour, CR/NC.

ED 561
Child Development, Learning, and Exceptionality
Discussion, critique, and application of theories of child development, learning, and exceptionality. Prospective teachers integrate observations and interviews of children with theory and research from a variety of disciplines. Through case studies, cultural narratives, theoretical constructs, and research, participants explore children’s development within diverse cultural and family systems, including the cognitive, affective, psychological, social, moral, identity, and physiological domains. Topics include multiple intelligences and ways of knowing, creativity, motivation, theories of teaching and learning, assessment, exceptionality, and inclusion as
“One teacher can change a child’s life... and touch the lives of thousands of children. Teaching children—to recognize letters, to read for the first time, to understand the science behind the information revolution—is one of the most important jobs in America. Our nation's future depends, in large part, on how well it is done.”
— Lisabeth Schorr

well as the influences of social, cultural, linguistic, familial, and institutional factors on children's development and learning.

Corequisite: ED 513A or 513B.

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

Credit: 2 semester hours.

**ED 562 Elementary School Mathematics**

Review of mathematical concepts including numeracy, basic operations, geometry, rational numbers, measurement, and probability and statistics in a problem-solving context. Elementary mathematics curricula, instructional strategies, and assessment that are individually and culturally responsive are examined and demonstrated throughout the course in terms of both the National Council of Teachers of Mathematics and Oregon standards.

**Prerequisite:** Admission to Early Childhood/Elementary Intern program.

**Credit:** 3 semester hours.

**ED 563 Classroom Management and Inclusion**

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

**Prerequisite:** Admission to Preservice Intern program.

**Credit:** 2 semester hours.

**ED 564 Curriculum and Inquiry**

Organizing appropriate curriculum and teaching approaches to engage students in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts. Focus on research and theory in curriculum. Participants continue exploring the concept of teacher as researcher by adopting habits of personal and scholarly reflection that examine their professional practice. Students complete both required Inquiry/Work Samples. Topics include legal and political issues pertaining to curriculum; the relationship of curriculum, instruction, and evaluation; curriculum materials; rationales for instructional practices; and Oregon education reform.

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

**Credit:** 3 semester hours.

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

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

**Prerequisite:** Admission to Early Childhood/Elementary Intern program.

**Credit:** 2 semester hours.

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

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

**Prerequisite:** Admission to Early Childhood/Elementary Intern program.

**Credit:** 2 semester hours.

**ED 567 Language Arts and Literature, Pre-K-Grade 8**

Exploration of literature and the development of a theoretical framework and exemplary practices for teaching the language arts. Introduces and promotes use of child and adolescent literature for enjoyment and for development of thought, language, literacy, and multicultural perspectives in the classroom. Explores the language arts curriculum with emphasis on understanding the processes and skills involved in growing language competence, learning a wide range of methods and techniques to foster language development, language skills, and individually and culturally responsive approaches and
ways of assessing children's competence and development.  
Prerequisite: Admission to Early Childhood/Elementary Intern program.  
Credit: 2 semester hours.  

ED 568*  
The Arts, Culture, and Creativity  
Participants explore how children and adults think about and engage in the arts in connection with other areas of learning and development. Through creative, imaginative experiences, participants explore concepts such as patterns, pitch, texture, line, narration, and color within the fields of music, visual arts, storytelling, and movement, enacted within different cultural perspectives. Emphasis on creativity, imaginative use of the arts, and understanding the nature and value of arts in human lives and cultures. Also listed as CORE 501.  
Prerequisite: None.  
Credit: 2 semester hours, CR/NC.  

ED 569  
Health and Physical Education  
Age-appropriate skill and fitness development, practical use of the gym and equipment, personal safety, wellness, and nutrition. Topics include methods of assessing physical education skills and integrating physical education and health into the math and language arts curriculum.  
Prerequisite: Admission to Early Childhood/Elementary Intern program.  
Credit: 1 semester hour, CR/NC.  

ED 570*  
Teaching the Literature of Nature  
Exploration of the genre of nature writing, focusing primarily on American authors but occasionally including texts from other regions of the world. Participants consider ways this literature can be taught to students in elementary, middle, and high school. Attention is also paid to the way nature writers can teach us to be more aware of our surroundings and conscious of the need to protect them. Also listed as LA 557 and SCI 557.  
Prerequisite: None.  
Credit: 2 semester hours.  

ED 573*  
Integrated Studies for the Middle and Secondary Grades  
Relationship between the structure of knowledge in several academic disciplines, curriculum organization and construction, and the instructional arrangements necessary for achieving integrated curricula. Participants develop integrated, thematic curricula that support an inquiry-oriented, student-centered learning community in culturally diverse schools.  
Prerequisite: None.  
Credit: 2 semester hours.  

ED 575*  
Seminar in Moral Development, Ethics, and Imagination  
Same as SS 575, LA 575, CORE 537.  

ED 580*  
Teaching Life Through Art: The Creative Process  
Same as ART 510.  

ED 598*  
Special Studies: New or Experimental Courses  

ED 599*  
Independent Study  

ED 614*  
Classroom Management  
Most effective practices for working with students at risk for school failure in the areas of classroom management, instruction, social and study skill development, behavior change, and school management. Participants discuss classroom cases and review current research in these areas, in human development, and in educating youth with diverse needs and backgrounds. ED 504 may be substituted for the ED 614-614B sequence.  
Prerequisite: None. Taken in sequence with 614B.  
Credit: 2 semester hours.  

ED 614B*  
Classroom Management for Special Educators  
Continuation of ED 614, with a more in-depth look at teaching students with special needs, including those receiving services under IDEA or Section 504. Final projects involve developing individual and school programs for assisting students. ED 504 may be substituted for the ED 614-614B sequence.  
Prerequisite: None. Taken in sequence with ED 614.  
Credit: 1 semester hour.  

ED 901, 902  
The Reflective Teacher: Seminars in the Courage to Teach  
Exploration of the “heart of the teacher” through personal stories; reflections on classroom practice; and insights from poets, storytellers, and diverse cultural traditions. Based on an 18-month calendar with five retreats organized around the themes of agriculture and the seasons. This course may be repeated.  
Prerequisite: Admission to Courage to Teach program (see page 45).  
Credit: 2 semester hours each.  

* Open to those with Special Student status as space allows.
ESOL/Bilingual Education Endorsement

ESOL 500/600*
**Historical and Legal Foundations of Educating ESOL/Bilingual Students**
Examination of the history of trends and attitudes toward immigrants and learners of English as a second language. Topics include the psychological, social, and political characteristics of bilingualism and biculturalism in the United States and abroad. ESOL/bilingual teaching is considered in light of laws, research findings, and second-language acquisition theory. Ensures that educators are not only able to plan and implement programs optimal learning of all students, but also gives educators the tools to advocate for equity in their schools and school communities.
Prerequisite: None.
Credit: 2 semester hours.

ESOL 501/601
**Language and Literacy With ESOL/Bilingual Students**
Relationships between first-language literacy and second-language literacy, oral language proficiency and reading, and students' experiences and reading comprehension. Explores materials, literacy teaching approaches, and classroom organization structures, as well as assessment of reading and writing progress, and technology for literacy development. Teachers reflect on their beliefs regarding oral and written language and consider their practices in relation to the diverse needs of students at various proficiency and skill levels.
Prerequisite: LA 500/634, ED 529, or ESOL 507/607; ESOL 500/600; ESOL 502/602.
Credit: 2 semester hours.

ESOL 502/602*
**Focus on Culture and Community in Teaching ESOL/Bilingual Students**
Teachers reflect on the importance of significant persons in a child's environment and the impact of a child's experiences on the ability to connect with learning. The first part of the course focuses on cultural factors that influence learning and their implications for instruction. The latter part of the course examines the involvement of significant individuals in a child's academic programs as well as confronting racism and bias in schools and communities.
Prerequisite: None.
Credit: 2 semester hours.

ESOL 503/603*
**Strategies and Materials for Teaching Content to ESOL/Bilingual Students**
How and why of content-learning approaches such as sheltered English, integrated language teaching, applications of language experience, whole language, and cooperative learning for second-language learners. Participants examine a variety of curriculum models and evaluate materials currently available, taking into account cultural considerations, community resources, and treatment of the content in relation to student experience.
Prerequisite: LA 500/634, ED 529, or ESOL 507/607; ESOL 500/600; ESOL 502/602.
Credit: 2 semester hours.

ESOL 504/604
**Assessment and Evaluation in the Education of ESOL/Bilingual Students**
Assessment principles taught in a context of language acquisition theories, pedagogical methods, cultural appropriateness, and legal mandates for language-minority students in public education. One emphasis is on assessing language proficiency and academic progress in English and other languages. Teachers acquire the skills to ensure just and inclusive assessment of all students. This capstone course should be taken at the end of the program.
Prerequisite: LA 500/634, ED 529, or ESOL 507/607; ESOL 503/600; ESOL 501/601; ESOL 502/602 or ESOL 503/603.
Credit: 2 semester hours.

ESOL 505/605
**ESOL/Bilingual Practicum**
Apprenticeship to a mentor who teaches in ESOL, bilingual, or sheltered English classrooms or is an ESOL/bilingual consultant teacher. Practicum interns work with individual students as well as small and large groups to practice teaching students who are acquiring English as their second language. 
Prerequisite: All other courses required for the endorsement.
Credit: 2 semester hours.

ESOL 506/606
**Documenting Professional Experience**
For experienced ESOL/bilingual teachers seeking the ESOL/Bilingual Education Endorsement who wish to waive specific coursework based on previously gained expertise. Working with an adviser, participants develop and present a portfolio documenting how previous experiences in the field apply to proficiency standards. They also discuss experiences and related knowledge. This review can result in one of the following: (1) waiver of one or more specific classes, (2) waiver after some independent study, or (3) recommendation of specified coursework. Registration through appointment with the ESOL program adviser.
Prerequisite: Permission of instructor.
Credit: 1 semester hour; CR/NC.

ESOL 507/607*
**Language Acquisition and Development**
Same as LA 500/634, ED 529.
* Open to those with Special Student status as space allows.
Special Education

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

Introduction to the learning and behavioral characteristics of children with special needs, and how educators attempt to meet these needs. Topics include history, current issues, contemporary practice of special education as a professional discipline, incorporation of technology, and legal issues. Students develop sensitivity and a basic foundation in the education of students with special needs and examine issues of cultural variability in student special education eligibility.

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

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

Study of developmental backgrounds of students with serious emotional and behavioral problems, and practices to help these students develop more productive behaviors. Topics include the use of a functional analysis to determine the necessary interventions including environmental modifications, social skill training, cognitive-behavioral interventions, self-monitoring, contracting, and the use of outside agencies to support the student in school and community. Emphasis on examining students' lives in their community and school to assess students' assets and support that can be provided to encourage the student to make better decisions.

**Prerequisite:** None.
**Credit:** 2 semester hours.

**SPED 512/631**
*School-Based Consultation*

Identifying and applying the elements of the consultation and collaboration skills needed to support students in the classroom. Topics include communication strategies, conflict resolution skills, problem-solving techniques, decision-making processes, staff development, facilitating consultation and collaboration efforts, and developing effective interpersonal communication. Students are provided with skills in examining classroom settings and developing skills in helping teachers develop instructional and assessment methods sensitive to students' special abilities and sensitive to students' cultural values and beliefs.

**Prerequisite:** None.
**Credit:** 2 semester hours.

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

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

**Prerequisite:** SPED 510/626.
**Credit:** 4 semester hours including 1-semester-hour practicum.

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

Curriculum and instructional practices that promote success in learning for all students. Participants develop a curriculum unit that includes modifications for students with special needs and reflects successful learning modes. Integrated curriculum and student-based learning are explored. Explores issues of collaboration between educators and families and sensitivity to cultural issues as well as issues of ensuring that student work is meaningful and engaging. Covers assessment practices and procedures that provide feedback on student learning.

**Corequisite:** SPED 544/644.
**Prerequisite:** SPED 513/632.
**Credit:** 3 semester hours.

**SPED 516/628**
*Interventions for Severely Challenged Students*

Instructional practices that promote or enhance learning for students who have severe disabilities (i.e., autism, severe mental impairment, or multiple disabilities). Participants gain a broad understanding of the challenges facing severely disabled children in a school setting. Students review best-practice strategies and develop instructional techniques to successfully serve these children in the least restrictive environment. Students examine methods for using a wide range of resources, including those found in the community and technology.

**Prerequisite:** SPED 510/626.
**Credit:** 2 semester hours.

**SPED 517/627**
*Teaching Reading to Students with Special Needs*

Introduction to theory, curriculum, and instructional practices to teach reading to students with special needs. Topics include causes and correlates of reading difficulties, current models for reading instruction and trends in enhancing reading comprehension, assessment procedures in reading, and strategies to facilitate reader's improvement. Emphasis on assessments that accurately describe special-needs students' reading abilities in ways that can be used by their teachers to design instruction that best helps them develop as readers. Each participant

* Open to those with Special Student status as space allows.
assesses a special-needs student as a reader, develops a profile of personal strategies, and designs and implements an instructional plan to help the reader develop effective, efficient reading strategies.

Prerequisite: None.
Credit: 2 semester hours.

**SPED 520/620**
Advanced Instructional Decision Making
Building on skills developed in the assessment, curriculum, and instruction courses, participants integrate and apply concepts of curriculum and instructional decision making for students with diverse backgrounds and needs. Focuses on an integrated approach with emphasis on adjusting curriculum and instruction in the regular classroom setting.

Prerequisite: SPED 510, 513, 514.
Credit: 3 semester hours.

**SPED 521/621**
Effective Program Development for Students With Serious Emotional and Behavioral Disorders
Examination of key components of effective programs. Students visit and review programs that use different intervention models. Participants study and review delivery systems ranging from a consultation model to a therapeutic day-treatment program. Emphasis on creating democratic communities that respond sensitively to students’ social/behavioral and developmental needs and are culturally sensitive. Focuses on creating meaningful learning including place-based education and real-world problem-solving with students who experience emotional and behavior disorders.

Prerequisite: SPED 511/629.
Credit: 3 semester hours.

**SPED 522/622**
Program Development for Severely Challenged Students
Current best practices in developing programs for children with severe disabilities. Participants review literature and models for delivery of service to these students and explore existing programs that cover the entire continuum of special education services as they relate to severely disabled children. Topics include services that bridge the transition from school to community/workplace as well as transition services for younger children.

Prerequisite: None.
Credit: 2 semester hours.

**SPED 523/623/ED 509**
Special Topics Seminar
Culmination of the Special Educator Endorsement. Students integrate and apply what they have learned throughout the program while examining topics of special interest to class participants. In consultation with instructor and class participants, each student designs a project that answers important questions related to his or her work with students who have special needs. Working collaboratively with their peers, the instructor, and experts in their field, participants develop a major paper or presentation that addresses a critical issue or concern in special education. In association with these projects, class members determine the content of seminar meetings and speakers are invited to discuss issues selected by the students. ED 509 may be substituted for this course.

Prerequisite: Completion of 27 of the 34 semester hours toward the Special Educator Endorsement.
Credit: 2 semester hours.

**SPED 544/644**
Practicum
Designed to provide each participant with observation and feedback concerning essential skills associated with the Special Educator Endorsement and the Continuing Teaching License. Classroom observations are collaboratively scheduled by the participant and the practicum supervisor with pre- and post-observation conferences built into each site visit. Participants document time spent modifying curriculum and instruction for students assigned individual education plans (IEPs).

Corequisite: SPED 514/633.
Prerequisite: SPED 510/626, 513/632.
Credit: 1 semester hour; CR/NC.

**SPED 599/649**
Independent Study

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**Special Education: Deaf and Hard-of-Hearing**

**TTD 500**
Research and Assessment in Education
How professional educators can gather the information they need for effective decision making. Students gain understanding of the research process so they can interpret and, to a more limited degree, evaluate educational research reports. Enables students to plan and carry out small-scale action research and evaluation studies.

Prerequisite: None.
Credit: 2 semester hours.

**TTD 501/601**
Psychosocial and Educational Foundations of Deafness
Psychological, social, cultural, and educational implications of deafness and the history of the education of the deaf.

Prerequisite: None.
Credit: 2 semester hours.
TTD 502/602  
Elementary Methods: Thematic Integration  
Strategies and materials used to teach elementary mathematics, science, social studies, physical education, art, and health. Topics include integrated learning, thematic units, and cooperative learning techniques.  
Prerequisite: None.  
Credit: 2 semester hours.

TTD 508/608  
Practicum, Elementary  
Prerequisite: None.  
Credit: 3 semester hours.

TTD 511/611  
The Itinerant Teacher: Providing Support to Deaf and Hard-of-Hearing Students  
Presentation of the skills needed by itinerant teachers of deaf and hard-of-hearing students. Topics include consultation and teamwork with regular classroom teachers and other professionals; managing interpreters; organization and time management; working with parents; selecting appropriate instructional goals; academic, social, and behavior management issues; and transition. Emphasizes issues of hard-of-hearing students. Includes practicum.  
Prerequisite: Completion of student teaching in special education: deaf and hard-of-hearing.  
Credit: 2 semester hours.

TTD 530/630  
Curriculum and Classroom Management  
Principles and methods of developing and maintaining the curriculum and managing a classroom of deaf and hard-of-hearing students. Topics include curriculum development, developing individual education plans, general methods, lesson and unit planning, behavior management techniques, classroom rules and procedures, and interaction among students, teachers, peers, and parents.  
Prerequisite: None.  
Credit: 3 semester hours.

TTD 536/636  
Literacy Development, Elementary  
Prerequisite: None.  
Credit: 3 semester hours.

TTD 546/646  
Student Teaching, Elementary  
Prerequisite: None.  
Credit: 9 semester hours.

TTD 559/628  
Counseling Families of Young Children With Disabilities  
Interactive course focusing on counseling techniques rather than theory, drawing strongly on participants' personal and professional experiences.  
Prerequisite: None.  
Credit: 2 semester hours.

TTD 563/623  
Use of Media in the Classroom  
Overview of many media formats and hands-on experience in production, presentation, design, and acquisition. Evaluates materials in the following formats: graphics, sound, video, slides, films, computer programs, and overhead transparencies. Considers the application of computer technology to the education of deaf and hard-of-hearing children.  
Prerequisite: None.  
Credit: 2 semester hours.

TTD 580/627  
Sign Systems I  
Competency in the expressive and receptive use of American Sign Language (ASL) and sign systems that follow English syntax. Includes content on the culture of the deaf community. Offered summer only.  
Prerequisite: Completion of one basic sign course.  
Credit: 2 semester hours.

TTD 588/622  
Language Development for Teachers of Children With Hearing Loss  
Components of spoken language and conversation—pragmatics, semantics, morphology, and syntax—and their development among children in various cultures and in non-English-speaking homes. Participants assess the characteristics of adult language used with children and its impact on development.  
Prerequisite: None.  
Credit: 2 semester hours.

TTD 589/624  
Developing Spoken Language in Children With Hearing Loss  
Preparation to assess and evaluate the spoken language of children with hearing loss. Participants master a variety of teaching strategies that have proven successful in helping deaf and hard-of-hearing children acquire language skills.  
Prerequisite: TTD 588/622.  
Credit: 3 semester hours.

TTD 591/621  
Introduction to Audiology for Teachers of Deaf and Hard-of-Hearing Children  
Basics of sound, anatomy, and the physiology of speech and hearing mechanisms, hearing loss, and its consequences. Introduces behavioral testing and interpretation of audiograms. Participants have the opportunity for hands-on experience with amplification.  
Prerequisite: None.  
Credit: 3 semester hours.
TTD 592/620
Teaching Speech I
Speech and hearing process, normal speech development, effects of hearing loss on speech development and production, diagnostic tools and intervention strategies for children who are deaf, and systems of orthography. Emphasizes Ling’s Seven-Stage Model and current technology for developing speech skills in children who are deaf or hard-of-hearing. Prerequisite: None. Credit: 3 semester hours.

TTD 593/625
Teaching Speech II
Observation and practice using diagnostic tools and intervention strategies discussed in Teaching Speech I. Participants share ideas, strategies, questions, and comments. Prerequisite: TTD 592/620. Credit: 3 semester hours.

TTD 594/626
Audiology for Teachers of Deaf and Hard-of-Hearing Children
Exposure to detailed information about cochlear implants and classroom amplification, including hands-on experience with both. Includes discussion of speech acoustics and speech perception. Students acquire skills with audiogram evaluation in light of knowledge of acoustic phonetics and plan rehabilitation based on that knowledge. Provides field experience with educational audiologists. Prerequisite: TTD 590. Credit: 3 semester hours.

TTD 598/648
Special Studies: New or Experimental Courses

TTD 599
Independent Study

Curriculum: Subject-Area Elective Courses

Art

ART 510*
Teaching Life Through Art: The Creative Process
Exploration of the creative process incorporating studio work and lectures. Through the language of visual art, students explore ideas about being creative and learn how to integrate the discipline and practice of art in ways that extend their understanding and enhance their capacity to solve problems. Participants employ a variety of techniques, mediums, technologies, and artistic forms—photography, video, drawing, painting, environmental art, sculpture, writing—to exercise their creative self and find their voice. Students are encouraged to reflect on insights from art history, aesthetics, and criticism to critically evaluate their art experience. Incorporates diverse teaching approaches including studio work, lectures, guest speakers, and field trips. Also listed as ED 580. Prerequisite: None. Credit: 2 semester hours.

ART 511
Same as CORE 534.

ART 514*
Drawing and Painting Workshop
Opportunities for art teachers to experiment with various drawing and painting processes. Students work primarily from still life, landscape, and the figure, with emphasis on observation and interpretation of the subject. Students explore central disciplinary knowledge and practices related to line, shape, value, composition, color, and so on to develop their perceptual and technical skills and become more successful problem solvers. Through group and individual critique, students reflect upon, assess, and articulate their work in an ongoing dialogue with their classmates. Prerequisite: None. Credit: 3 semester hours.

ART 534*
Printmaking: Silk Screen
Crayon-tusche and glue, paper, photo stencils, and other techniques. Emphasis on multicolor and larger-scale prints. Prerequisite: Consent of instructor. Credit: 3 semester hours.

ART 544
Practicum
Prerequisite: None. Credit: 1 semester hour or as arranged.

ART 579
Teaching Art to Adolescents
Overview of the instructional issues and concerns encountered in the art classroom. Links disciplinary knowledge related to art history, criticism, and aesthetics to the production of a variety of media. Pays attention to the organizational factors involved in teaching art, including materials ordering and management. Includes planning, organization, and assessment practices aimed at supporting the successful learning of all students. Emphasizes instruction to enhance the experience of students with varied interests, developmental levels, and cultural backgrounds. Central to the class are visits to the classrooms of art teachers throughout the Portland area to investigate the range of teaching and technological resources used to support student learning in this field.

* Open to those with Special Student status as space allows.
Participants write the teaching plan for their first required Inquiry/Work Sample.

Prerequisite: Admission to Middle-level/High School Preservice Intern program or consent of instructor.
Credit: 4 semester hours.

ART 598*  
Special Studies: New or Experimental Courses

ART 599  
Independent Study

Language Arts

LA 500/634*  
Language Acquisition and Development

Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Special Educator, Reading, and ESOL/Bilingual Education endorsements. The initial course in the Reading Endorsement sequence and recommended preparation for other language arts offerings. Also listed as ED 529, ESOL 507/607.
Prerequisite: None.
Credit: 3 semester hours.

LA 501/632  
Researching and Teaching the Language Arts

Development of a framework based on a wide range of research findings, from which to make informed decisions about curriculum and teaching approaches that engage students in listening, speaking, reading, and writing experiences that are responsive to individual differences, interests, developmental levels, and cultural contexts. Emphasis on framing teachers' own classroom inquiry through the adoption of habits of teacher research that focus on personal and scholarly reflection.
Prerequisite: None.
Credit: 3 semester hours.

LA 502/620  
Innovations in Reading, K-12

Organizing, managing, and evaluating both classroom and school-wide K-12 reading programs. Students examine the textbook adoption process, participate in the development and use of a tool for evaluating reading texts, assess components of reading and writing programs, and learn to integrate reading and writing processes throughout the school grades to extend readers' experiences and enhance their own and students' capacity to solve literacy problems. This capstone course of the Language and Literacy: Reading Endorsement program must be taken at the end of the sequence.
Prerequisite: Completion of Reading Endorsement courses or consent of instructor.
Credit: 3 semester hours.

LA 515  
Drama for Learning and Social Action

Interactive exploration of drama in the K-8 curriculum that prepares teachers to use drama to engage students in learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts. Through workshops, participants experience drama as an art form; as a medium for language and literacy development and inquiry-centered, multidisciplinary content learning; and as a powerful mode for meaning-making. Through discussion and presentation, students explore historical and current perspectives on educational drama and its potential to support creative, cognitive, physical, emotional, and social development for all children. Reflects a pluralistic drama education perspective that prompts children to engage issues of diversity, examine how cultural knowledge is constructed, critique the dominant culture, and confront questions of social justice.
Prerequisite: None.
Credit: 2 semester hours.

LA 523  
Teaching Writing to Adolescents

Writing process as it relates to thinking and learning in adolescence. Emphasizes a writing workshop approach to composition, as well as use of response groups and conference procedures and strategies that are responsive to adolescents individual differences, interests, developmental levels, and cultural contexts.
Prerequisite: None.
Credit: 2 semester hours.

LA 530  
Children's Writing

Teaching writing to children. Explores ways to create an environment for teaching writing as a process. Teachers read from whole language and writing process theorists and examine ways to implement writing instruction in that is responsive to elementary students individual differences, interests, developmental levels, and cultural contexts.
Prerequisite: None.
Credit: 3 semester hours.

“Our task is to create classrooms where students and teachers engage in and discover the power and joy of reading and writing.”
—Kimberly Campbell, visiting assistant professor of education
"Like the artist who experiments on canvas to find the best colors to brush and to blend, the teacher paints on the canvas of the classroom, interacting, learning, growing."
—Christina Igos, The Inner World of the Immigrant Child

**LA 531**
Writing and the Writing Process
Increasing teachers' understanding of the writing process, primarily by working on their own prose writing. Students write, read their work to peers, and receive feedback. This personal experience provides opportunities to reflect on common writing problems and issues teachers across disciplines encounter in their classrooms. Topics include recent research and theory in composing as well as practical teaching techniques that can be integrated to enhance learners' experiences. Required introductory course in the Middle-level/High School Intern program. Also listed as CORE 501.
Prerequisite: None.
Credit: 2 semester hours, CR/NC.

**LA 534/614**
Reading Comprehension: Theory and Practical Application
In-depth exploration of current models and trends in reading comprehension and its cognitive and linguistic components. Students read widely from professional journals, explore and reflect on their personal reading processes, and do theoretical and practical projects to further their understanding. Examines factors that contribute to reading difficulty (from early childhood through adulthood), as well as important issues and questions about standardized tests, observational diagnostics, readability formulas, and the effectiveness and theoretical validity of published programs. Also listed as ED 534.
Prerequisite: None.
Credit: 3 semester hours.

**LA 551**
Approaches to Teaching Shakespeare
Four plays by Shakespeare, starting with Romeo and Juliet. Students jointly choose the other three. Students use traditional literary analysis and newer performance-based approaches as they deepen their understanding of Shakespeare and gain techniques for teaching approaches that engage students in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.
Prerequisite: None.
Credit: 2 semester hours.

**LA 557**
Teaching the Literature of Nature
Same as ED 570, SCI 557.

**LA 561**
Multicultural Literature (Grades 5-12)
Exploration of multicultural literature as a tool for creating communities in which diverse perspectives are supported. Addresses both literary and social themes of multicultural literature through reading, research, discussion, writing, curriculum design, and developing teaching approaches. Also listed as SS 531.
Prerequisite: None.
Credit: 2 semester hours.

**LA 564**
Through the Looking Glass
Examination of commonly taught 19th- and 20th-century British and American novels, short stories, plays, and poems. Focuses on the cultural gender myths and paradigms promulgated in these works. Participants find their way to the other side of the mirror in two ways: by looking at canonical texts by men and women through the lens of feminist theory, and by examining how less-well-known texts by women act as commentary on the canon. Examines teaching approaches and educational resources that support meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.
Prerequisite: None.
Credit: 2 semester hours.

**LA 565**
Literature for Children and Adolescents
Exploration of literature for children and adolescents as a healthy, growing body of work and as an important resource for teachers. Class members investigate available literature, specific authors and illustrators, and their processes of composing. Participants also explore ways to incorporate a rich diet of literary experiences into their students' learning environments in support of meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.
Prerequisite: None.
Credit: 2 semester hours.

**LA 566**
Teaching Composition Through Writing and Movement
How to use music, movement, and writing to teach composition. Basic assumptions are that students learn through their bodies as much as through their intellect, and that the kinetic experience sometimes transmits information more clearly to students than writing alone. Helps teachers engage a diverse range of students in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.
Prerequisite: None.
Credit: 2 semester hours.

**LA 570**
Readers' Workshop: Coming of Age
Intensive seminar in which students experience a variety of formats for discussion of and written response to literature. Participants read selections of adult literature based on an author or theme, as well as titles of their choice. Through active participation in

* Open to those with Special Student status as space allows.
the workshop, students explore the transactional nature of reading, and ways to implement the teaching approaches introduced in the elementary through high school classrooms in support of meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.

Prerequisite: None.
Credit: 2 semester hours.

**LA 575***
**Seminar in Moral Development, Ethics, and Imagination**
Same as SS 575, ED 575, CORE 537.

**LA 579***
**Teaching Language Arts to Adolescents**
Student-centered view of teaching literature and composition to adolescents. Participants read about, discuss, and experience the importance of writing to learning and discovery, the student-teacher conference, writing process in theory and practice, the evaluation of writing, the place of writing in literature classes, and the powerful current that can be transmitted among teenage writers. Drawing on reader-response theory in the field of literature, participants learn how they can encourage students to respond to texts and also lead adolescents from their initial responses into a synthesis of both the text and their reading of it. Includes planning, organization, and assessment in subject areas. Pays attention to differentiation of instruction in support of meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts; articulation of objectives and linking them to teaching and assessment. Participants write the teaching plan for their first required inquiry/work sample.

Prerequisite: Middle-Level/High School Preservice Intern program or consent of instructor.
Credit: 4 semester hours.

**LA 590***
**Imaginative Writing Seminar**
Development of a community of writers working in a professional context. Serves as a basis for genre workshops and other writing courses where participants develop a portfolio of works in progress. The group reads contemporary fiction, poetry, and creative nonfiction as writing models and considers the issues and opportunities of writing professionally in a variety of fields through discussion of participants’ writing. Discusses and allows participants to practice integrating knowledge of writing in ways that extends writers’ own understanding of writing and supports the development of meaningful writing experiences to engage students.

Prerequisite: Letter of application, submission of writing sample.
Credit: 1-2 semester hours.

**LA 591***
**Envisioning a Sustainable Society**
Same as SS 591, CORE 540.

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

**LA 599***
**Independent Study**

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**Mathematics**

**MATH 501***
**Inquiry Into Mathematical Thought**
Consideration of theories of learning and philosophies of mathematics that inform curriculum, teaching, and assessment decisions. Participants learn to approach content knowledge through the examination of their own assumptions about the nature of mathematics and mathematics learning, as well as study contemporary research and conduct their own research or students’ thinking and learning. Emphasizes students’ conceptions, diversity among students’ mathematical ideas, and teaching approaches responsive to them as participants learn to examine educational resources. Open to participants with an interest in mathematics teaching and learning.

Prerequisite: None.
Credit: 2 semester hours.

**MATH 522***
**Experiencing Geometry**
Broad concept knowledge perspective on classical and modern geometries with hands-on experience learning mathematics through open-ended problems. Emphasis on experimental learning environments and teaching approaches that prepare teachers to build on students’ experience. Teachers learn to encourage diverse ideas, use hands-on explorations, develop non-test assessments, and incorporate a wide range of technological resources toward the end of experiencing geometry.

Prerequisite: None.
Credit: 2 semester hours.

**MATH 525***
**Mathematics as Problem Solving**
Helping educators (K-6) to incorporate mathematical problem solving throughout their curriculum. Content knowledge from geometry, measurement, number, and probability and statistics provide a context for this perspective on mathematics in everyday life. The National Council of Teachers of Mathematics standards and the Oregon benchmarks serve as a framework for curriculum planning and assessment. These standards encourage teachers to engage their students through teaching approaches that encourage meaningful learning, respond to individual

* Open to those with Special Student status as space allows.
differences, and respect cultural contexts. Emphasizes problem solving, communication of mathematics, and conceptual understanding of mathematics.
Prerequisite: None.
Credit: 2 semester hours.

**MATH 579**
**Teaching Mathematics to Adolescents**
Teaching and learning mathematics in middle and secondary level classrooms. Emphasizes meaningful understanding of mathematical concepts as well as competence with mathematical techniques of problem solving. Students become familiar with national teaching and curriculum standards for creating learning environments in school mathematics as well as with research into the psychology of learning mathematics. Includes planning, organization, and assessment in subject areas. Pays attention to differentiation of instruction for various purposes and student needs, articulation of objectives and linking them to teaching and assessment and teaching. Participants will examine educational resources in order to write the teaching plan (including a careful strategy of assessment) for their first required Inquiry/Work Sample.
Prerequisite: Middle-Level/High School Preservice Intern program or consent of instructor.
Credit: 2-3 semester hours.

**MATH 580**
**Integrating Technology Into Secondary Mathematics**
Introduction to the equipment and software available to teach secondary mathematics. Participants consider the potential of calculator- and computer-based approaches through mathematical exploration and problem solving. They analyze the features and benefits of specific software and equipment for promoting rich mathematical experiences and plan classroom activities based upon their findings. Participants reflect on how calculator, simulation, problem solving, and mathematical exploration software and technologies enhance student comprehension. They learn how best to structure the learning environment to incorporate such technology resources.
Prerequisite: None.
Credit: 1 semester hour

**MATH 590**
**Multicultural History of Mathematics**
Study of the ways in which mathematics has been developed and practiced across cultures, situating the subject in a global and human context. Includes an investigation of non-Western contributions to mathematics typically taught in schools, as well as culturally based practices and findings not found within the mainstream. Participants learn how to promote diverse perspectives in a learning environment responsive to contributions to mathematical thought from many different peoples of the world. Helps teachers to broaden their conception of content knowledge through the yearly focus project, an in-depth study of the mathematics of a selected cultural group and time period (e.g., African pyramids, Babylonian alphas, Pythagorean theorems, Incan quipu).
These projects emphasize how mathematics connects learners with their communities. Provides the background necessary to integrate historical perspectives, topics, and approaches into mathematics teaching. Open to any student or teacher with an interest in mathematics and willingness to engage in reflection.
Prerequisite: None.
Credit: 2 semester hours.

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

**MATH 599**
**Independent Study**

**Music Education**

**MUE 500**
**Music Education Research and Assessment**
How music educators can gather, reflect upon, and interpret information needed for effective decision making in research and assessment. Topics include the major uses and components of classroom or school-based research processes, methods of assessment and research, critiquing research studies, assessment and evaluation of student learning and performance, integrating assessment with instruction, and portfolios. Classroom teachers complete an assessment project (work sample) that provides the knowledge needed to enhance the learning and performance of all students.
Prerequisite: ED 548.
Credit: 3 semester hours.

**MUE 543**
**Elementary Music: Curriculum and Inquiry**
Importance of music in the schools; concepts of child development as they relate to music, planning, and evaluating; writing and teaching strategies in the various music elements, styles, and skills; field observation and sample teaching in area schools. Surveys dominant trends in teaching elementary music and integrates disciplinary knowledge to extend learners' experience and capacity as musicians to solve problems. Music specialist students develop the attitudes, teaching procedures, skills, and competencies required to engage students who demonstrate

* Open to those with Special Student status as space allows.
varying musical aptitudes, interests, developmental levels, and cultural backgrounds.
Prerequisite: None.
Credit: 3 semester hours.

MUE 544
Practicum in Music Education
Part-time internship placement in an instrumental and/or vocal music program at the middle and/or high school level. Each participant observes classroom instruction, serves as an apprentice to a mentor teacher, and works with individuals and small groups of students. Team-teaching and conducting may be involved under supervision. Placement complements and provides the teaching assignment in ED 554, ensuring ample experience at both the middle school and high school levels. Students complete one of two work samples.
Co-requisite: For preservice candidates, MUE 579.
Prerequisite: Consent of instructor.
Placement fee may be applicable.
Credit: 1-4 semester hours.

MUE 579
Teaching Music to Adolescents
Attitudes, skills, resources, and problem-solving techniques needed by the music specialist to teach instrumental or vocal music at the middle and high school level. Disciplinary topics include rehearsal techniques, recruiting, motivation, assessment, budget and administration, sequential instruction, scheduling, and public performance. Emphasis on tailoring curricular priorities and selecting instructional materials responsive to student differences, interests, developmental levels, and cultural backgrounds. Attention to helping participants reflect upon their own experience and professional practice with the aim of developing a personal philosophy of music education.
Co-requisite: MUE 544 for music students seeking an Initial Teaching License.
Prerequisite: Admission to Middle-Level/High School Preservice Intern program.
Credit: 4 semester hours.

MUE 580*
Instrumental and Choral Ensemble Seminar/Lab
Advanced rehearsal techniques for teaching band, orchestra, and chorus in the schools. Includes an in-depth study of disciplinary knowledge related to rehearsal techniques, literature selection, performance preparation, administrative strategies, instrumental pedagogy, and current trends in curriculum in a performance lab setting.
Prerequisite: None.
Credit: 1 semester hour.

MUE 592*
History, Development, and Current Trends in Music Education
Major curriculum developments in music education from the 1700s to the present, including prevalent philosophies of music education, curriculum content, application of learning theories, and instructional goals, objectives, and assessment. Surveys dominant approaches to teaching music—Orff, Kodaly, Manhattanville, Dalcroze, Music Learning Theory (Gordon)—with emphasis on their application at the elementary level. Discussion of current trends in music education focuses on such issues as standards and assessment, multiculturalism and ethnocentrism, interdisciplinary education, and thematic teaching. Offered in alternate summers.
Prerequisite: Admission to Middle-Level/High School Preservice Intern program or consent of instructor.
Credit: 3 semester hours.

MUE 584
M.A.T. Seminar in Music Education
Opportunity for M.A.T. music students to integrate what they have learned throughout the program. In consultation with the instructor, students design a project that defines and answers a question related to their teaching or intellectual and professional development. Required of all music students seeking the master's degree. Pre-service music interns substitute this for ED 555 in alternate years.
Prerequisite: To be taken at end of program of study.
Credit: 2 semester hours.

MUE 598*
Special Studies
Same as MUS 598.

MUS 585*
Advanced Conducting Seminar
Opportunity for improvement of conducting skills beyond undergraduate conducting courses. Individualized instruction allows students to focus in specific areas such as stick technique, use of the left hand, advanced patterns and meters, rehearsal strategies, score preparation, conducting accompaniments, conducting musical theatre and vocals, transpositions, and unusual notation. Students may elect to study with a choral, orchestral, or band specialist and may have opportunities to conduct one of the College's undergraduate ensembles. Offered in workshop form in alternate summers, with individualized instruction available each semester.
Prerequisite: 2 or more semester hours of undergraduate conducting or comparable experience.
Credit: 1 semester hour.

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

"Education is the best provision for old age."
—Aristotle
“Teachers affect eternity; they can never tell where their influence stops.”
—Henry Brooks Adams, The Education of Henry Adams (paraphrased)

MUS 586*
Brass and Percussion Pedagogy
Teaching approaches associated with the brass family and their fundamentals—fingerings, embouchures, hand positions, and performance. Students observe the teaching of brass instruments during class and learn the relationship of one brass instrument to another.
Prerequisite: None.
Credit: 2 semester hours.

MUS 587*
String Pedagogy
Teaching approaches associated with playing stringed instruments, maintenance of instruments, and evaluation of methods and materials.
Prerequisite: None.
Credit: 1 semester hour.

MUS 588*
Woodwind Pedagogy
Teaching approaches associated with the woodwind family and their fundamentals—fingerings, embouchures, hand positions, acoustics, breathing, maintenance, and repair, equipment, accessories, methods, and materials. Discography for flute, oboe, clarinet, bassoon, and saxophone.
Prerequisite: None.
Credit: 2 semester hours.

MUS 589*
Vocal Pedagogy
Methods and materials for the school choral director, with emphasis on skills for assessing vocal problems of the solo voice, rather than the ensemble.
Prerequisite: None.
Credit: 1 semester hour.

MUS 595*
Conducting
Basic beat patterns, the function of the left hand, gestures, tempo, dynamics, and fundamental score reading.
Prerequisite: None.
Credit: 2 semester hours.

MUS 596*
Composition
Musical gesture, repetition, and contrast. Students compose exercises and pieces, perform works, and study contemporary music and ideas.
Prerequisite: None.
Credit: 2 semester hours.

MUS 598*
Special Studies
Special-interest courses in music, such as advanced instrumental or choral methods, jazz history, music theory, and advanced musicianship, oriented to the needs of public school music educators. Also listed as MUE 598.
Prerequisite: None.
Credit: 2 semester hours.

MUS 599
Independent Study

Science and Science Education

SCI 501*
The Science of Learning Science
Theory and research in response to the question, What makes content knowledge in science so difficult for so many learners? Oives attention to features of learning environments that foster confidence among science learners and to science teaching that is responsive to developmental levels and cultural contexts. Students examine their own assumptions about the nature of science and about science learning, then study conceptual problems encountered by children throughout the elementary and secondary science curricula. Interview projects are designed within the traditions of "misconceptions" and "conceptual change" research and students are encouraged to adopt habits of scholarly reflections anchored to these traditions.
Prerequisite: None.
Credit: 2 semester hours.

SCI 503*
The Nature of Informal Science and Technology Education
How informal science learning affects people's science understanding and attitudes toward science and technology. Surveys sources of educational resources for teaching science found outside of the classroom. Students learn to evaluate how well visitors grasp museum and zoo exhibit messages, and then apply these insights to help children learn science through exploration in a variety of settings. Students develop a museum-style exhibit for classroom display and focus on how technology, both simple and complex, contributes to exhibit effectiveness.
Prerequisite: None. Fee (see Guide to Registration).
Credit: 2 semester hours.

SCI 510*
Science, Technology, and Society
Examination of the role of scientific and technological literacy in the context of social issues, controversy, and change. Drawing upon a combination of philosophical, ethical, and legal frameworks, students examine particular cases of how science and technology matter in personal lives, in how the practice of science affects social justice. Topics include the promises and consequences of biomedical and genetic engineering, and societal transformations brought about by information access through computer networks. Pays particular attention to John Dewey's conception of how technology interacts with situations that team with values. Students learn to think of science concepts as mental inventions engineered in keeping with a human-centered purpose.

* Open to those with Special Student status as space allows.
and of physical artifacts as symbols of understanding. Topics and cases of study vary according to students' interests and presentations by invited guests from the community. Shows how STS fosters the connection to community in the science curriculum. Also listed as SS 502 and CORE 518.

Prerequisite: None.

Credit: 2 semester hours.

SCI 550* Ecoscapes

Appreciating place, governing "the commons," and understanding ecological theory. Emphasizes connection to community and the interpretation of local landscapes, both culturally and ecologically. Effective environmental problem solving depends on clarifying values and understanding policy making as a context for applying science. Participants study a case of ecological disturbance and restoration, learning techniques of field study as well as the need to see an environmental problem from multiple perspectives, including literature, political economics, and science. They learn to find educational resources within the community to support learning in the context of problem solving and at the same time experience content knowledge in a purposeful context. Students may take two different Ecoscapes courses as part of their degree program; however, they must register for them under different prefixes (one as CORE and the other as a SCI elective, for example). Locations vary. Also listed as SS 505 and CORE 521.

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

Credit: 2 semester hours, CR/NC.

SCI 555 Field Natural History

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

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

Credit: 1 semester hour, CR/NC.

SCI 557* Teaching the Literature of Nature

Same as ED 570, LA 557.

SCI 560 Thematic Inquiry in the Elementary School

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

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

Credit: 2 semester hours.

SCI 575* Field Geology of Oregon for Teachers

Introductory field techniques for conducting geological inquiry. Introduces nongeologists to the nature of geological reasoning and also provides experienced earth science instructors with background about Oregon geology. Oregon's volcanic landforms and the fossil record of the John Day country in north-central Oregon are featured. Participants reside at the study sites, experiencing an intense week of intellectual and physical activity. Immersion in geologic content knowledge happens on several levels: basic concepts, geology of Oregon, and approaches to solving field problems in geology. Students develop confidence in their capacity to solve geologic problems of the local landscape at a novice level. They also develop very basic skills in using maps, compasses, and GPS.

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

Credit: 2 semester hours.

SCI 579 Teaching Science to Adolescents

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

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

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

Credit: 2 semester hours.

SCI 580*
Science and Children
Investigations with everyday materials and common creatures that will enrich teaching and learning in the primary through intermediate elementary years. Participants examine their own, as well as children's, intuitive science notions. Fosters confidence in teaching hands-on science by attending to teacher understanding of background knowledge; individually and culturally responsive approaches to teaching, assessment, and technology; and safe, successful use of classroom science equipment.

Prerequisite: None.

Credit: 2 semester hours.

SCI 595*
Physical Science
Imaginative inquiry in physics and chemistry with careful attention to laboratory safety and intriguing connections among everyday experiences. Topics may include stability and equilibrium, force and balance, sound and vibration, light and shadow, simple electrical circuits, corrosion, chemical and physical changes, acids and bases, and material properties. Provides guidance in preparing classroom science activities and emphasizes the joy of science. Consideration of teacher content knowledge, modeling of teaching approaches, and availability of educational resources fundamental to successful instruction in physical science.

Prerequisite: None.

Credit: 2 semester hours.

SCI 596*
Earth/Space Science
Learning to investigate and appreciate landscape changes and celestial events that occur on scales beyond ordinary experience. Students join in evenings of sky-watching and journey for several days to Oregon's Blue Mountains where they continue night observations and engage in introductory geological fieldwork. Throughout the course they assemble a Visual Arts Portfolio containing sketches, digital photographs, and expressive, interpretive text. Underscores the value of multidisciplinary approaches to the study of science. Participants should expect rustic camping conditions and be prepared for physical activity during the field component of the course. Consideration of teacher content knowledge, modeling of teaching approaches, and availability of educational resources fundamental to successful instruction in earth and space science. Also listed as CORE 501.

Prerequisite: None.

Credit: 2 semester hours.

SCI 597*
Life Science
Survey of diverse fields such as cell biology, ecology, and genetics, and inquiry activities appropriate for learning science in the school laboratory, with careful attention to health, safety, and ethics. Emphasis on exploration of life science concepts, teaching strategies, and innovative classroom practices. Consideration of teacher content knowledge, modeling of teaching approaches, and availability of educational resources fundamental to successful instruction in life science.

Prerequisite: None.

Credit: 2 semester hours, CR/NC.

SCI 598*
Special Studies: New or Experimental Courses

SCI 599
Independent Study

Social Studies

SS 501*
Social Studies: Curriculum, Teaching, and Evaluation
Examination of two central questions: What relationships exist among social studies curriculum, instruction, and evaluation? How can we strengthen connections among curriculum, students' learning, and teaching methods? After historical overview of key issues in social studies, students create working definition of social studies and examine formal, informal, and hidden curriculum. Participants research their students' understanding of a key social studies

* Open to those with Special Student status as space allows.
concept and construct a formal curriculum unit to share with other teachers. Students learn to integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems. Engages teachers in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.

Prerequisite: None.
Credit: 3 semester hours.

SS 502*
Science, Technology, and Society
Same as SCI 510, CORE 518.

SS 505*
Ecocapes
Locations vary. Students may take two different Ecocapes courses as part of their degree program; however, they must register for them under different prefixes (one as CORE and the other as a SCI elective, for example). Same as SCI 550, CORE 521.
Prerequisite: None.
Credit: 2 semester hours.

SS 516*
20th-Century U.S. History: Readings and Curriculum
For teachers of U.S. history, or for those who wish to renew previous acquaintance with focal events in 20th-century American history. Students consider changes in history as a discipline, the impact of micro or quantitative techniques, and how to help students see history as a claim about a record of events. Topics include U.S. reasons for entering World War I, changes in women's work wrought by World War II, the Cuban Missile Crisis, and desegregation and the civil rights movement. Students learn to integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems. Engages preservice and inservice school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.
Prerequisite: None.
Credit: 2 semester hours.

SS 531*
Multicultural Literature (Grades 5-12)
Same as LA 561.

SS 543*
African-American Perspectives on History, Education, and Politics
Perspectives, perceptions, and attitudes of both Europeans and African-Americans and how those relate to the dilemmas faced by African-Americans in the United States.

Educational, institutional, cultural, racial, and political events that have significantly affected the experience of African-Americans. Topics include African-American perspectives on racism, history, Afrocentrism, civil rights, media, and stereotypes; a global perspective on definitions of minorities and communities; recognition of diversity within the African-American community; culturally specific and culturally relevant curricula. Addresses issues of gender. Students learn to integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems. Engages preservice and inservice school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.
Prerequisite: None.
Credit: 2 semester hours.

SS 547*
Race, Culture, and Power
Exploration of the concepts of race, culture, and power: Are they simple, separate, and natural facts of life in a heterogeneous, rational, achievement-oriented, and egalitarian society, or are they interrelated social and ideological constructs with profound implications for one's status, well-being, access, and legitimacy in a diverse and stratified world? Addresses the serious and real tensions in our society, where a substantial percentage of school-age children are minorities. Students learn to integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems. Engages preservice and inservice school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.
Also listed as ED 547, CORE 538.
Prerequisite: None.
Credit: 2-3 semester hours.

SS 560*
Teaching Constitutional Issues
Issues in the field of constitutional law and practice and how to teach these issues in middle and high school. The course covers a definition of rights, the concept of constitutional law, and historical and contemporary issues. Topics include conflict resolution, comparison of the Oregon and U.S. bills of rights, First Amendment and due process, privacy, students' rights in public schools, and equal treatment and discrimination. Students practice the case method and the mock trial as teaching methods. Students

* Open to those with Special Student status as space allows.
learn to integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems. Engages preservice and inservice school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts. Recommended for teachers at all levels. 
Prerequisite: None. 
Credit: 2 semester hours.

**SS 579 Teaching Social Studies to Adolescents**
Developing a conceptual framework for teaching social studies in a democratic society. Focused on different ways of organizing instruction and assessing learning in secondary and middle school content areas. Students examine historical and contemporary issues in teaching social studies including terminology, philosophy, content, and method. Includes planning, organization, and assessment in subject areas. Pays attention to differentiation of instruction for various purposes and student needs, articulation of objectives and linking them to teaching and assessment and teaching. Students learn to integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners’ experience and enhance their own and students’ capacity to solve problems. Engages preservice and inservice school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts. Students also learn to assess, document, and advocate for the successful learning of all students and school stakeholders. Participants write the teaching plan for their first required Inquiry/Work Sample.
Prerequisite: Middle-Level/High School Preservice Intern program or consent of instructor.
Credit: 4 semester hours.

**SS 580 Global Inequality**
Issues in the relationships between developed and developing societies, including the impact of colonialism and multinational corporations, food and hunger, women's roles in development, and approaches to overcoming global inequalities. Students learn how to integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems. Engages preservice and inservice school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.
Prerequisite: None.
Credit: 2 semester hours.

* Open to those with Special Student status as space allows.
The Middle East in Crisis
Explores recent wars and conflicts in the Middle East, one of the most significant and explosive areas of the world. Considers the region's potential for becoming a theatre for a major confrontation: U.S. policy in the area from Truman to Bush; the intersection of religion, ideology, culture, politics, and economics in the Third World; and the Middle East in the context of the emerging north-south global formation. Students learn to integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems. Engages pre- and inservice school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.
Prerequisite: None.
Credit: 2 semester hours.

SS 599
Independent Study

SS 592
Integrating Economics Into U.S. History
Models of economic thought—including classical economists, Marxists, and modern Keynesians—and their relation to topics addressed in U.S. history, government, and current events or contemporary issues courses. How and why have structural economic changes influenced society, politics, and culture in teachers' own areas of interest? Topics include the impact of Adam Smith on early American political thought, the role of market forces in 19th-century labor and Populist political issues, mass production and mass consumption, the relevance of Keynes's ideas to the Great Depression and the New Deal, and economic origins of American foreign policy. Students learn to integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems. Engages pre- and inservice school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.
Prerequisite: None, but previous coursework in micro- or macroeconomics helpful.
Credit: 2 semester hours.
Core Program
The graduate Core Program is a place for graduate students in the educational and counseling psychology professions to explore connections between personal identity and professional life within the social, cultural, and environmental contexts in which we live. Interdisciplinary and intercultural in their design, graduate Core Program courses bring students and faculty from diverse professional roles and disciplines together in creative approaches to collaboration, learning, and real world problem solving. All Lewis & Clark graduate degree students choose from a variety of CORE courses and seminars to fulfill a 4-semester-hour Core Program requirement.

Crossing Borders, Building Bridges: 2004-2009
The current theme, to be developed over five years, offers participants opportunities to explore meaning across cultural and intellectual borders and to build sustainable bridges across diverse ways of knowing, inquiring, and understanding.

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

Curriculum
CORE 501
Graduate Seminars
Conceived with the Core theme in mind and designed to include students' suggestions for readings, topics, and projects. Topics have included American Perception of Addiction; The Healing Power of Story, Spirituality, Religious Diversity, and Professional Practice; Bearing Witness: Writing and Social Justice; and Between Here and There: Borders, Boundaries, Edges, and Overlap in Professional Practice. Offered in varied formats—meeting weekends, monthly over two terms, or in a traditional structure—to meet the needs of adult learners. Prerequisite: None. Credit: 1 or 2 semester hours.

CORE 503
Adult Development in Organizational Life
Exploration of many dimensions of adult life through multiple cultural lenses—including organizational cultures—using literature, biography and autobiography, story, and writings from anthropology, sociology, psychology, education, and organizational theory. Students examine many aspects of life, including approaches to inner life, gender roles, cultural identity, navigating change, and efficacy in groups. Participants consider
theories of adult development in the context of their own personal and professional lives.
Prerequisite: None.
Credit: 3 semester hours.

CORE 505E
Adventure-Based Learning: Challenge Course
Weekend (including overnight camping) outdoor adventures that challenge students physically and mentally. Participants investigate their understanding of group life, adult development theories, problem solving, cultural contexts and meanings, risk taking, and leadership. They test self-competencies and confidence and develop technical skills specific to the activities. Students can apply the knowledge gained through course experiences and readings to professional settings and personal challenges in everyday life.
Prerequisite: None.
Credit: 1 semester hour.

CORE 506
Displacement: Living and Learning in Native America
Participants learn from the historic and contemporary experiences of the people indigenous to the U.S. Drawing from essays, poetry, and short fiction, considers the implications of Native American experience for professionals in counseling and education.
Prerequisite: None.
Credit: 1 semester hour.

CORE 507
Maps of Return and Recovery: Native American Resilience
With particular attention to the experiences of contemporary Native American people, supports exploration of the path of resilience. Ways taken for returning and recovering are evident in the use of maps as a theme in contemporary Native American literature. Following this theme, involves imaginative and actual investigation of recovery and its maps—maps that are sometimes testimony, sometimes instruction, sometimes prophecy.
Prerequisite: None.
Credit: 1 semester hour.

CORE 508
Migrant Life: Education and Mental Health in Cultural Context
Concerns and interests of Mexican and Latino migrant farm workers and their families. Students combine academic coursework and teaching of initial English to adults working in the migrant farm community.
Participants encounter and process issues of culture and economic class through their own experiences and through readings in education, psychology, and literature that convey the experiences of Mexican and Latino migrants.
Prerequisite: None.
Credit: 2 semester hours.

CORE 510, 531
Personal Voice in Professional Writing
Workshop to explore the power of writing to engage diverse perspectives, ideas, and cultures at the restless boundary between personal insight and professional practice. In our search for equity, social justice, and inclusion, collaborative writing in professional life may be the most important writing we do. As educators our own writing is our best teacher, as counselors our written reflections will give us our best advice, and as leaders our work will be improved by writing about the challenges we face. To foster expressive clarity, the class as a writing community examines reading, collaboration, personal voice, critical thinking, and audience.
Prerequisite: None.
Credit: CORE 510, 1 semester hour. CORE 531, 2 semester hours.

CORE 511, 534
The Informed Life: The Path of Creativity
Exploration of the integral role of creativity in our personal and professional lives, investigating questions like: What is creativity? What is the role of creativity in human survival? How can we energize our existence through new paths of creative development? Students explore many aspects of creativity, including the sources of creativity, the value of risk taking and failure, the necessity of creativity in organizations, the cultural contexts of creativity, the key role of humor, and ways to include a creative lens in everyday endeavors. Readings are selected by students from a wide range of disciplines.
Prerequisite: None.
Credit: CORE 511, 1 semester hour. CORE 534, 2-3 semester hours.

CORE 512
Ways of Seeing: The Gift
Investigating the meaning of gifts as a way of focusing on issues of culture and class, story, family, and the many complex vehicles through which we make meaning in our personal and professional lives. Using cross-cultural, historical, and folklore research, examines how and why we mark our lives with gifts, what they mean, and how they connect individuals, groups, and communities.
Prerequisite: None.
Credit: 1 semester hour.

CORE 513
The Work of Paulo Freire
Same as ED 556 (see Teacher Education).
"Hearing the stories of my peers, their struggles, brought me to thinking about the questions (not so much the answers) that led me to teaching."
—M.A.T. student

**CORE 514**
**Ethics and Narrative in the Professions**
Teaching, counseling, and educational leadership as ethical and narrative pursuits. Theories of ethics and human development, metaphors of growth and learning, ethical principles in the professions, and particular dilemmas of practice are used as tools for understanding the moral and narrative and cultural dimensions of schools, classrooms, and counseling.
**Prerequisite:** None.
**Credit:** 1 semester hour.

**CORE 515**
**Hunger and Homelessness**
Contextual understanding of the causes and results of hunger and homelessness in America. Students volunteer in institutions that serve the homeless and working poor. Participants should be prepared to interact with people who live on the margins of our society, to confront their own discomfort with hunger and homelessness, and to examine this failure of the American dream. Some class sessions meet off campus.
**Prerequisite:** None.
**Credit:** 1 semester hour.

**CORE 516**
**Journey in Homeless Youth Education**
Direct experience with the homeless youth of Portland. Agencies offering educational opportunities for homeless youth provide the environment for participants to cooperatively work with children and/or adolescents. Participants address resiliency and asset building as applied to homeless youth—particularly within an educational context. The majority of coursework is conducted at the agency site with educational experiences organized around literacy instruction.
**Prerequisite:** None.
**Credit:** 1 semester hour.

**CORE 517**
**Multiple Perspectives**
Amid dialogues about diversity and multiculturalism, "cultural," "ethnicity," and "identity" have largely become nothing more than stock phrases. Through a variety of readings, including firsthand accounts of immigration experiences and personal interactions, participants move beyond misconceptions, stereotypes, headlines, and statistics to explore the immigrant experience as it unfolds through individual lives. Finding ways to incorporate insights and discoveries into personal and professional lives is the central goal.
**Prerequisite:** None
**Credit:** 1 semester hour.

**CORE 518**
**Science, Technology, and Society**
Same as SCI 510 (see Teacher Education), SS 502.

**CORE 518A, 518B**
**Story as Metaphor**
Using the natural, poetic language of storytelling to introduce art practice into day-to-day experience. Through the use of personal anecdotes, observations from daily life, memories, and dreams, students learn that to create art is to remember, and to remember is to engage with your voice and your vision. Participants are encouraged to integrate these practices into their own work with diverse populations of students, clients, and employees in their professional practices.
**Prerequisite:** None.
**Credit:** CORE 518A, 1 semester hour.
**Credit:** CORE 518B, 2 semester hours.

**CORE 519**
**Amish/Las Vegas: Polaries in American Lifestyles**
Two communities as symbols of the polarities within ourselves and our society. Las Vegas represents instant gratification, materialism, risk, impulse, excitement, and individualism. The Amish symbolize simplicity, plainness, selflessness, community, slow change, and humility. Explores both subcultures and reflects on the everyday societal, family, educational, and personal tensions that mirror these polarities. Uses interdisciplinary-focused lectures, directed discussions, and videos to illustrate the need to understand how culture affects our daily life.
**Prerequisite:** None.
**Credit:** 1 semester hour.

**CORE 521**
**Ecoscapes**
Locations vary. Students may take two different Ecoscapes courses as part of their degree program; however, they must register for them under different prefixes (one as CORE and the other as SCI elective, for example). Same as SCI 550 (see Teacher Education), SS 505.
**Prerequisite:** None.
**Credit:** 2 semester hours, CR/NC only.

**CORE 524**
**Creating Collaborative Communities**
How professionals can collaborate at work to achieve trust, effectiveness, and growth. Participants examine approaches to collaborative leadership and mutual empowerment that are individually and culturally responsive. Open Space Technology is used to demonstrate processes and skills that facilitate shared learning and high levels of group effectiveness.
**Prerequisite:** None.
**Credit:** 2 semester hours.
CORE 526, 536  
Narrative and Voice: Themes of Gender and Culture  
Examines the central need to make meaning from the predicaments and possibilities of human life through story. Readings draw from different cultural traditions in psychology, anthropology, literature, and biography. Participants explore gender and culture as meaning systems that affect individual responses in cognitive, social, and moral realms, drawing connections among their own biographies, individuals they serve, and lives addressed in selected narratives. 
Prerequisite: None.  
Credit: CORE 526, 2 semester hours.  
CORE 536, 3 semester hours.

CORE 531  
Personal Voice in Professional Writing  
See CORE 510.

CORE 532A  
Ways of Seeing, Ways of Knowing  
How individuals construct and are formed by their cultures. Each individual's way of knowing and seeing is influenced by his or her ethnicity, gender, social class, sexual orientation, and learning history. Examines factors that create an individual's experience of what is valuable, aesthetic, acceptable, or taboo. Readings, films, field trips, discussion, and writing help participants articulate their perspectives on self and culture. 
Prerequisite: None.  
Credit: 2 semester hours.

CORE 532B  
Writing Culture: An Exploration  
What cultural habits make us North-westerners, Italian-Americans, Mexican-Americans, Jewish, or Christian? How do we learn in particular ways when among the Japanese or Native Americans, or as members of a professional community? Culture offers a lens through which to view the world. Each culture's unique and varied patterns act through its beliefs and values, rituals and ceremonies, languages and stories. Writing to explore our own cultures, as well as those of others we meet through reading, travel, and in our everyday lives. 
Prerequisite: None  
Credit: 1-2 semester hours.

CORE 534  
The Informed Life: The Path of Creativity  
See CORE 511.

CORE 536  
Narrative and Voice: Themes of Gender and Culture  
See CORE 526.
Northwest Writing Institute

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

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

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

Writing Culture Summer Institute

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

Oregon Writing Project

A 70-year tradition of helping teachers use writing to promote student learning, the Oregon Writing Project at Lewis & Clark has become a landmark in the lives of a generation of teachers. Since 1984, the OWP has worked with school districts in the Portland area and southwest Washington to identify and train teachers as experts in classroom writing instruction and as in-district resources for staff development.

Participating teachers write in a broad range of genres to strengthen their own sense of the writing process, and also explore current research, share tested classroom strategies for teaching writing, and prepare for writing assessment and issues in school reform.

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

The Writing Studio

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

Faculty

Northwest Writing Institute faculty are published writers and experienced teachers. They share a philosophy that writing is not an esoteric craft practiced by the few, but a generous expression of the mind and heart that thrives in a community of inquiry.

Curriculum and Registration

Current course offerings, including special writing workshops, are listed on the Website at education.lclark.edu/dept/nwi and in a newsletter from the Northwest Writing Institute. Students who wish to apply these courses to their degree concentrations should consult with their advisors.

For information about these programs, to receive our newsletter, or to register, contact the Northwest Writing Institute, Lewis & Clark College, 0615 S.W. Palatine Hill Road, Portland, Oregon 97219-7899. Phone: 503-768-6160. Fax: 503-768-6165. E-mail: ccollins@lclark.edu. Web: www.education.lclark.edu/dept/nwi.

“The Northwest Writing Institute is a place where it’s safe to rehearse, to practice, to exercise language, and to rediscover the freedom to welcome all of your ideas.”
—Kim Stafford, director and associate professor, Northwest Writing Institute
Admission

An applicant to a master's degree, licensure, or endorsement program at the Lewis & Clark Graduate School of Education is required to submit an application of admission. Required application materials include the following:

- Completed and signed application packet
- $50 application fee (Admission deposits, if charged, are nonrefundable.)
- Professional resume
- Official transcripts from all undergraduate and graduate schools attended
- Three letters of recommendation and/or completed Recommendation for Admission forms
- Personal essay(s)
- Required test scores

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

All application documentation and online application information is available at www.clark.edu/dept/gseadmit/gseapplications.html. Application forms and information may also be obtained by contacting the College:

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

Lewis & Clark's master's degree programs are designed for students with a variety of backgrounds, needs, and goals. The courses of study are especially intended to accommodate the needs of students who combine work and schooling.
Specific Admission Requirements
In addition to the general required application materials, there are specific admission requirements within each department.

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

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

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

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

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

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

Educational Administration
Applicants to the Master of Education in Educational Administration and the Initial Administrator License programs must submit three letters of recommendation: two Department of Educational Administration recommendation forms and one District recommendation form completed by a central office administrator. Applicants to the Continuing Licensure programs must submit three Department of Educational Administration recommendation forms.

Applicants must have three years of current licensed teaching, school counseling, or school psychology experience in Oregon. An Employment Verification form must be completed by the school district’s human resources office and submitted with the application. A copy of the applicant’s license or certificate must also be included. Please contact an advisor if you do not meet these requirements.

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

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

Testing
No testing is required for admission to the Department of Educational Administration.

GPA Requirements
All programs: 2.75 undergraduate degree, 3.0 graduate degree

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

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

Qualified applicants from Oregon and southwest Washington will be required to attend an interview session and complete an impromptu written exercise. Applicants are notified of their interview time by telephone and/or e-mail at least 72 hours before the interview. Students outside the geographic area will be contacted by a Lewis & Clark faculty member about interview possibilities.

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

GPA Requirements
All programs: 2.75 undergraduate degree
Teacher Education

Preservice Programs
Applicants must submit three letters of recommendation, at least one of which attests to the scope and quality of the applicant's work with youth, whether in a formal employment or voluntary role. Letters of recommendation should also address academic and teaching potential. For applicants to the Early Childhood/Elementary Intern program, at least one reference letter must address the candidate's work with children in educational settings.

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

For applicants to the Special Education: Deaf and Hard-of-Hearing Auditory Oral program, sign language proficiency at the intermediate level or above is preferred.

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

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

GPA Requirements
All Preservice programs: 2.75 undergraduate degree

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

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

Testing
Applicants to Teacher Education degree, endorsement, and licensure programs are required to submit a score from the Graduate Record Exam (GRE) General Test, the Miller Analogies Test, or a Praxis Exam, or they may choose to submit a portfolio of their professional work. For more information and portfolio guidelines, contact the Graduate Office of Admissions.

GPA Requirements
All Inservice programs: 2.75 undergraduate degree

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

International students should have sufficient knowledge of the English language to follow their proposed program of study. All nonnative English-speaking students who have not completed an undergraduate degree in the United States must submit scores from the Test of English as a Foreign Language (TOEFL). For information and arrangements for taking the TOEFL, visit the Web site at toefl.org. A score of 575 (paper-based) or 233 (computer-based) is usually necessary to begin graduate study; however, the Graduate School Admissions Committee may consider an applicant who has a lower score but shows evidence of superior achievement and aptitude.

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

All students from abroad are required to have a medical examination before they come to the United States. They must also enroll in the College insurance plan or show proof of major medical coverage before registration.

Alumni of the Graduate School of Education
Applicants who have completed a degree or licensure program within the last five years who are seeking admission to another licensure or degree program within the same academic program need only complete the "Personal," "Education Information," and "Personal and Professional Fitness" sections of the admissions application; check the appropriate program of study; sign and date the application; and include a current resume, a letter of intent, and a letter of recommendation from a current or former supervisor. The $50 application fee is waived.
Special Student Status Application Instructions

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

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

Counseling Psychology and School Counseling

Individuals may take a maximum of 9 semester hours of degree-applicable credit. Counseling psychology and school counseling require application materials and department approval for Special Student status.

Please submit the following materials at least two weeks before the semester begins: a completed and signed application form, a personal essay (as required by your program), two letters of recommendation, a resume, a $50 application fee, and transcripts from all undergraduate and graduate schools attended. (Unofficial transcripts are accepted when applying for Special Student status.)

Educational Administration and Teacher Education

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

Candidates in educational administration stand-alone licensure programs may take a maximum of 6 semester hours of credit prior to formal admission. Master of Educational Administration with Licensure program participants may take a maximum of 9 semester hours of study as a Special Student prior to formal admission. There is no required application process for Special Student status.

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

Application Deadlines

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

Counseling Psychology

Fall: First Monday in March.
Late admission: June 15.
Spring: First Monday in November.
(No late admission.)
Summer: First Monday in March.
(No late admission.)

Educational Administration, School Counseling, and Teacher Education Inservice Programs

Fall: First Monday in April.
Late admission: First Monday in July.
Spring: First Monday in November.
(No late admission.)
Summer: First Monday in February.
Late admission: First Monday in April.

Teacher Education—Preservice Intern Program

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

Decision Notification

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

Denial of Admission

An applicant denied admission to a graduate department may reapply in the next admission cycle under the appropriate department’s guidelines.
Policies and Procedures

**Student Status: Degree/Licensure Seeking Student**
A Degree/Licensure Seeking Student is defined as one who has been formally admitted to graduate study leading to a master's degree or licensure in teaching, administration, school counseling, or school psychology.

**Student Status: Special Student**
A Special Student is defined as one of the following:
1) A student who is not seeking a Lewis & Clark degree or licensure, does not intend to do so, and is taking courses solely for personal or professional enrichment.
2) A student who is interested in pursuing a Lewis & Clark degree or licensure but has not been formally admitted to graduate study.

Consult the appropriate department section of this catalog for more information about Special Student status.

Special Student enrollment does not guarantee that the student will be admitted to any graduate program or that the coursework taken will be accepted for degree or licensure requirements.

Special Students are not eligible for federal student aid.

**Advisers**
The chair of each graduate department is responsible for assigning advisers to students in that department. Students are assigned a permanent adviser following admission to graduate study. Before admission, applicants may obtain information and advice in orientation meetings, from the appropriate chair, or from other faculty members.

**Master's Degree Requirements**
These steps apply for all degree concentrations:
1) Apply for admission to graduate study. Applicants must complete graduate study admission requirements before registering for any coursework at the College, unless consent is granted by the appropriate department chair. All materials submitted in connection with application for admission become the property of the College. If, for valid reasons, a student is unable to complete an application prior to the opening of the semester, the student may be granted Special Student status. (See appropriate department section.)

2) Design a formal study program. Students must design a formal program of study with a graduate adviser soon after being admitted to degree status and before registering for further coursework.
3) Maintain ongoing contact with an adviser. Students should continue to consult their adviser throughout their degree/licensure program.

4) Complete the approved course of study. Programs of study must be completed within five years of matriculation.

5) Apply for degree. Students must complete the degree application according to the schedule outlined under Degree Application and Conferral. Degree applications are available in the graduate school registrar’s office and online.

If progress is unsatisfactory, the student is notified by mail and is required to meet with his or her adviser, program coordinator, or department chair to determine appropriate action. Unsatisfactory performance at any time may require additional review with the possibility of dismissal.

Note: All courses applicable to the master’s degree must have been completed within the five years preceding the granting of the degree. Special exceptions to this rule may be made by the dean of the graduate school.

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

1) Course grades are examined to determine whether the student is maintaining a 3.0 grade point average and whether the student has earned more than two grades below B- or any grade lower than C-.

2) The courses taken are compared to those listed on the student’s formal program of study to ensure that the student is progressing as planned.

3) Information relevant to each degree/licensure concentration is solicited from adviser(s), instructors, and other sources.

Transfer to Different Program
Students wishing to transfer from one program to another within the same department (for example, from a degree program to a licensure program, or from one endorsement to another endorsement) must submit a written request to do so. Students must receive written approval from the department chair before beginning coursework in a new program. Students are responsible for meeting with their adviser to develop a revised program plan as soon as possible upon receipt of the written approval to transfer. Failure to revise the program could result in failure to obtain a degree or licensure.

Continuous Enrollment
Students who elect to interrupt their studies must show a justifiable reason to obtain an approved leave of absence from the department chair, and must file their approved leave of absence with the graduate school registrar’s office. Students who remain unenrolled for 12 months and who have not been approved for a leave of absence may, at the discretion of their program, be required to seek formal readmission.

Credit System
Lewis & Clark College transcripts of a student’s work completed prior to fall 1986 reflect course credits, with one credit equivalent to 5 quarter hours. Beginning fall 1986, courses were assigned credit in quarter hours. Since summer semester 1994, courses have been assigned credit in semester hours. 1 semester hour of credit is equivalent to 1.5 quarter hours.

Transfer of Credit
Transfer of graduate credit from other institutions is evaluated on an individual basis and may include courses using both traditional and alternative modes of delivery. Normally a student is prohibited from transferring more than the equivalent of 10 semester hours. The amount of transfer credit accepted by individual programs may vary. Usually only credits earned in the five years prior to admission are considered for transfer credit. Courses requested for transfer into an applicant’s degree program at Lewis & Clark College must be from an accredited institution and have a minimum grade of B, or a grade of CR or “pass” from an institution that provides documentation that a CR or pass grade represents a grade of B or higher.

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

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

Graduate Tuition, Fees, and Payment
Cost for the 2004-05 academic year is $575 per semester hour for on-campus programs. The College reserves the right to change tuition, fees, or both.

Tuition may vary across departments. Contact the appropriate office for cost information. Some courses have additional fees for laboratory or off-campus work.

Payment is due by the first day of the semester. You may charge to your Visa or MasterCard account or enclose payment with your registration. Make all checks payable to Lewis & Clark College. Past-due charges are subject to a 1.5-percent late fee, and holds may be placed on future registrations, transcripts, and diplomas.
Change of Registration
Students must complete changes of registration in person in the graduate registrar's office, or by mail postmarked, or fax dated, within the course drop or withdrawal time limit. Students are financially and academically responsible for all courses in which they enroll. Ceasing to attend a class, whether or not the instructor has been notified, does not relieve students of this responsibility. Students on financial aid are responsible for contacting the Office of Student Financial Services before dropping a course.

Refund of Tuition Charges
A credit toward tuition charges may be made if an enrolled student officially drops a course during the add/drop period. Dropping to zero credits qualifies as a withdrawal, not a drop. Tuition credits will be made only after an Add/Drop form has been submitted to the registrar's office. Tuition credit for a complete withdrawal is prorated in accordance with the amount of time the student has been in school for the semester. See Withdrawal From the College in the Financial Aid section of this catalog.

Withdrawal From Lewis & Clark College
The College plans its operations on the basis of projected income for the full academic year. A general assumption is that students who enroll will remain for the full period of enrollment. In cases where students find it necessary to withdraw from all coursework during the semester, the College provides only a partial refund of the semester charges.* Before the refund can be calculated, the student must initiate formal withdrawal by completing documentation available in the registrar's office. Date of notification to the registrar's office is the date used for assessing charges and the amount of any tuition credit. Tuition credits are issued based on the official withdrawal form.

On or before first full day of classes:
100% refund
Second day through first 10% of semester: 90% refund
After 10% through first 25% of semester: 50% refund
After 25% through first 50% of semester: 25% refund
After 50% of semester: no refund

For students receiving financial assistance, refunds to federal programs are calculated according to federal regulations and will be made to the appropriate programs before funds are released to the student.

Special Fees
The following fees apply only to graduate students.
Application to graduate study: $50. In addition, a deposit from admitted students may be required to hold their spot. Details will be provided in the admission packet. Students may contact the appropriate department for specific information.

Educational Career and Licensing Services: For Lewis & Clark graduates with a placement file established prior to January 1, 2003: The first 10 mailings are free; additional mailings are $5 per file.
Some graduate programs may charge additional fees for fieldwork and practice.
Oregon's Teacher Standards and Practices Commission charges a separate fee for teachers, administrators, school counselors, and school psychologists applying for new licenses and endorsements and the renewal of current licenses.

Financial Assistance
Lewis & Clark College recognizes the challenge many students face in meeting the cost of obtaining a quality graduate education. While the primary responsibility for paying for college rests with the student, the College is committed to working in partnership with students to make a Lewis & Clark education an attainable goal.

Financial assistance is available in the form of grants and scholarships as well as student employment and loans. Approximately 24 percent of the College's graduate students receive some form of financial assistance. The financial aid programs described in this catalog are available to students in the Graduate School of Education. Financial aid programs for law and undergraduate students are described in their respective catalogs.

Applying for Financial Aid
To receive financial assistance from the College, students must be admitted as degree-seeking students to Lewis & Clark College; must be U.S. citizens or eligible noncitizens; must not be in default on educational loans or owe repayment of federal grant funds; and must be making satisfactory academic progress toward their degree (as defined in this catalog). Students must be enrolled full time (6 or more credit hours per semester) to receive grant or scholarship assistance and must enroll at least half-time (at least 3 credit hours per semester) to receive assistance in the form of loans or student employment.

All students who wish to be considered for financial assistance must complete the Free Application for Federal Student Aid (FAFSA). In addition, continuing students

In addition to the education that happens in the classroom, students benefit from real-world experience through practice and internships. The graduate school has placement agreements with hundreds of schools, agencies, clinics, nonprofit organizations, and legislative bodies in Portland, throughout Oregon, and across the country.
must complete the College Aid Application (CAP). Financial aid is offered annually and students must reapply beginning January 1 of each year. To receive priority consideration for financial assistance, students must submit all appropriate financial aid forms no later than March 1. Applications for financial aid received after the March 1 priority filing date are subject to fund availability.

The FAFSA can be completed in a paper format or online at www.fafsa.ed.gov. Students must list Lewis & Clark’s Federal School Code of 003197 on their FAFSA in order for the College to receive their FAFSA analysis. It is also important that students complete the FAFSA using the same name and Social Security number registered with the Social Security Administration. Students will receive a Student Aid Report (SAR) from the federal processor as a confirmation that their FAFSA has been processed.

Students should review the information on the SAR for accuracy and keep the document on file for future reference. The SAR may contain comments indicating that the student’s application has been selected for a process called verification. This means that Lewis & Clark College must verify the accuracy of the information submitted on the FAFSA. Students selected for verification are required to submit additional documents to the Office of Student Financial Services, such as signed copies of federal tax returns and W-2 forms as well as a verification worksheet. Students selected for verification will not receive an offer of financial assistance until these documents are received. Students should not submit additional documentation unless requested.

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 of aid students are expected to contribute toward meeting that cost. The expected family contribution is determined by applying federal methodology (i.e., the federally approved need analysis formula) to the information submitted on the FAFSA. Factors such as family size, number of students in college, income, and assets are considered in assessing the student’s ability to contribute to his or her educational costs. Students must notify the Office of Student Financial Services of any changes to information submitted on their FAFSA as such changes may require a revision of their eligibility for assistance. All financial information remains confidential. For more information, contact Lewis & Clark’s Office of Student Financial Services at 503-768-7290.

Satisfactory Academic Progress
Students are required to be in good academic standing as defined by the College and must maintain satisfactory academic progress toward their degree to remain eligible for financial assistance. Satisfactory Academic Progress has three components:

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

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

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

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

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

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

Financial Aid Withdrawal Policy
Students who receive financial aid and who completely withdraw from all classes during a semester are subject to a recalculation of eligibility for assistance in accordance with federal regulations. The date that a student initiates the official withdrawal process...
with the Office of the Registrar will be considered his or her official withdrawal date. This date will be used to determine the charges incurred by the student as well as the aid that will be kept by the College to address those charges. The College will perform a calculation to determine which portion of federal Title IV funds must be returned to federal aid programs. The formula uses the number of days of attendance to determine how much federal aid the student has earned to address the charges incurred for the period of enrollment. Students will be eligible to keep the same percentage of institutional aid as the percentage of tuition charged due to their withdrawal.

Students are encouraged to meet with a counselor in the Office of Student Financial Services to discuss the financial aid implications of withdrawal before beginning the withdrawal process.

Sources of Assistance
Financial aid includes resources awarded in the form of gifts (grants and scholarships) and self-help (student employment and loans). The College, federal and state governments, and private organizations and businesses provide the funding for these resources. The majority of assistance is awarded primarily on the basis of demonstrated financial need as determined by the FAFSA analysis although there are some funding sources that are available to students regardless of financial need.

Scholarships and Grants
The Graduate School of Education provides a limited number of scholarships to students in the teacher education department. Information about the application and selection process for these funds is available from the teacher education office.

Students often receive scholarship support from private organizations and businesses. Federal regulations require that such support be considered in determining eligibility for federal student aid; therefore, it must be reported to the Office of Student Financial Services. Students are encouraged to apply for external scholarships to reduce the amount of their debt burden.

Student Employment
The Federal Work-Study program funds employment opportunities for students. Students typically work an average of 8 to 10 hours per week, and not more than 20 hours per week while classes are in session. Jobs are primarily located on campus and pay $7.05 to $8 an hour. Graduate students often find that their academic schedules do not allow time to take advantage of the Work-Study program. However, students who wish to have their eligibility for the program reviewed should contact the Office of Student Financial Services.

Student Loan Programs
Students are encouraged to budget carefully and borrow conservatively. Students typically borrow from one or more of these loan programs: Federal Perkins Loans, Federal Stafford Loans, and private alternative loans.

Federal Perkins Loans These loans, which carry a fixed 5.3 percent interest rate, are awarded to students who demonstrate exceptional financial need. Repayment begins nine months after the borrower graduates or drops below half-time attendance and continues up to 10 years. Students who are awarded a Federal Perkins Loan will be required to complete a promissory note before loan funds can be disbursed. They are also required to participate in an exit interview before leaving the College.

Federal Stafford Loans These loans are part of the Federal Family Educational Loan Program and are available to students regardless of demonstrated financial need. Loans in this program carry a variable interest rate that is capped at 8.25 percent. Subsidized loans, awarded to students who demonstrate financial need, do not accrue interest during periods of at least half-time enrollment. Unsubsidized loans accrue interest beginning at the time the loan is disbursed. Interest may be paid during periods of enrollment or may be capitalized and added to the principal amount of the loan when the loan enters repayment. Repayment begins six months after a borrower graduates or drops below half-time enrollment and continues for 10 years. Extended repayment options are available. The maximum Federal Stafford Loan for an academic year is $18,500, a maximum of $8,500 of which may be subsidized. Loan processing fees of up to 4 percent are deducted from loan proceeds before disbursement. Stafford Loan borrowers must participate in loan counseling sessions upon entering the College as well as at the point of separation from the College. These loan counseling sessions may be completed online.

Private Alternative Loans These loans are available from many lenders to address educational expenses. Private loans typically cover the cost of attendance as determined by the school minus other assistance the student borrower is eligible to receive. Approval for a private loan is based on individual creditworthiness. Interest rates, grace periods, fees, and repayment terms and options vary by lender.

Veterans
Students qualifying for Veterans Administration benefits should consult the graduate registrar’s office. Lewis & Clark is required by law to report to the Veterans
Administration any graduate student receiving veterans' benefits whose cumulative GPA falls below 3.0 for two consecutive semesters. Students are responsible for reporting to the graduate registrar any changes in program or status.

Registration
Registration for graduate students may be completed by mail. Students may also register in person at the graduate registrar's office. Consult the online guide to registration at www.lclark.edu/dept/gradreg for details.

Course Numbering System
300-499 Upper-division undergraduate courses.
500-599 Graduate courses.
600-669 Graduate professional development courses. All credits may be applicable to a Lewis & Clark College master's degree.
670-689 Graduate professional development courses. Up to 7 semester hours may be applicable to a Lewis & Clark College master's degree or licensure program with advance approval of adviser.
690-699 Graduate professional development courses not applicable to a Lewis & Clark College graduate degree.

Students should check with their advisers before enrolling to determine whether courses they intend to take will apply to their planned program.

Grading System
Letter grades may be accompanied by a plus or minus to be calculated into a student's grade point average (GPA) as follows:
A+ = 4.0
A = 4.0
A- = 3.7
B+ = 3.3
B = 3.0
B- = 2.7
C+ = 2.3

Grading Policy
Students must maintain a B average (3.0) to be eligible for graduation. No more than 6 semester hours of C work (C+, C, or C-) may be counted toward a degree. Students who receive a grade lower than C- in any course must repeat the course or replace it with another course.

Under special circumstances, courses may be taken on a Credit/No Credit 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 for CR/NC may be applied toward a graduate degree or licensure. This limitation does not apply to coursework required by the program and offered only on a CR/NC basis. Students must check with their advisers before choosing to enroll in a course on a CR/NC basis. Courses offered only on a CR/NC basis cannot be taken for a letter grade.

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

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

Incomplete Grades
An instructor may give a grade of Incomplete only when circumstances beyond the student's control prevent completion of the course by the date grades are due. It is the responsibility of the individual faculty member, in consultation with the student, to decide whether the student has a legitimate reason for not completing the work on time.

Course requirements to remove the Incomplete grade must be completed by the date agreed upon in writing and signed by the student and instructor. The instructor may change the Incomplete grade to an appropriate grade based on the instructor's evaluation of the course work. After one year, following the last day of the term in which the course was offered, the Incomplete grade is recorded permanently on the student's transcript as a PI (Permanent Incomplete). Students must have all Incompletes resolved prior to entering the pre-practicum, practicum, pre-internship, internship, or student teaching.

In well-documented exceptional circumstances beyond the student's control, a student may petition for an extension of the Incomplete due date beyond the one-year limit. It is the student's responsibility to initiate the request for extension in advance of the one-year deadline. The petition must receive approval from the instructor, the department chair, and the dean of the graduate school for the extension to be granted. Petitions to extend the Incomplete grade beyond the one-year deadline will be reviewed by a special committee of two faculty members and the registrar. The decision of the committee will be final.
Academic Standards and Integrity
Lewis & Clark College believes that each student holds responsibility for the integrity of his or her individual academic and professional performance. When the student abrogates this responsibility, the College may take appropriate steps to maintain standards of academic honesty.

Academic dishonesty or cheating involves the use of any method or technique enabling a student to misrepresent the quality or integrity of his or her academic study, scholarship, or practice.

When alleged dishonesty is such that it cannot be addressed through a prescribed course of action within the parameters of the class or practicum, dismissal will be considered.

In certain situations where there is cause to believe the level of dishonesty brings into question the personal qualities necessary to perform as a scholar or practice as a professional, dismissal from the program may be required.

Waiver of Courses
A student may seek waiver of a course or course requirement in one or more of these ways:
1) A written or oral examination by a faculty member in the area in which competence is to be tested (with consent of instructor).
2) Demonstration of skill, behavior, or other knowledge that clearly reveals mastery in the area in which competence is to be tested.
3) A written recommendation from an outside authority recognized by the College (such as a licensed principal or superintendent), followed by a thorough review of the recommendation by a faculty member in the area in which competence is to be tested.

A course successfully waived is noted on the student's transcript. Lewis & Clark does not grant credit for courses waived. Waiver Request forms and information about specific waiver procedures are available in each department office and in the graduate registrar's office.¹

Modification of Academic Requirements
Students who seek modification of academic requirements may petition the graduate school. Before submitting a petition, the student should meet with his or her adviser to consider ways of fulfilling the requirement without the need for a special petition. A petition form is available from the graduate registrar's office and each department office.

¹ Students in licensure programs may petition the Oregon Teacher Standards and Practices Commission if they are dissatisfied with the denial of a request for waiver.

Degree Application and Conferral
The degree application must be filed with the graduate registrar before the applicable deadline.

December degree completion and June commencement participation:
September 10
May degree completion and June commencement participation:
November 29
August degree completion and June commencement participation:
February 28
August degree completion and no commencement participation:
March 28

Family Educational Rights and Privacy Act
The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records:
1) The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. The student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) he or she wishes to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. The student may ask the College to amend a record that he or she believes is inaccurate or misleading. The student should write the College official responsible for the record, clearly identify the part of the record he or she wants changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student with notification of the right to a hearing.
3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

It is the intention of the graduate school to designate certain information as directory information in accordance with FERPA. The list of information includes the student's name, address, telephone number, Internet address, current enrollment status, dates of attendance, class, previous institution(s) attended, major field of study, awards, honors, degree(s) conferred and date(s), past and present participation in officially recognized activities, and date and place of birth. If you want to withhold the disclosure of any or all of the categories designated as Directory Information, you must sign a "Request to Prevent Disclosure of Directory Information" form and return it to the graduate school Office of the Registrar within two weeks of the beginning of the semester. The signed form expires one year after the date of signature. If you wish to continue your disapproval for the College to disclose any or all of the categories of Directory Information, you must sign and date a new form each year.

Emergency Procedures
Any campus emergency should be reported to the Campus Safety emergency number, which operates 24 hours a day; dial extension 7777 on campus or 503-768-7777 off campus. Callers are asked to give their name, location, and the circumstances.

Inclement Weather Procedures
During inclement weather, students and faculty are notified of graduate school closure through notices on local radio stations. Several radio stations routinely include class closure announcements in their morning broadcasts. Additional evening closures may be broadcast between 2 and 5 p.m. Recorded school closure or reopening information is available after 6:30 a.m. at 503-768-7965 or 503-768-SNOW. Instructors may also establish a telephone network among class members.
College Resources

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

Graduate School Registrar
The graduate Office of the Registrar is open from 8:30 a.m. to 5 p.m. Monday through Thursday and 8:30 a.m. to 4:30 p.m. Friday. The office has extended hours at the beginning of each semester. Hours may vary during summer semester and semester breaks. For specifics call 503-768-6030 or check the Web at www.lclark.edu/dept/gradreg.

Educational Career, Licensing, and Accreditation Services
This office provides career counseling for Graduate School of Education students and graduates. It is the only place on campus where applications for licensure through the Oregon Teacher Standards and Practices Commission are processed. To make an appointment, please call 503-768-6038. Detailed information is also available on the Web at www.lclark.edu/dept/ecls.

The Writing Studio
A setting for creation, the Writing Studio helps students and staff to learn, teach, and communicate through writing. At the studio, writing turns personal curiosity into inquiry and harnesses the imagination to develop new thinking. The Writing Studio offers both courses and individual conferences. Courses emphasize collaborative insight over isolation and help students focus on effective writing in graduate study and professional practice. Courses enrich the formation of teachers, counselors, and school administrators through attention to the writing process, the requirements and possibilities of graduate writing, different forms of research writing, and how to nurture the personal voice in professional life.

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

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

Cashier and Credit Office
The Cashier and Credit Office, located on the lower level of Templeton Student Center, is open from 8:30 a.m. to 4 p.m. Monday through Friday, except the first working day of each month, when it opens at 1 p.m. During the first two days of each semester, the office has extended hours. Students may consult the office to get information on costs, to pay tuition and fees, to inquire about accounts, to change the address to which billings should be sent, and to pick up paycheck for work done on campus. During the first 15 days of the semester, students may also visit the office to sign up for optional health insurance and pay for it. MasterCard and Visa credit cards are accepted for all charges. Credit card information and payment may be given over the telephone (503-768-7829) or through the mail, as well as in person.

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

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

Bookstore
The bookstore is located in Templeton Student Center. Bookstore hours are set to fit the needs of students and vary with the academic calendar. Call 503-768-7885 for specific hours.

Library
When undergraduate classes are in session, Aubrey R. Watzek Library is open 24 hours a day from Sunday at 11 a.m. until Friday at 10 p.m. It is open on Saturday from 11 a.m. to 7 p.m. During College vacation periods, the library is open from 9 a.m. to 5 p.m. Monday through Friday. Summer hours are 8 a.m. to 9 p.m. Monday through Thursday, 8 a.m. to 5 p.m. Friday, and 11 a.m. to 7 p.m. Saturday and Sunday. Full reference services are generally available between 9 a.m. and 9:30 p.m.

Registered students have full access to a variety of electronic information resources, as well as full interlibrary loan services. The reference librarian has complete information. Self-guided tour and bibliographic instruction materials are available in the reference area. For information, check the Web at www.lclark.edu/dept/refdesk or call 503-768-7274.

"But what does a writer do, in a class or alone, when faced with a question the size of a life, an invitation to reveal everything? Well, what I try to do—as a teacher, and as a writer—is to deepen the question, magnify the promise, and see what comes."

—Kim Stafford, director and associate professor, Northwest Writing Institute
Instructional Media Services
Instructional Media Services, located in Watzek Library, offers a wide variety of services to students and faculty. Instructional technology equipment including televisions, VCRs, video cameras, cassette decks, and projection equipment is available for checkout to support faculty and student academic projects. Equipment is available on a first-come, first-served basis. For more information, visit the Web site at www.clark.edu/infotech. For assistance, call the Instructional Media Services desk at 503-768-7290, send e-mail to msdesk@clark.edu, or use the Web reservation form at www.clark.edu/msdesk/form.html.

Information Technology
Information Technology, located on the first floor of Watzek Library, provides support for faculty, staff, and students on personal computing issues. The Information Technology Help Desk on the second floor of the library can provide student, faculty, and staff with an account to the campus academic computing system. In addition, the library has an open lab of networked microcomputers, equipped with standard word processing and other software.

Duplicating Services
A card-operated photocopier is in the student lounge on the first floor of Rogers Hall. Copy cards are available for purchase in the graduate registrar's office. The Watzek Library provides coin-operated photocopy machines. A photocopier is also located near the Information Desk in Templeton Student Center.

Parking
Fee-based parking is available on campus. For parking permit information, see Visitor Information or phone 503-768-7857. (Parking is free after 7 p.m. weekdays, as well as on weekends and during the summer.) A "South Campus" permit is required for parking on South Campus.

Food Services
College food services are operated by Bon Appetit Management Company. Fields Dining Room, located in Templeton Student Center, is the main dining room for resident students. Breakfast, lunch, or dinner meal tickets may be obtained from the Food Services Office, located in Templeton Student Center. South Campus Café, located in the South Campus Conference Center, offers coffee, sweets, bottled juices and a-la-carte lunch items. It is open from 10:30 a.m. to 7 p.m. Monday through Thursday, and closed Friday, Saturday, and Sunday.

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

The Trail Room, located in Templeton Student Center, offers a variety of foods throughout the day. During fall and spring semesters, hours are from 7 a.m. to 10 p.m. Monday through Thursday, 7 a.m. to 8 p.m. Friday, and 3 p.m. to 10 p.m. Sunday. Summer hours are 7:30 a.m. to 3 p.m. Monday through Friday. Vacation schedules may vary.

Vending machines for food and drinks are located in Rogers Hall, South Campus Commons, and the library.

Athletic Facilities
All College athletic facilities are available to graduate students. Pamplin Sports Center has three basketball courts, a fully equipped weight-training room, saunas, and locker rooms. Adjacent to the gym is the 25-yard swimming pool with one-meter and three-meter diving boards.

Located in Griswold Stadium is an eight-lane, quarter-mile, all-weather track. The Huston Sports Complex, down the hill from main campus, has baseball and softball fields. The College also has six tennis courts—three outdoor courts and three covered by a heated dome for year-round play.

For information about availability of the gym and weight room, phone 503-768-7060.

Health Services
Located on the lower level of Templeton Student Center, the Health Center provides a variety of health services for all students. Graduate students may participate in a group health plan. Brochures and application forms for the health plan are available in the Cashier and Credit Office.

The Health Center is open 8 a.m. to noon and 1 to 4 p.m. Monday through Friday, September through May.

Counseling Center
The Counseling Center, located on the lower level of Templeton Student Center, is a broad-based service designed for facilitating student learning and growth. The center is open from 8:30 a.m. to noon and 1 to 4:30 p.m. Monday through Friday, September through May. For availability during summer or for additional information, phone 503-768-7160.

The center also provides vocational, personal, and intellectual testing services.

A small fee is charged for some tests; all other services are free to Lewis & Clark students. A referral is not necessary.

Student Support Services
The Office of Student Support Services, located in Templeton Student Center, lower level, works with disabled students, staff, and guests of the graduate school to arrange special accommodations to serve their needs. For procedures for requesting accommodations, contact the coordinator of student support services or the associate dean of the graduate school at 503-768-7191.
Further Information
For additional information on graduate programs, policies, or College resources, consult the appropriate office listed below. Correspondence may be addressed to any office at the College address:
Lewis & Clark College
0615 S.W. Palatine Hill Road
Portland, Oregon 97219-7899

Lewis & Clark College
President, Thomas J. Hochstetler
(as of August 16, 2004)
Campus Safety
503-768-7855
Director, Bill Curtin
Cashier and Credit
503-768-7829
Director, Tracey Phillips
Library
503-768-7270
Director, James Kopp
On-Campus Housing and Conferences
503-768-7183
Director, Sandi Bottemiller
Student Financial Services
503-768-7190
Director, Glendi Gaddis
Transportation and Parking
503-768-7857
Director, Mark Morgan

Graduate School of Education
Office of the Dean
503-768-6000
Assistant to the Dean, Jennifer Woodhouse
Assistant to the Associate Dean, Debbie Gifford
Office of the Registrar
503-768-6030
Registrar, Etta Schwab
Office of Admissions
503-768-6200
Admissions Coordinator, Helen Hayes
Office of Student Services
503-768-6037
Graduate Core Program
503-768-6010
Coordinator, Carol Witherell
Department of Counseling Psychology
503-768-6060
Chair, Carol Doyle
Educational Leadership Program
503-768-6080
Director, Tom Ruhl
School Counseling Program
503-768-6140
Director, Laura Pedersen
Department of Teaching, School Counseling, and Educational Leadership
503-768-6100
Chair, Vern Jones
Northwest Writing Institute
503-768-6160
Director, Kim Stafford
Educational Licensing and Accreditation Services
503-768-6008
Director, Sharon Chinun

Faculty
Vern Jones, department chair of teaching, school counseling, and educational leadership and professor of education. Ph.D. 1971 University of Texas at Austin. B.A. 1968 Lewis & Clark College.


Carol Smith, visiting assistant professor of educational administration. M.M. 1970 Lewis & Clark College. B.M.Ed. 1965 Stetson University.


Kim Stafford, director, Northwest Writing Institute, and associate professor in the graduate school. Ph.D. 1979, M.A. 1973, B.A. 1971 University of Oregon.


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Accreditation and Policy Statements

Accreditation
Lewis & Clark College is accredited by the Northwest Association of Schools and Colleges. It is a member of the American Council on Education, the Association of American Colleges, the College Entrance Examination Board, the Northwest Association of Private Colleges and Universities, and the Association of Presbyterian Colleges and Universities. The College is on the approved lists of the American Chemical Society and the American Association of University Women. Graduate programs in education and psychology are fully approved and accredited by appropriate associations and agencies, including the Oregon Teacher Standards and Practices Commission, the Oregon Board of Licensed Professional Counselors and Therapists, the National Association of School Psychologists, and the Committee on Teacher Preparation and Certification of the Council on the Education of the Deaf.

Section 207 of Title II Higher Education Act
In this section, we report first on the regular Preservice Intern Program and then provide data for the Special Education: Deaf and Hard-of-Hearing Program. Figures on these two programs are reported separately because the student teaching experience is organized so differently.

(A) Number of students in the regular teacher preparation program at Lewis & Clark:

1. Total number of students enrolled during 2002-03: 98 and 3.

(B) Information about supervised student teaching:

2. Number of students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2002-03: 98 and 3.

3. Number of supervising faculty who were:
   - Appointed full-time faculty in professional education: 4 and 1.
   - Appointed part-time faculty in professional education, but full time in the institution: 0 and 0.
   - Appointed part-time faculty in professional education, not otherwise employed by the institution: 36 and 2.

Total number of supervising faculty for the teacher preparation program during 2002-03: 40 and 3.

4. The student/faculty ratio was (the number given in B2 divided by the total number given in B3): 98/40 or 2.45 and 3/3 or 1.

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 23.8 hours; in Special Education: Deaf and Hard-of-Hearing Program: 40. The total number of weeks of supervised student teaching required is 36; in special education: 10. The total number of hours required is 857; in special education: 400.

(C) Information about state approval or accreditation of teacher preparation programs:

6. Is Lewis & Clark’s teacher preparation program currently approved or accredited by the state? X Yes _ No

7. Is Lewis & Clark’s teacher preparation program currently under a designation as “low-performing” by the state (as per section 206(a) of the Higher Education Act of 1998)? _ Yes X No

Note: See appendix A of the federal guide for the legislative language referring to “low-performing” programs. See Lewis & Clark’s teacher education Web site at www.clark.edu/dept/tec for the full text of the Title II Report.

Equal Opportunity Policy
Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act, the Americans with Disabilities Act of 1990, and their implementing regulations.

Questions or complaints regarding the College’s equal opportunity policies and practices may be directed to Jane Atkinson, Vice President and Provost, Lewis & Clark College, 0615 S.W. Palatine Hill Road, Portland, Oregon 97219-7899; 503-768-7200. She is responsible for referring all complaints of discrimination to the chief administrative officer of the undergraduate college, Graduate School of Education, or Lewis & Clark Law School, as appropriate.

Campus Safety Policy
The security of all members of the campus community is of vital concern to Lewis & Clark College. Information about safety advice, the enforcement authority of the Office of Campus Safety, policies concerning the reporting of any crimes that may occur on campus, and crime statistics for the most recent three-year period may be requested from the Office of Campus Safety, Lewis & Clark College, 0615 S.W. Palatine Hill Road, Portland, Oregon 97219-7899; 503-768-7855; www.clark.edu/~safety.