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 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.

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"Will you ever bring
a better gift for the
world than the breath-
ing respect that you
carry wherever you
go right now?"
-William Stafford,
from "You Reading This,
Be Ready." Reprinted by
permission of the estate
of William Stafford, from
The Way It Is: New
and Selected Poems
(Graywolf Press, 1998).

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.

The graduate school provides present and future practitioners with:
- 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 across related fields, and understanding of the ethical issues integral to their professions.
- Opportunities for professional development and advancement.

To attain the aims of the graduate school, the Lewis & Clark educational community has identified nine areas in which our students will develop competencies. These areas are: 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 are 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)
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 (prior master's degree required)*
- Licensure-Only Program in Marriage and Family Therapy

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 (prior master's degree required)*

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/Omni)*
- Initial, Standard, and Continuing Licensure*
- Concentration areas can include: art, foreign languages (French, German, Spanish), 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
- Reading Endorsement (Language and Literacy Program)*
- 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.
"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., special education, brain injuries, Portland Public Schools

Counseling Psychology

Lewis & Clark's Department of Counseling Psychology prepares well-educated, dedicated professional counselors to lead and serve in community mental health and school settings. Faculty are committed to using and expanding the best current knowledge in support of this mission, promoting the use of effective counseling and prevention procedures, and adhering to high ethical standards.

The master's degree and licensure programs prepare professionals for work in community counseling, addictions counseling, and school psychology. Graduates use their skills in a wide range of public and private agencies, schools, and private practice. Students who wish to pursue research may select a thesis option that leads to a master of science degree in counseling psychology.

Lewis & Clark's graduate study is augmented by experiential learning that fosters the attitudes and skills essential to practitioners. Internship work complements classroom experience in all departments and programs.

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 addictions counseling programs who have earned the M.A. and M.S. degrees in counseling psychology are eligible to pursue licensing as professional counselors (L.P.C.) in Oregon.

Lewis & Clark's school psychology program is an approved program of the National Association of School Psychologists.

The Oregon Teacher Standards and Practices Commission has approved the school psychology program 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 addictions counseling programs. However, some states may add additional educational requirements that must be met prior to licensure.

Admission

Admission requirements for graduate study in the counseling psychology programs are:

1) A baccalaureate degree from an accredited institution. (Admission to the School...

* Recognized in the 39 states with licensing standards set by the Council for Accreditation of Counseling and Related Educational Programs.
Psychology program requires a minimum undergraduate GPA of 3.0; all other programs require a minimum GPA of 2.75.

2) Satisfactory scores within the last five years on the Graduate Record Exam (GRE).
3) Preparation for graduate study in psychology. This requirement may be met in any one of three ways: a) A bachelor's degree in psychology earned within the last 10 years. b) A score of 550 or higher on the GRE Psychology Test. c) Completion of two courses, CPSY 500 and 501, Fundamentals of Psychology I and II, offered to prepare incoming students for graduate-level study in psychology. (See Preparatory Courses, below.)
4) Completion of the application form, three academic or professional references, a personal statement of philosophy and purpose, and a resume or vita.
5) Official transcripts of all undergraduate and graduate work.
6) Documented personal experience in providing helping services. (Admission materials provide information regarding the kinds of experience the department recognizes and how they can be documented.)

**Admission Criteria**

The Admissions Committee considers several factors when deciding whom to admit to the counseling psychology programs, including:
1) Successful academic achievement represented by a strong undergraduate GPA and acceptable scores on the GRE.
2) Strong letters of recommendation from personal and professional references.
3) Work or volunteer experience in the student's area of professional interest.
4) A strong personal statement that explores the student's motivation and capacity to do well in his or her chosen profession.
5) Demonstrated capacity and clear ability to perform behaviors and skills expected of mental health professionals as set forth by licensing bodies.

The Department of Counseling Psychology admits students each semester. Students may enroll for classes in the semester immediately after their admission, or may choose to delay enrollment to a later semester. Application forms and information may be obtained from the department office or from the department Web site at www.lclark.edu/dept/cpsy. The deadlines for receipt of applications in the department office are July 1, November 1, February 1, and April 1.

**Special Student Status**

Special Student status serves the needs of students who:
- are not admitted to a degree program but wish to begin taking courses while completing a full application.
- have completed a full application but have been requested by the Admissions Committee to demonstrate academic, personal, and professional competence in a select number of courses prior to admission.
- hold a master's or higher degree in an appropriate field and wish to take a specific course or limited number of courses.

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.) Special Student Status applications and registration are accepted until two weeks before the semester begins. The Department of Counseling Psychology allows individuals to take a maximum of nine semester hours of degree-applicable credit. To apply for Special Student Status, please submit the following materials to the Department of Counseling Psychology:
- A completed and signed application form.
- A personal essay.
- Two recommendations.
- Transcripts from all undergraduate and graduate schools attended. (Unofficial transcripts are accepted when applying for Special Student Status.)

Applications 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.

Courses open to Special Students are so indicated in the curriculum. Enrollment in all other courses requires formal admission to a counseling psychology program.

**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 work 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 (CFSY 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 300 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 written 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:

1) Completion of all prerequisite coursework, including satisfactory completion of Practical Skills for Counselors (CFSY 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 adults 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 Theory of Counseling and Behavior Change With Children, 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
  - 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

* Required if other background criteria are not met. See Counseling Psychology Admission, item 3. These courses must be completed by the end of the first year of study.
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
Remaining credits may be used for elective courses.

Master of Arts in Counseling Psychology: Addictions Treatment
The addiction program integrates preparation for addiction counseling with general mental health/community counseling and meets the academic requirements of the Oregon Board of Licensed Professional Counselors and Therapists as well as several organizations that grant credentials in the field of addiction. 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*

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
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
545 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 will focus 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-aged children.

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

The marriage and family therapy program integrates preparation for marriage and family therapy with general mental health/community counseling and meets the standards of accreditation set by the Commission on Accreditation for Marriage and Family Training and Education and the academic requirements for state licensure in Oregon, and 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.*

* Required if other background criteria are not met. See Counseling Psychology Admission, item 3: These courses must be completed by the end of the first year of study.

"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 Macnow, 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.

Required Courses for Area VI: Additional Learning
512 Theory of Counseling and Behavior Change With Children, 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, 9 semester hours

Graduate Core Requirements
A minimum of 4 semester hours

Master of Science in Counseling Psychology
This curriculum is for students who have demonstrated interest and potential in psychological research. Students must first be accepted into the M.A. program. Admission to the M.S. program requires that the applicant:

1) Demonstrate the capacity for initiative and independent research.
2) Successfully complete CPSY 530 with a grade of B or better.
3) Complete or be enrolled in CPSY 531.
4) Prepare a thesis proposal, including a timeline for completing the research project, the commitment of a faculty advisor to chair a thesis committee, and designation of the three-person faculty committee.
5) Attain formal approval of the 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
512 Theory of Counseling and Behavior Change With Children, 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 Systems Approach to Treating Addictions in Families, 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
535 Research Methods in Counseling, 3 semester hours
568 Research Project in Marriage and Family Therapy, 2 semester hours

6 Required if other background criteria are not met. See Counseling Psychology Admission, item 3. Must be completed in first year of study.
506 Life Span Development, 3 semester hours
512 Theory of Counseling and Behavior Change With Children, 3 semester hours
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
530 Research Methods and Statistics I, 3 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

or

583 Mental Health Internship: Emphasis on Child and Family Problems, two semesters, 6 semester hours
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.)

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
512 Theory of Counseling and Behavior Change With Children, 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
530 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
586-587 Internship in School Psychology I and II, two semesters, 8 semester hours

Graduate Core Requirements
A minimum of 4 semester hours

† 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. See Counseling Psychology Admission, item 3. These courses must be completed by the end of the first year of study.
Licensure-Only Program in School Psychology

Students with a master's or doctoral degree in counseling, psychology, special education, or a related field may qualify for admission into the licensure-only program in school psychology. Students in the licensure program who are not seeking a master's degree may petition to waive required coursework based on competence, experience, and/or equivalent graduate credits from other institutions. Upon admission, transcripts of previous graduate work and supporting documentation are evaluated by a faculty committee to determine which courses will be waived and to develop an individualized program plan for licensure as a school psychologist. A minimum of 7 semester hours of coursework in addition to the Internship in School Psychology (CIFSY 586-587) is required.

Continuing Licensure in School Psychology

The 11-semester-hour Continuing License Program is designed to support school psychologists who hold 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 courses:
29 semester hours distributed as follows:
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
564 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, 9 semester hours conducted over two semesters

Licensure candidates who are not graduates of Lewis & Clark's counseling psychology program will be required to complete the following courses:
34 semester hours distributed as follows:
504 Family Therapy: Theory & Practice, 3 semester hours
506 Life Span Development, 3 semester hours
523 Treatment Planning and Intervention With Children and Adolescents, 2 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, 9 semester hours conducted over two semesters

Faculty

The counseling psychology faculty is composed of eight full-time faculty members and more than 20 adjunct faculty members, the majority of whom are practicing professionals. (See 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

**CPSY 500* Fundamentals of Psychology I**
Introductory course providing a foundation for graduate work in counseling psychology; intended for students with limited previous coursework in psychology. The course 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).

**CPSY 501* Fundamentals of Psychology II**
Introductory course providing a foundation for graduate work in counseling psychology; intended for students with limited previous coursework in psychology. The course 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).

**CPSY 502* Introduction to Counseling Individuals**
The basic concepts and skills of counseling individuals, and practice in applying those concepts in counseling situations in class. Emphasis is on conditions for an effective helping relationship, attending and interpreting skills, basic theoretical assumptions, social and cultural contexts, ethical principles, and professional orientation.
Prerequisite: None.
Credit: 3 semester hours.

**CPSY 504* Family Therapy: Theory and Practice**
An overview of the fundamental assumptions and ideas of general systems theory and the basic premises of theoretical orientations within family therapy. Participants will explore the application of course material to their work setting or training track. This course is not clinical in nature and is not designed to train or prepare participants to conduct family therapy.
Prerequisite: None.
Credit: 3 semester hours.

**CPSY 506* Life Span Development**
Examination of social, cultural, cognitive, biological, and learning developmental theories throughout an individual’s life span, and of research methods in life span development.

The course includes the application of theory and research in life span development to clinical and other applied situations.
Prerequisite: CPSY 500 and 501.
Credit: 3 semester hours.

**CPSY 507-508 Introduction to School Psychology I and II**
The history, systems, roles, and functions of school psychologists. Readings in contemporary issues and historical events provide the foundation for graduate preparation in school psychology. Students observe the work of school psychologists and discuss the profession in a seminar format.
Prerequisite: For CPSY 507, none.
For CPSY 508, CPSY 507.
Credit: 1 semester hour each.

**CPSY 512 Theory of Counseling and Behavior Change With Children**
Introduction to the theories guiding mental health work with children in school and clinical settings. The course reviews classical and social learning theories. Participants explore the design and implementation of contingency management programs and classroom management procedures and review treatment procedures. Also considered are cognitive-systems, client-centered, and psychoanalytic theories of child counseling.
Prerequisite: CPSY 500, 501, CPSY 503 or 507-508 (may be taken concurrently).
Credit: 3 semester hours.

**CPSY 513 Theory and Philosophy of Counseling**
An overview of major historical and current counseling theories, such as psychoanalytic, Adlerian, client-centered, existential, behavioral, cognitive, cognitive constructivist, multimodal, gestalt, feminist, solutions-focused, brief therapy, and integrative approaches. The course explores counseling theory in the context of human development as a means of understanding oneself, others, and the profession.
Prerequisite: CPSY 500, 501, CPSY 503 (may be taken concurrently).
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 explore group dynamics, potential problems encountered when running children’s groups, and generalization and maintenance of behavioral change. The course introduces curriculum for specific issues, including divorce, substance use, grief, and social skills.
Prerequisite: CPSY 503 or 507-508 (may be taken concurrently).
Credit: 3 semester hours.

* Open to those with Special Student status as space allows.
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 influence of socioeconomic status, family, culture, ethnicity, and gender is critical in helping people succeed in recovery and establish new lives.

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

CPSY 517
The Exceptional Child in Schools
An overview of the exceptional child in today's educational setting. The course provides a basic understanding of special educational law and public policy related to the birth-to-3 early intervention, preschool, K-12, and vocational transitioning populations. Exceptionalities studied include: communication disorders, learning disabilities, mental retardation, emotional disturbance, behavioral disorders, orthopedic impairments, other health impairments, traumatic brain injuries, hearing and vision impairments, and giftedness. Students gain an understanding of the criteria requirements for each category as outlined under the Oregon Administrative Rules and some of the unique evaluation considerations for each.
Prequisite: CPSY 523.
Credit: 3 semester hours.

CPSY 520
Career Counseling
Career development theories; current career trends, concerns, and programs/interventions; career counseling strategies, tools, and resources; facilitation of client awareness, choice, and action with respect to career-related issues. Emphasis is on developing a broad view of career as lifestyle, and on practical application of theory and information in a professional counseling context.
Prequisite: CPSY 503 or 507-508.
Credit: 3 semester hours.

CPSY 522
Diagnosis of Mental and Emotional Disorders
Introduction to the structure and uses of the DSM-IV and ICD-9 systems for diagnosing mental and emotional disorders. Limits and weaknesses of these approaches and alternatives to them, especially regarding cultural differences. How to use these systems effectively in the context of person-centered, psychosocial, and systemic interventions. Current knowledge, theory, and issues regarding selected disorders.
Prequisite: CPSY 503
Credit: 2 semester hours.

CPSY 523
Treatment Planning and Intervention With Children and Adolescents
Mental, emotional, and behavioral disorders of childhood and adolescents. Topics include identification, diagnosis, and planning of multifaceted intervention and treatment strategies; developmental, social, and cultural influences on diagnoses and interventions; multicultural considerations; effects of substance abuse on individuals, families, schools, and other environments.
Prequisite: CPSY 503, 506, 507-508, 512 or 513, 522.
Credit: 3 semester hours.

CPSY 524
Treatment Planning and Intervention With Adults
Identification, assessment, diagnosis, and treatment of mental, emotional, substance abuse, and addictive disorders in late adolescence and adulthood. The course covers: adjustment, mood, anxiety, psychotic, dissociative, impulse, sexual, personality, and addictive disorders, including gambling and eating disorders. Topics include multicultural factors. Emphasis is on planning comprehensive, multifaceted treatment interventions.
Prequisite: CPSY 503, 506, 512 or 513, and 522.
Credit: 2 semester hours.

CPSY 530*
Research Methods and Statistics I
Introduction to research methods with an emphasis on design, sampling, measurement issues, and introductory data analysis. Topics include: 1) Research design: elements of the research process, types of designs, program evaluation. 2) Basic measurement concepts: validity, reliability, norms, and score interpretation. 3) Basic statistical concepts: frequency distributions, central tendency, measures of variability and correlation.
Prequisite: None.
Credit: 3 semester hours.

Note: This course is taught in fall semester only as the first course of a two-semester sequence. Students who wish to pursue the thesis-option M.S. program are advised to take this sequence as early as possible in their course of study.

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.
Prequisite: CPSY 530.
Credit: 3 semester hours.
Note: This course is taught in spring semester only as the second course of a two-semester sequence.

* Open to those with Special Student status as space allows.
sequence. Students who wish to pursue the thesis-option M.S. program are advised to take this sequence as early as possible in their course of study.

**CPSY 532**
**Introduction to Assessment**
Principles of psychological assessment as employed in school, clinical, and applied settings. Psychometric concepts such as validity, reliability, norms, and score interpretation are addressed. The course surveys intelligence, personality, career, interest, aptitude, and achievement tests and reviews alternative methods of assessing competence and person-situation interactions.

*Prerequisite: CPSY 530 or 533.
*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, including program evaluation. 3) Basic measurement concepts: validity, reliability, norms, and score interpretation. 4) 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.

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

**CPSY 537**
**Cognitive Theory and Assessment**
The first in a two-course sequence on the theory, techniques, and issues regarding intelligence and achievement testing, including issues of cultural and linguistic diversity. Students gain 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, 530-531.
*Credit: 3 semester hours.

**CPSY 538**
**Academic Assessment and Intervention**
The 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 is given to working with learners of culturally and linguistically diverse populations. The course 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 regarding personality assessment with children and adolescents. The course focuses on 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**
A conceptual overview of the field of neuropsychology from developmental and applied perspectives. The course explores the theories and principles of neuropsychology and their relationship to practice. It provides students with a basic understanding of the neurological underpinnings of challenges that their clients face, the effects of medications and substance abuse, and the implications for assessment and treatment.

*Prerequisite: Admission to School Psychology Program and CPSY 537 and 538.
*Credit: 2 semester hours.

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

*Prerequisite: Bachelor's degree 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: CPSY 545.
*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 stages-of-change models, contracting with clients, consultation, integration of medical and psychosocial treatments, referral processes and standards, issues of moderation versus abstinence, relapse prevention, and case management. Also covered are documentation, record keeping and management, confidentiality, ethical and legal issues.
Prerequisite: CPSY 523, 524, 545, 546.
Credit: 3 semester hours.

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

CPSY 551
Advanced Group Counseling
Advanced skills in design and management of psychoeducational, counseling, and psychotherapy groups. Emphasis is on time-limited groups focused around themes including depression, anxiety, parenting, couples, social skills, adolescent depression, loss, ADHD for adults, dual diagnosis, and borderline personality disorder. Students learn critical group processes, central intervention skills, and the specific approaches most useful for different diagnostic groups.
Prerequisite: CPSY 514 or 515, and 523.
Credit: 2 semester hours.

CPSY 552
Clinical Work With Women
Current issues in the psychotherapeutic treatment of women. The course 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 507-508.
Credit: 2 semester hours.

CPSY 554
Women at Midlife
An overview of the issues faced by the current generation of midlife women. General themes of midlife, drawn from the literature on adult development, are considered 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 Behavior Therapy
Review of the history, theory, and research on cognitive-behavioral methods in counseling and psychotherapy. Specific methods and applications are reviewed 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
The impact of psychological factors (such as stress, coping styles, personality, and family environments) on health and illness. The course 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. Criteria for selecting or excluding brief therapy are explored. Psychodynamic and cognitive approaches to brief therapy are studied 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. Cognitive, affective, interactional, and systemic theories of
human behavior and change as related to couples will be explored. 
Prerequisite: CPSY 504, 523, 524, and 530 or 535.
Credit: 3 semester hours.

CPSY 561
Marital and Family Assessment
This course focuses on issues in research and clinical assessment of couples and families. Assumptions and values underlying assessment approaches will be discussed. Specific assessment techniques will be discussed, evaluated, and administered, giving special attention to approaches in multicultural assessment. Ethical, legal and practical issues will be explored. Attention will be paid to theoretical underpinnings of measures as well as their psychometric properties.
Prerequisite: CPSY 504, 560, 562, 535.
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. This course builds upon CPSY 504 by focusing on the interventive 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, 523, 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. This course 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 will emphasize clinical case conceptualization and treatment planning.
Prerequisite: CPSY 504, 560, 562, 561.
Credit: 3 semester hours.

CPSY 564
A Systems Approach to Treating Addictions in the Family
This course provides family therapists and other health practitioners with a family systems view of the development and maintenance of substance abusing patterns. The course examines the contributions that have been made to the understanding and treatment of substance abuse by family researchers, theorists, and treatment of substance abuse by family researchers, theorists, and clinicians. Clinical intervention methods of substance abuse are considered with attention to the treatment of adolescents, couples, and families.
Prerequisite: CPSY 504, 560, 562, 563.
Credit: 3 semester hours.

CPSY 565
Human Sexuality and Counseling
Recent research on sexual health issues of importance to counselors. Issues include sexual health in childhood, adolescence, adulthood, and aging; review of recent research on sexual preference; and common sexual dysfunction experienced by rape and incest victims and modes of treatment.
Prerequisite: 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: 3 semester hours.

CPSY 567
Gender, Communication, and Culture in Family Systems
This course, which examines 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
This course develops a basic understanding of the research process in family therapy. The two primary objectives are to prepare students to make proficient use of research literature and to conceptualize and conduct a quality research project of their own. Students will 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 will involve “hands on” experience with reviewing and critiquing published research, coding qualitative data, and developing a scholarly research proposal.
Prerequisite: CPSY 535.
Credit: 2 semester hours.
CPSY 569
Ethical and Professional Issues in Marriage and Family Therapy
A 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, 535.
Credit: 3 semester hours.

CPSY 573
School-Based Consultation
The theory and practice of consultation, which is fundamental to the delivery of mental health services in schools. The course 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. Issues of cultural, linguistic, and socioeconomic differences are addressed.
Prerequisite: CPSY 512.
Credit: 3 semester hours.

CPSY 574
Advanced Consultation and Program Evaluation
The 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. The course 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 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 503, 504, 506, 512 or 513, 523, and consent of adviser. (CPSY 504, 506, 523 may be taken concurrently.)
Credit: 2 semester hours.

CPSY 581
Ethical and Legal Issues for School Psychology Practicum
Consideration of the applicable ethical and legal issues for school psychologists in mental health and school settings. Students develop skills in counseling, consultation, assessment, and intervention planning.
Prerequisite: CPSY 504, 506, 507-508, 512, 523, and consent of adviser. (CPSY 504, 506, 523 may be taken concurrently.)
Credit: 2 semester hours.

CPSY 582
Mental Health Internship: Adult Emphasis
Internship in a community setting. Participants engage in counseling and related professional activities under supervision. Students write reports, prepare case histories, and submit work samples for supervisory review.
Prerequisite: CPSY 579, 580, and consent of adviser.
Credit: 3 semester hours.

CPSY 583
Mental Health Internship: Emphasis on Child and Family Problems
Internship in a community setting. Participants engage in counseling and related professional activities under supervision. Students write reports, prepare case histories, and submit work samples for supervisory review.
Prerequisite: CPSY 579, 580, and consent of adviser.
Credit: 3 semester hours.

CPSY 584
Practicum in Marriage and Family Therapy
This supervised practicum bridges the theoretical and practical as students for the first time apply their educational experiences to a real practice setting. Prospective practitioners as well as researchers will 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

CPSY 595 Practicum in School Psychology
Didactic class instruction, practicum placement, and clinical training as related to work as a professional school psychologist. The course 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 579, 581, and consent of adviser.
Credit: 2 semester hours.

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 seminar meetings allow for group supervision and the examination of legal, ethical, and professional issues. A comprehensive examination of school psychology is included.
Prerequisite: All required school psychology courses.
Credit: 4 semester hours each.

CPSY 588 Internship in Marriage and Family Therapy
Students in the MFT program will receive extensive clinical training and experience in couples, family, and child therapy during a calendar year internship. This course requires the student to complete 600 client contact hours. Students must be supervised by an approved supervisor through AAMFT.
Prerequisite: CPSY 584, and consent of adviser.
Credit: 9 semester hours.

CPSY 590 Topics in Counseling Psychology
Special topics in counseling psychology.
Prerequisite: None.
Credit: 1-3 semester hours.

CPSY 591 Domain I: Research-Based Collaboration
This foundation course of the Continuing License Program consists of 1 semester hour of coursework for two consecutive semesters. Through review of current research and consideration of local, regional, and national trends, candidates will extend their knowledge and understanding of the role of school psychologists in the 21st century. Current and emerging diversity, cultural, legal, and ethical issues are investigated with attention to the specific needs of each candidate's work site, and additional emphasis is placed on the use of action research to increase effectiveness of school psychology services for meeting the learning needs of all students.
Prerequisites: An advanced degree in School Psychology and an Initial License with the state of Oregon.
Credit: 2 semester hours.

CPSY 592 Domain II: On-Site Collaboration, Leadership, and Advocacy
This second foundation course of the Continuing License Program consists of 1 semester hour of coursework for two consecutive semesters. The course 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 will 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 will support each candidate's engagement of these issues in their current work sites.
Prerequisites: CPSY 591.
Credit: 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: 1-6 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 expects 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, Standard Administrator, Continuing Administrator/Initial Superintendent, Standard 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 by arrangement with school districts in the Crook-Deschutes and Jefferson County Educational Service Districts.

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. A master's degree in educational administration combines 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 and Special Student Status

Special Student status is available for individuals wanting to enhance their administrative skills or update their knowledge in specific areas. Students not enrolled in a degree or licensure program may wish to take courses to learn about new developments in organization theory, budget management, models of change, or multicultural studies.
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.) Special Student Status applications and registration are accepted until two weeks before the semester begins. Individuals seeking Special Student Status must contact the Department of Educational Administration prior to course registration.

Master of Educational Administration degree candidates may take a maximum of 9 semester hours of study as a Special Student prior to formal admission. Candidates for Educational Administration stand-alone licensure programs may take a maximum of 6 semester hours of credit prior to formal admission.

Applications 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.

The Department of Educational Administration also 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. For example:
- 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.)
- In Program for New Administrators: The Ropes to Skip and the Ropes to Know (EDAD 531/609), first-time administrators 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 facilitate the development of excellence in personal and organizational leadership. Contact the Courage to Lead program at 503-768-6080 for details.

Admission Requirements: Initial Administrator License

1) Successful completion of the prerequisite courses EDAD 500 and EDAD 501/610 for students applying to the Initial Administrator program.

2) Verification of an Oregon teaching license or personnel service license in addition to three years of teaching experience. Applicants not holding an Oregon teaching license or personnel service license should contact the educational administration office directly.

3) A statement of 250-500 words indicating experience in leadership at the building or district level focusing on programs and/or personnel.

4) A completed application for admission to the Department of Educational Administration.

5) Official transcripts from undergraduate and graduate institutions attended (minimum standard: 2.75 undergraduate GPA; 3.0 graduate GPA). A master's degree is required for admission.

6) Three letters of recommendation from employers and educational colleagues. A fourth letter of recommendation may be required from an applicant's school district.

7) A $50 non-refundable application fee, payable to Lewis & Clark College.

8) For application to a licensure program other than the Initial Administrator program, an interview with an educational administration department faculty member.

Applications are reviewed monthly. Application forms and information may be obtained from the graduate Office of Admissions or department or Web site at www.clark.edu/dept/eda.

Note: Meeting minimum entrance requirements does not guarantee admission. Conditional admission may be granted to applicants who meet certain admission requirements at minimal levels, or to those who fall below minimums on one or two criteria if other indicators suggest probable success.

Core Program

The Graduate Core Program is described in detail in this catalog. Students should consult their advisers 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 antidiscrimination statutes.
6) A passing score of 630 or above on the Praxis II Series test in educational leadership: administration and supervision (50410).
7) Evidence of passing the CBEST or the PRAXIS I: PPST/CBT series of tests, if coming from out-of-state.

**Eligibility for Standard Licensure**
Lewis & Clark recommends for the Standard Administrator or Standard Superintendent License those candidates who have fulfilled the following requirements:
1) Successful completion of the Basic Administrator or Superintendent License program at Lewis & Clark or an accredited institution.
2) Completion of the required hours of graduate coursework appropriate to the desired license. Recommendation for licensure is based on meeting hour and content requirements of the Oregon Teacher Standards and Practices Commission.

**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.

**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
- 504A, 504B Practicum for Administrators, 6 semester hours
- 505 Essential Readings About School Reform, 1 semester hour
- 507 School Finance for Administrators, 1 semester hour

**Continuing Administrator/Initial Superintendent Licensure**
This license program is on-campus and district-affiliated and is open to candidates who have completed an Initial Administrator License or those who have completed the Basic License and who wish to obtain the combined Continuing Administrator/Initial Superintendent License. A minimum of 17 semester hours of credit are required. Students must complete two courses from each of the three major content areas. In addition, the Oregon Teacher Standards and Practices Commission requires EDAD 549, Professional Mentorship. Lewis & Clark requires students to take either EDAD 542 or EDAD 547 and at least 1 semester hour from the Core Program.

**Required Courses**
Two of the following courses in Educational Leadership for Organizational Learning:
- 533/621 Organizational Leadership and Decision Making, 2 semester hours
- 536/604 Leading Schools Through Instructional Technologies, 2 semester hours
- 537/632 Educational Research and Assessment, 2 semester hours

Two of the following courses in Political and Organizational Dynamics:
- 540/629 Models of Organizational Change, 2 semester hours
- 541/603 Working With Professional Relationships: Board and Personnel, 2 semester hours
- 542/607 Working With Diverse Populations in School Communities, 2 semester hours

Two of the following courses in Legal and Financial Knowledge:
- 545/627 Contract Management, 1 semester hour
- 546/626 Negotiation and Collective Bargaining, 2 semester hours
- 547/634 Ethics, Diversity, and School Administration, 2 semester hours
- 556/635 Advanced School Finance and District Budgeting, 1 semester hour

Both of the following courses in Evidence of Professional and Personal Development:
- 549/606 Professional Mentorship, Continuing License, 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 Working With Conflict, 1 semester hour
- 528/628 Gender and Education, 2 semester hours

* Students must complete either EDAD 542, Working With Diverse Populations in School Communities, or EDAD 547, Ethics, Diversity, and School Administration, to meet program requirements.
530/630 Seminar on Organizational Change, 2 semester hours
531/639 Program for New Administrators: The Ropes to Skip and the Ropes to Know, 3 semester hours
532/605 Working With the Marginally Performing Teacher, 2 semester hours
534/636 Physical Environment of Schools, 1 semester hour
548/602 Leadership and Learning: Personal Change in a Professional Setting, 2 semester hours

Note: Additional elective courses available with approval of adviser.

Graduate Core Requirements
1-3 semester hours

**Standard Licensure: Superintendent**

A minimum of 1 semester hour in a required course and 15 semester hours in elective courses, distributed as follows, plus completion of the basic or initial licensure program (for a total of 32 or 33 semester hours).

**Required Course**
534 Physical Environment of Schools, 1 semester hour

**Elective Courses**
523 Communication Skills for Administrators, 1 semester hour
524 Implementing Curricula, 1 semester hour
525 School-Community Relations, 1 semester hour
526 Working With Conflict, 1 semester hour
528 Gender and Education, 2 semester hours
530 Seminar on Organizational Change, 2 semester hours
535 Organizational Leadership and Decision Making, 2 semester hours
540 Models of Organizational Change, 2 semester hours
590 Essential Readings, 1 semester hour
591 Program Evaluation, 2 semester hours
593 Business Management in Education, 1 semester hour

Graduate Core Requirements
2-3 semester hours

**Continuing Licensure: Superintendent**

The license program is on-campus and district-affiliated and is open to candidates who have completed the 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:
- Successfully serve as a superintendent, deputy superintendent, or assistant superintendent.
- 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 Ethics, Diversity, and School Administration, 2 semester hours
586/641 Continuing Superintendent Assessment License Seminar, 1 semester hour

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

**Joint Program: Master of Arts in Teaching and Educational Administration**

Candidates for a Standard Teacher License and M.A.T. may complete additional courses beyond the degree requirements to qualify for an Initial Administrator License. For details, contact the teacher education department at 503-768-6100.

**Master of Education in Educational Administration**

This program combines the requirements for an Initial Administrator License with a master's degree. This 38-semester-hour M.Ed. program is designed for aspiring administrators who do not wish to seek a Standard Teacher License. For details, contact the educational administration department at 503-768-6080.

"Good teaching can never be reduced to technique. Good teaching comes from the identity and integrity of the teacher. And so it is with good leadership."
— Parker Palmer, author of *Courage to Teach*
Admission Requirements and Procedures: Master of Education in Educational Administration

1) Successful completion of the prerequisite courses EDAD 500 and EDAD 501/610 prior to formal admission.
2) Completion of the application form and a required essay on the following: "Describe your philosophy of teaching or counseling or your current position as it applies to school leadership." As part of this essay, answer the following questions:
   A. What have you learned about issues of leadership in your current role?
   B. What do you need to learn about leading school organizations?
   C. How will this master's degree further your professional goals?
3) Filling of application with $50 non-refundable application fee.
4) Submission of an official transcript from each undergraduate and graduate institution attended (minimum standard: 2.75 undergraduate GPA).
5) Submission of four letters of recommendation from people who are acquainted with your work as a teacher or student. (These may include letters from employers and educational colleagues.)
6) Completion of an interview with program faculty. (Your materials will be reviewed prior to an interview.)

District-Affiliated Programs in Educational Administration

District-affiliated programs for administrators are offered cooperatively by the Department of Educational Administration and sponsoring partner districts and institutions.

Note: Admission and eligibility requirements for district-affiliated licensure programs are the same as for on-campus programs. To see Admission Requirements and sections on eligibility for licensure, above.

Initial Licensure: Administrator

A minimum of 17 required course semester hours, distributed as follows.

Required Courses
500 Leadership Profile Center (on campus), .5 semester hour
610 School Organization, 3 semester hours
612 Instructional Leadership, 3 semester hours
613 Legal Rights and Responsibilities, 2.5 semester hours
614A, 614B Practicum for Administrators, 3 semester hours each (both courses required)
615 Essential Readings About School Reform, 1 semester hour
617 School Finance for Administrators, 1 semester hour

Candidates apply for the Initial Administrator License within three years of completion of their last course. To renew the Initial Certificate, which must be renewed at the end of three years, 6 semester hours are required.

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.

Faculty

To achieve a balance of theory and practical application, the department recruits faculty members from the academic community and from the ranks of practicing school administrators. Faculty are selected on the basis of effective teaching, familiarity with the leadership literature, and ability to implement effective leadership.

Curriculum

EDAD 500/633 Leadership Profile Center

The Leadership Profile Center is an intensive one-day activity where 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 those skills. Students develop a portfolio during their course and practicum experiences, which is assessed at the conclusion of the practicum.

Prerequisite: None.
Credit: .5 semester hour.
EDAD 501/610
School Organization
Organization and leadership theory as the foundation for the key role of administrators. The course investigates the organizational dynamics of schooling and what is required for leadership in a complex organization, modeling decision making, developing communication systems, and understanding school improvement and the full ramifications of Oregon's Education Reform Act. Prerequisite: EDAD 500 (may be taken concurrently).
Credit: 3 semester hours.

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

EDAD 503/613
Legal Rights and Responsibilities
A 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. The course 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 educator and district liability. Also listed as ED 543.
Prerequisite: EDAD 500, 501/610.
Credit: 2.5 semester hours.

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 elements 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, 501/610, 502, and admission to Educational Administration Initial Licensure Program.
Credit: 3 semester hours each.

EDAD 505/615
Essential Readings About School Reform
A seminar providing timely, thoughtful discussion on school reform including curriculum, 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 is on understanding the impact of political decisions on school revenues and budget development. The course 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. Also listed as ED 516.

EDAD 522/622
School Revenues
District budget development and administration as practiced in public school finance. Emphasis is on understanding the impact of political decisions on school revenues and budget development. The course 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 523/623
Communication Skills for Administrators
The 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 in dyads, small groups, and large groups. Strategies for improving the efficiency of group problem solving are investigated.
Prerequisite: None.
Credit: 1 semester hour.

EDAD 524/624
Implementing Curricula
Application of research on teaching and learning to classroom instruction and instructional leadership. The course stresses ways of adapting instruction to student characteristics and developing systematic staff development programs. Research on the special needs of students from different cultures is reviewed.
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 is on applying theories and models of school-community relations to the development and/or improvement of an administrator's knowledge base, self-understanding, and interpersonal skills.  
Prerequisite: None.  
Credit: 1 semester hour.

EDAD 526/631  
**Working With Conflict**  
Working through conflict with adults in school organizations. Students investigate the causes of conflicts and consider resolution strategies. The course is 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. The course 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. The seminar assists participants involved in organizational change at the building or district level to develop, implement, and evaluate the change.  
Prerequisite: EDAD 540/629 or consent of instructor.  
Credit: 2 semester hours.

EDAD 531/609  
**Program for New Administrators: The Ropes to Skip and the Ropes to Know**  
The challenges, ethical dilemmas, and surprises facing new administrators. The yearlong course meets monthly and includes fall and spring retreats. Participants develop peer support groups within and across districts.  
Prerequisite: Position requiring the Initial Administrator License.  
Credit: 3 semester hours.

EDAD 532/605  
**Working With the Marginally Performing Teacher**  
The knowledge, skills, and support for school administrators to work with adults, primarily teachers, whose performance is not acceptable. Class activities include readings, whole-class discussions, guest presentations, journal writing, and sharing support with peers.  
Prerequisite: Position requiring the Initial Administrator License or 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, costs, design, and operations. Issues of legal liability, transportation, capital investment, and depreciation are analyzed.  
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 organizational complexity, ethical ambiguity, 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. 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 the classroom. Students analyze traditional and alternative forms of assessment in light of their own experiences. Emphasis is on mandates for certificates of mastery, portfolio construction, task building, scoring rubrics, and the need to focus on performance.  
Prerequisite: None.  
Credit: EDAD 537, 2 semester hours.  
EDAD 632, 2-3 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. The course covers methods of planning change such as organization development, action research, survey feedback, and individual planning. Focus is also on models of the change process for the individual, small group, and organization.  
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.
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 examine their own attitudes about individuals from other cultures and groups. Topics include ways to improve schools 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 ED540/609.

EDAD 545/627
Contract Management
Administering the contract as it applies to school employees. The course is 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. The course is designed for students who have responsibility for negotiation or administration of contracts. Emphasis is on the influence of Oregon’s Collective Bargaining Law and new models of collaborative bargaining. The course 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 difficult dilemmas 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: Enrollment in 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 formal mentor relationship with a Lewis & Clark faculty member and with a field supervisor in their own district or a neighboring district. At the end of the program, the student prepares a written critique of the experience.
Prerequisite: Initial Administrator License.
Credit: 1 semester hour.

EDAD 554/642
Courage To Lead
This seminar offers a context for participants to explore the difficult 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 members of the seminar will be responsible for particular “core” readings. In addition, each participant will be directed to specific books focused on their special area of question and concern.
Prerequisite: None.
Credit: 3-4 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 survivability. Presentations by local educators who work in small schools supplement readings.
Also listed as ED 527.
Prerequisite: Enrollment in inservice M.A.T. program or educational administration masters’ degree program. Consent of instructor required for students in preservice M.A.T. program.
Credit: 2 semester hours.

"There were 15 students in my class, and our teachers knew each of us by name. They visited us at our work sites, and they still check in to see how we're doing. That was huge to me, to be getting my education from people who really cared about me and cared about my success, beyond paperwork."
— John Seeley '97, superintendent and principal, Jewell School District
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 education programs impact the annual budget-making process.
Prerequisite: Initial Administrator License.
Credit: 1 semester hour.

EDAD 555/637  
Continuing Administrator License Assessment Seminar
When candidates for the Continuing Administrator/Initial Superintendent License complete academic requirements, they will present a portfolio of professional evidence to demonstrate competence in meeting Teacher Standards and Practices Commission (TSPC) standards for licensure.
Prerequisite: Completion of all academic content requirements for the Continuing Administrator/Initial Superintendent License.
Credit: 1 semester hour, credit-no credit.

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. This course will investigate 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 572  
Strategic Planning and School Finance
Timely material for school administrators facing declining enrollments, budget cutting, and reordering of priorities. The course covers strategies for generating revenues and eliminating inefficiencies, as well as taxation issues and risk management.
Prerequisite: None.
Credit: 1 semester hour.

EDAD 575  
Practicum for Superintendents
Supervised, on-site, predesignated 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.

EDAD 586/641  
Continuing Superintendent Assessment License Seminar
When a candidate for the Continuing Superintendent License completes academic requirements, they will 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 ED 520/620. Also listed as ED 516.

EDAD 591  
Program Evaluation
A 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, 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
A series of topical workshops in school operations, beginning with a fall conference and extending through the spring semester. The course is 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.

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. This course assists in meeting the ethical, legal, educational, and leadership challenges in the new position. Participants develop peer support networks with other first-year superintendents. The yearlong course meets monthly.
Prerequisite: None.
Credit: 2 semester hours.
School Counseling

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

Lewis & Clark 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, regional, 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 parents, volunteers, colleagues, and community members in applying course content to actual work situations, beginning during the first semester of coursework
- promotes success for all students 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

Ensuring academic, career, and personal/social success for all students defines the school counselor's role in the school and community.
- 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.

**Admission Requirements**

1) Applicants to the School Counseling Program must have a baccalaureate degree from an accredited institution with a minimum cumulative grade point average of 2.75. Applicants must submit an official transcript from each institution they have attended as undergraduate or graduate students. This includes graduates of Lewis & Clark College.

2) Candidates must submit a completed application including a resume, three references, and a professional goals statement. All application materials, including forms, are available on the Web at www.lclark.edu/~schcoun. All materials must be mailed together in one envelope to the Graduate Office of Admissions, Lewis & Clark College, 0615 S.W. Palatine Hill Road, Portland, Oregon 97219-7899. A nonrefundable application fee of $50, payable to Lewis & Clark College, must accompany these materials.

3) Candidates are expected to complete the Preprofessional Skills Test (PPST) or California Basic Educational Skills Test (CBEST) prior to admission. Test scores must be sent directly to the Department of School Counseling.

4) Teachers must include a copy of their teaching license/certificate and evidence of two successful years of teaching (e.g., contract copies, letters of employment).

5) Candidates from Oregon and southwest Washington are required to attend an interview session and complete an impromptu written exercise. Candidates are notified of their interview time by telephone and/or e-mail within 72 hours before the interview (see tentative dates under Admission Schedule or check the Web at www.lclark.edu/~schcoun). Students outside the geographic area are asked to provide the name of a supervisor or administrator who will be contacted by a Lewis & Clark faculty member about interview possibilities.

6) Candidates accepted to the program are expected to develop an ongoing professional portfolio, complete six hours of individual counseling, or pursue other opportunities as defined by the department.

**Admission Schedule**

Applications are reviewed three times per year according to the following schedule:

- **Fall semester admission**
  - First Friday in February (tentative interview date: second Friday in February)
  - First Friday in June (tentative interview date: second Friday in June)

- **Spring semester admission**
  - First Friday in October (tentative interview date: second Friday in October)

- **Summer semester admission**
  - First Friday in February (tentative interview date: second Friday in February)

Candidates are notified of their admission status in writing as soon as possible (typically within one month) after the deadline.

**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.)

**Licensure Only**

Candidates who hold a master's degree in a closely related field (e.g., education, psychology, social work) may apply for admission to the licensure-only program in school counseling. Upon admission, the candidate works closely with a faculty adviser to design an individual program of study leading to licensure.

**Special Student Status**

To register for courses in the School Counseling Program, an individual must either be fully admitted or have Special Student status. Special Student status allows an individual to take up to 9 semester hours per year in specifically designated courses. Currently these courses include:

- 500 Introduction to School Counseling
- 507 Development of the Learner: Children and Adolescents
- 508 Social Justice, Diversity, and Cultural Issues
- 509 Ethical and Legal Issues in Education and School Counseling
- 510 Family Dynamics, Consultation, and Community Resources
- 512 Special Needs Populations in Schools
- 514 Positive Classrooms and Schools
- 515 Contemporary Practices in Education and School Counseling
Admission to these classes is on a space-available basis after fully admitted students have registered.

Special Student Status 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. Special Student Status applications and registration are accepted until two weeks before the semester begins. Individuals seeking Special Student Status must contact the Department of Educational Administration prior to course registration.

Master of School Counseling degree candidates may take a maximum of 9 semester hours of study as a Special Student prior to formal admission. 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.

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 pre-approved 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 meet the licensure requirements of the Teacher Standards and Practices Commission. Those seeking waivers of requirements are assessed an evaluation fee for each course petitioned. (For more information, see Petition Waiver section on the Web at www.clark.edu/schcoun or see the Policies and Procedures section of this catalog.)

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:
- 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
- all required 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
513 Educational Research, Assessment, and Technology, 3 semester hours

"School counseling programs are experiencing increased attention in the educational community. State and national efforts specifically address the integration of comprehensive school counseling. Currently, we are restructuring our curriculum and field experiences to bring our program into the 21st century, and to meet the needs of all students (pre-K-12). This is an exciting time for Lewis & Clark's graduate school."

—Vicki Brooks, assistant professor of school counseling
School counselors are recognized as key members of school-community leadership teams. They play essential roles in creating pathways of hope and success for all students and their families throughout critical growth years.

514 Positive Classrooms and Schools, 515 Contemporary Practices in Education and School Counseling, 2 semester hours
516 School Counseling Internship, 4 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. Initial introduction to counseling skill development with an emphasis on solution-focused, microskills, and cognitive behavioral approaches. Direct involvement with local practicing school counselors. 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. Topics include developmental assets as identified by the Search Institute. Participants practice consultation skills with students and faculty.
Prerequisite: SCED 500 and coregistration with SCED 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.
Prerequisite: SCED 500 and coregistration with SCED 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. Participants practice consultation skills with students and faculty.
Prerequisite: SCED 500 and SCED 501, 502 or coregistration.
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 and SCED 501, 502 or coregistration.
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 500, 501, 502, and coregistration with 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. Contribution of internal/external asset development that helps today's youth thrive is examined from the perspective of the school counselor.
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. The course 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. Course 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.
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). The ethical codes of the American School Counselor Association and the American Counseling Association are explored using case studies. The course 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. The course examines concepts of family dynamics and dysfunction requiring referral and use of community resources. Topics include developmental assets as applicable to the family setting and impact of the special-needs child on the family organizational structure. The course 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. The course addresses ethical considerations of group work with children and adolescents using the ethical codes of the American School Counselor Association and the American Counseling Association.
Prerequisite: None.
Credit: 2 semester hours.

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

SCED 513
Educational Research, Assessment, and Technology
The major uses and components of classroom or school-based research processes, academic test interpretation, and limitations. Participants explore quantitative and qualitative research methods, 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: 3 semester hours.
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 is on the school counselor's role in managing classroom guidance and in assisting teachers. Candidates explore developing classroom and schoolwide behavioral norms, responding to disruptive behavior in school settings, developing functional assessment and individual behavior change plans, creating schoolwide student management plans, and ensuring success for students of diverse backgrounds.
Prerequisite: None.
Credit: 2 semester hours.

SCED 515
Contemporary Practices in Education and School Counseling
School reform initiatives (e.g., Certificate of Initial Mastery, Certificate of Advanced Mastery, Proficiency-based Admissions Standards) including curriculum, instruction, leadership, and politics. Candidates explore models of the change process for individuals and organizations while promoting collaboration and team development. Candidates assess, design, implement, and evaluate a comprehensive school counseling program based on national standards.
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. Two semesters.
Prerequisite: Portfolio meeting/signoff with adviser and completion of all required coursework.
Credit: 2 semester hours fall; 2 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: SCED 517, 2 semester hours fall; 1 semester hour spring.

Continuing 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. Each course is designed to address specific content areas or domains.
Candidates in the program may, with adviser approval, combine domains. This not only provides flexibility for the student but also generates potential for course overlap, thus providing opportunities for student-to-student mentoring within courses. Through sharing and participation with fellow professionals, each student's learning experience is broadened.
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 domain.

The continuing 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 domains address the appropriate use of technology. Candidates are expected to have e-mail accounts and correspond electronically with instructors, other candidates, and fellow professionals. Each domain incorporates Internet usage. 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 domain is housed in the Continuing License Educational Portfolio (CLEP). Each domain 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 within one year of completing the Initial School Counselor License. The School Counseling Program strongly recommends that candidates carefully consider whether to combine courses, as timely and professional program completion are of the utmost importance. Adviser permission is required to combine courses.
Curriculum: Continuing School Counselor

SCED 560
Domain I: Professional Collaboration, Leadership, and Advocacy
Development of a knowledge base and understanding of professional school counseling or counseling in related organizations and interactions with local, state, and national legislative bodies. Candidates explore involvement in professional organizations at the local, regional, and national levels. Current readings and publications by these organizations are central to the course. The course supports the candidate in developing a professional career path while encouraging continued exploration of emerging cultural, legal, and ethical issues. Emphasis is on collaboration, advocacy, and leadership skills necessary for professional growth and development. One semester.
Prerequisite: None.
Credit: 1 semester hour.

SCED 561
Domain II: On-Site Collaboration, Leadership, and Advocacy
Development of a knowledge base and understanding of current research and standards affecting the school counselor's collaborative, leadership, and advocacy roles with colleagues, administrators, educational specialists, students, and staff. Central to the course are readings and publications in the areas of organizational management, leadership, advocacy, and collaboration as applied to the educational mission of enhancing academic, career, and personal/social success for all students. Diversity and cultural impact on organizational management and educational leadership, advocacy, and collaboration are woven into the curriculum, while emphasizing issues specific to the candidate's work site. One semester.
Prerequisite: None.
Credit: 1 semester hour.

SCED 563
Domain IV: Research-Based Collaboration
Development of a knowledge base and understanding of current research; action research; and local, regional, and national trends impacting the school counselor's role in the 21st century. Current and emerging diversity, cultural, legal, and ethical issues are woven throughout the course, with careful attention given to specific needs of each student's work site. Emphasis is on the development of action research to increase effectiveness of the guidance and counseling program meeting the academic, career, and personal/social needs of students.
One semester.
Prerequisite: None.
Credit: 1 semester hour.

SCED 564
Domain V: Practicum/Internship
A yearlong cumulative experience. Candidates address issues of the school counselor's role in educational and community settings. Candidates document their summative professional knowledge, skills, and attitudes in the Continuing License Educational Portfolio. Two semesters.
Prerequisite: None.
Credit: 1 semester hour per semester.

SCED 598
Special Studies: Newer Experimental Courses

SCED 599
Independent Study

Final Review
Faculty in the School Counseling Program and/or a designated committee complete final licensure evaluation. The candidate submits and defends the Continuing License Educational Portfolio, which includes documentation specific to each domain.

This program does not culminate in a master's degree. Candidates enrolled in the continuing school counselor licensure program should have obtained a master's degree prior to or during the initial school counselor licensure program.

“School counselors are ideally positioned in schools to serve as advocates who create opportunities for all students to define, nurture, and accomplish high academic aspirations.”
—The Education Trust
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 upon 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 across the state.

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 following sections.

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 are a community of learners and teachers committed to the preparation of educators who:
- recognize that teaching is a commitment to lifelong learning
- possess excellent liberal education grounded in relevant academic disciplines
- value the importance of inquiry, research, writing, reflection, and dialogue within their educational communities
- are teacher-researchers able to apply, create, and disseminate needed knowledge
- understand, can work effectively with, and critique standards-based education, including the Oregon 21st Century Schools Act
- translate knowledge and experience into teachable curriculum
- develop respectful, caring classrooms that encourage student participation, problem-solving, the expression of varying points of view, and reflective inquiry
- approach learning as a process that is at once socially constructed and individually meaningful
- are culturally responsive and appreciate the richness of human experience
- promote student development in the social and ethical realms
- encourage real-world problem solving that connects with the needs of the community and the region
- support individual students in the pursuit of their own interests and goals

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 Initial Teaching License in the state of Oregon.

Early Childhood/Elementary Authorization
Lewis & Clark offers a full-time, 13-14-month program for beginning educators in early childhood/elementary education. There are two areas of emphasis for beginning teachers, each organized around a full-year 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.

Licensure Requirements
First Semester
ED 513A/513B Summer Practicum (513A, Early Childhood; 513B, Elementary), 1 semester hour each
ED 550 Social, Historical, and Ethical Perspectives on 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
ED 568 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

In a recent four-year period, three of four Oregon Teachers of the Year—Nicole Hudson, Ford Morishita, and Barbara Murray—were Lewis & Clark graduate school alumni. Why? We admit the best students and help them become even better teachers.
"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."

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

**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, 3 semester hours

**Summer Semester, 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 semester, session II)

**Graduate Core Requirements**

A minimum of 4 semester hours

**Middle-Level/High School Authorizations**

Lewis & Clark offers a full-time, 13-14-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 are offered in art and music. The Middle-Level/High School Intern program prepares students for an Initial License to teach 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 internship, and the interdisciplinary Graduate Core Program. This internship option enables beginning educators to meet the needs of adolescents and preadolescents, combining a focus on high school subject matter and holistic learning with an emphasis on current best-practice recommendations for middle school students, including integration, team-teaching, community service, collaborative learning, and teacher research.

Candidates who already hold an advanced degree may complete the licensure courses without additional degree courses.

M.A.T. interns begin coursework in mid-June of each year and continue through the following summer. The program includes a 10-month internship with an outstanding mentor teacher in a local school. 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 study subject matter and education 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 campus seminars with College faculty and mentors. The second summer includes additional coursework in education, subject areas, 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 Summer**

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 areas 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.)

**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 Semester, Session I or II

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 hours (offered summer semester, session II)

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 of study 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 courses are required for the M.A.T. degree. Degree requirements must be completed within five years of admission.

Note: This endorsement will be available to entering 2003 interns. 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

Application Procedures for Preservice Intern Programs
1) Applicants to the preservice programs must have a baccalaureate degree from an accredited institution, a minimum cumulative grade point average of 2.75, and a strong background in the area they plan to teach. Applicants must submit an official transcript from each institution they have attended as undergraduate or graduate students. This includes those who attended Lewis & Clark College as undergraduates.
2) Test requirements: Applicants to preservice programs in 2003-04 should contact the Department of Teacher Education for specific test requirements for the grade levels and subjects they wish to teach.
3) A completed application must be received by the first Monday in January. Admission after this date is on a space-available basis through April. Submit applications to the Graduate Office of Admissions, Lewis & Clark College, 0615 S.W. Palatine Hill Road, Portland, Oregon 97219-7899. A non-refundable application fee of $50, payable to Lewis & Clark College, must accompany the application.
4) Applicants must request 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 letter must address work with children in classroom settings.
5) Applicants living nearby in Oregon or Washington may be required, at the discretion of the Admissions Committee, to interview with a faculty member as part of the application process. Telephone interviews may be offered to applicants in other geographic areas.
6) Candidates seeking financial aid should request a graduate financial aid application packet from the Office of Student Financial Services. Scholarships may become available periodically in any year. Also see Scholarships, below.
7) Full admission to the M.A.T. preservice intern programs is contingent upon acceptance by a school district for an internship.

Applicants should check with the teacher education office to be sure they have current information regarding program offerings and application deadlines, procedures, and test requirements.
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 become a teacher of 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 93 and on Lewis & Clark's teacher education Web site at www.lclark.edu/dept/lteteach.

Scholarships

Three 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 Partnership in Diversity Scholarships are available. Contact the teacher education office for specific information.

Application Deadlines for Preservice Programs

Applications due:
First Monday in January

Applications accepted on a space-available basis through April.

Notification of admission decision for preservice applicants:
Early admission: First Monday in November
General admission: Early to mid-March

Application deadline for priority consideration for financial aid:
March 1

Tuition deposit:
Late March

Entering students must submit a tuition deposit of $200 by this date to secure their place in the Preservice Intern or Special Education: Deaf and Hard-of-Hearing Auditory Oral programs. This nonrefundable deposit is applied to the student's tuition.

Required orientation for new full-time M.A.T. preservice intern students:
Early June

Special Education: Deaf and Hard-of-Hearing Auditory Oral Program

For the 2003-04 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.

Admission Requirements
1) Applicants to the Special Education: Deaf and Hard-of-Hearing Auditory Oral Program must have a bachelor’s degree from an accredited institution.
2) Students must submit acceptable scores from either the Graduate Record Examination or the Miller Analogies Test.
3) Three references are required, two of which must be either professional or academic.
4) Sign language proficiency at the intermediate level or above is preferred.
5) Courses in the following areas are prerequisites: social, historical, and ethical foundations of education; educational psychology or student learning; child or adolescent psychology; the exceptional child. These courses may be completed before admission or as part of the planned program of study.
6) A personal interview either in person or by telephone is required.

Application Procedures and Deadlines
Please contact the Department of Teacher Education at 503-768-6100 for application procedures and deadlines.

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 advisor.

Observation, instructional assistant, itinerant teacher, tutoring, small-group instruction, and student teaching experiences are available with deaf or hard-of-hearing individuals from infant 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 Methods in Education, 2 semester hours
TTD 501 Psychosocial and Educational Foundations of Deafness, 2 semester hours
TTD 502 Elementary Methods: Thematic Integration, 2 semester hours
TTD 508 Practicum, Elementary, 3 semester hours
TTD 511 The Itinerant Teacher: Providing Support to Deaf and Hard-of-Hearing Students, 2 semester hours
TTD 530 Curriculum, Methods, and Classroom Management, 3 semester hours
TTD 536 Literacy Development, Elementary, 3 semester hours
TTD 546 Student Teaching, Elementary, 9 semester hours
TTD 559 Counseling Families of Young Children With Disabilities, 2 semester hours
TTD 563 Instructional Media and Technology, 2 semester hours
TTD 580 Sign Systems I, 2 semester hours (offered summer only)
TTD 588 Language Development for Teachers of Deaf and Hard-of-Hearing Children, 2 semester hours
TTD 589 Developing Spoken Language in Children With a Hearing Loss, 3 semester hours
TTD 591 Introduction to Auditory for Teachers of Deaf and Hard-of-Hearing Children, 3 semester hours
TTD 592 Speech Development I, 3 semester hours
TTD 593 Speech Development II, 3 semester hours
TTD 594 Audiology for Teachers of Deaf and Hard-of-Hearing Children, 3 semester hours
TTD 598 Special Studies: New or Experimental Courses, 2-6 semester hours
TTD 599 Independent Study, 2-6 semester hours

Graduate Core Requirements
A minimum of 4 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.

“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.”

—Ruth Shagoury Hubbard,
Mary Stuart Rogers Professor of Education
Insersive 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 Teaching 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, ESOL/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 practice 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—if desired—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. Teachers who hold an Initial License may also complete a 6-semester-hour program for the Continuing License with or without a master's degree. Teachers must have a master's degree to apply for the Continuing License (see Continuing License section).

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

Professional Education Requirements
A minimum of 17 semester hours including:
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
ED 511 Education and Society: Continuities and Discontinuities, 2 semester hours
or
ED 540 Teaching Linguistically and Culturally Diverse Students, 2 semester hours
or
ED 556 The Work of Paulo Freire, 2 semester hours
or
ESOL 502 Focus on Culture and Community in Teaching ESOL/Bilingual Students, 2 semester hours
ED 548 Classroom Assessment: Work Sample, 1 semester hour

Subject Area Electives
A minimum of 15 semester hours including:
LA 501, SCI 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

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-semester 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.

Resources for Nondegree 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 Kodály 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 special credentials or 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 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 15 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
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 23-semester-hour program may apply for the Special Educator Endorsement. This work may include the 6 semester hours needed to complete a Continuing License, thus allowing the teacher to simultaneously earn the Special Educator Endorsement and Continuing License.

This program of study may also be incorporated into the master of education 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. Students 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 best accepted and promising practices for helping students improve their academic achievement and increase socially acceptable behaviors.

Note: The Auditory Oral Program for teaching the deaf and hard-of-hearing is described on page 40.

Coursework Available

Note: Students may petition to waive required courses based on previous coursework or competency. All waived courses must be approved by the student’s adviser 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

and

ED 614B Classroom Management for Special Educators, 1 semester hour (ED 614 and 614B may be substituted for ED 504)
LA 500/604 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, language and literacy/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.

For more information about off-campus licensure programs, see Educational Administration in this catalog or contact the Department of Teacher Education at 503-768-6130.

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: the learning environment, pedagogical principles and practices, and professional responsibilities and ethics. 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 plan an individualized program of study with a faculty advisor. Teachers may select from a wide array of subject-area and education courses and plan individual research projects to meet their personal goals for professional development. 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, language and literacy/reading, mathematics, or ESOL/bilingual education; an additional authorization to teach at a new grade level; or an Initial Administrator License.

Required Courses
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

Elective Requirements
A minimum of 4 semester hours

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

The Language and Literacy Program builds on the belief 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 different issues in the teaching of reading and writing. What is literacy? How does our own literacy affect our language arts instruction? What are the politics of literacy? What can we learn from current research in thought, language, reading, and writing?

"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 Morbihan '78, M.A.T. '91, Oregon's 1997 Teacher of the Year and Oregon's Clockman's High School
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 a 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 14-15 semester hours of credit 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 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 may be integrated into their programs.

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**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**

One semester hour in the required course and a minimum of five semester hours of math-based elective courses selected in consultation with a program adviser from the list below for each semester hour 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 and 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 530 Integrating Technology Into Secondary Mathematics, 1 semester hour
MATH 590 Multicultural History of Mathematics, 2 semester hours
ED 562 Elementary School Mathematics, 3 semester hours

Advanced Mathematics Endorsement Requirements
Four semester hours in the required courses and a minimum of four semester hours of math-based elective courses selected from the list below plus 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 and a passing score on the "Mathematics: Content Knowledge" (#1005) and "Mathematics: Proofs, Models, and Problems, Part I" (#20060) 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 the lives 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 with an emphasis on 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 responsibly. 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.

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.

The Bilingual Assessment is only 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 grapple with 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
LA 500/654, ED 529, ESOL 507/607
Language Acquisition and Development, 3 semester hours including early childhood practicum
ESOL 500/600 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

**Application Procedures for Inservice Programs**

1) Applicants to the inservice programs are expected to have a baccalaureate degree, a minimum cumulative grade point average of 2.75, and specific strength in the subject areas they teach. Applicants must submit an official transcript from each institution they have attended as an undergraduate or graduate student. (This includes applicants who attended Lewis & Clark College as undergraduates.)

2) Applicants should complete an application and send it with a nonrefundable application fee of $50 to the Graduate Office of Admissions, Lewis & Clark College, 0615 S.W. Palatine Hill Road, Portland, Oregon 97219-7899.

3) Three letters of recommendation are required. Forms for these letters are attached to the application. Letters should attest to the applicant’s teaching performance and potential academic performance in an advanced licensure or degree program. Applicants also must include an official copy of a test score on an NTE, Praxis, GRE, or Miller Analogy test or a portfolio.

4) Applicants must include a copy of their teaching license or certificate.

5) Applicants to the inservice endorsement programs should contact the Department of Teacher Education for specific test requirements for the endorsement area to which they are applying. All candidates for the Standard Teaching License or for added endorsements who are admitted after September 1, 1993, must submit passing scores on the required tests at the time they file an application for their Standard License or additional endorsement.

6) Applicants who plan to attend half time or more and who seek financial aid should contact the Office of Student Financial Services for financial aid forms and information about loans and scholarship assistance. Financial aid is available only to those enrolled in degree programs.

Candidates for any licensure area or endorsement through Lewis & Clark College must complete a minimum of 6 semester hours at Lewis & Clark. On the recommendation of a faculty adviser, an individual may petition to waive part of this requirement.

**Application Deadlines for Inservice Programs**

- **Inservice M.A.T. of M.Ed. degree programs**
  - Fall: April 1 (general admission).
  - Spring: November 1.
  - Summer: February 1 (general admission).
  - April 1 (late admission).

- **Inservice licensure and endorsement programs**
  - Fall: April 1 (general admission).
  - July 1 (late admission).
  - Spring: November 1.
  - Summer: February 1 (general admission).
  - April 1 (late admission).

**The Courage to Teach Program for Inservice Teachers**

The Courage to Teach is a 18-month program for the personal and professional renewal of K-12 teachers. The program focuses on both teaching techniques and on school reform; instead, if 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 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) In addition to the application form, applicants must submit:
   - A professional vitae/resume outlining relevant academic and/or professional experience.
   - A personal statement briefly explaining how they envision their future as teachers, their reasons for seeking participation in this program, and how they expect to benefit from the program.
3) Submit the completed application and supporting materials to: The Courage to Teach, Office of Special Projects, Lewis & Clark College, 0615 S.W. Palatine Hill Road, Portland, Oregon 97219-7899. Phone: 503-768-6040.

**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 College 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.

**Special Student Status**

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.) Special Student Status applications and registration are accepted until two weeks before the semester begins. Individuals seeking Special Student Status must contact the Department of Educational Administration prior to course registration.

Teacher Education students may take a maximum of 8 semester hours of study as a Special Student prior to formal admission. 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.

**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 these 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 in the following May. 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. Interservice 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.)

"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.

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 503-768-7963.

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 (TSPC) for the appropriate license, authorization level, or endorsement. Students should note that they must apply directly to the TSPC by submitting the appropriate forms, fees, test scores, and transcripts. Information about filing for a license is available from the director of Lewis & Clark’s Educational Career and Licensing Services ofice and at www.clark.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.clark.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 critique of research studies, and what it means to be a teacher-researcher.
Prerequisite: None.
Credit: 2 semester hours.

ED 501*
Constructive Assessment in the Classroom
A 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, students, and parents, including portfolios, performance assessment, interviews, observations, questioning, checklists, self-assessment, and testing. Topics include instructional planning, student involvement, information management, grading, 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 all learners. The course enables experienced teachers to read, write about, and discuss relevant research on literacy; develop, critique, revise, implement, and evaluate plans for improved instruction; participate in 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
The 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 schoolwide 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. Final projects involve developing individual and school programs for assisting students with special needs.
Prerequisite: None.
Credit: 3 semester hours.

ED 505* Teaching and Learning in Elementary and Middle Schools
Advanced seminar-practicum in expanding and evaluating elementary and middle school teaching practices appropriate to subject-area content, student needs, and educational goals. Exploring what it means to be a teacher-researcher and the importance of student-constructed knowledge, participants evaluate instruction through observation, microteaching, and peer reflection. Participants videotape their teaching in their own classes or in an arranged placement.
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, student needs, and educational goals. Exploring what it means to be a teacher-researcher and the importance of student-constructed knowledge, participants evaluate instruction through observation, microteaching, and peer reflection. Participants videotape their teaching in their own classes or in an arranged placement.
Prerequisite: None.
Credit: 2 semester hours.

ED 509 M.A.T. Project Seminar
The 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 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, credit-no credit.

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. Students will 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. This course allows students to apply a variety of instructional and assessment strategies in a Title I school committed to greater achievement.
Prerequisite: Admission to the Early Childhood/Elementary Language/Literacy Cohort.
Credit: 1 semester hour.

ED 511 Education and Society: Continuities and Discontinuities
A critical analysis of the dialectical relationship between education and U.S. society. Themes examined include: reproduction and resistance; stability and change; excellence and equity; private and public interests; realism and idealism; ethics and pragmatism; teacher empowerment; reform and transformation; race, class, and gender in education; critical pedagogy; and the school as panacea and contested terrain.
Prerequisite: None.
Credit: 2 semester hours.

ED 512 Real-World Problem Solving Practicum
Real-world problem solving engages students in an emergent, integrated curriculum as they construct knowledge and understanding relevant to resolving an issue or concern of significance to their local community. This course is 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 the 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.
Prerequisite: Enrollment in Early Childhood/Elementary Intern Program and in ED 561.
Credit: 1 semester hour, credit-no credit.

* Open to those with Special Student status as space allows.
**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.  
*Prerequisite:* Enrollment in Early Childhood/Elementary Intern Program and in ED 561.  
*Credit:* 1 semester hour, credit-no credit.

**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 are scheduled throughout the semester.  
*Prerequisite:* Enrollment in Early Childhood/Elementary Intern Program.  
*Credit:* 2 semester hours, credit-no credit.

**ED 515**  
*Intern Practicum II (Early Childhood or Elementary)*  
Intensive intern teaching experience. Each student teacher intern assumes full-time teaching responsibility under the supervision of a mentor teacher and a Lewis & Clark faculty supervisor. This experience builds on the intern teaching begun during the previous semester. Scheduled seminars are included.  
*Prerequisite:* Enrollment in Early Childhood/Elementary Intern Program.  
*Credit:* 8 semester hours, credit-no credit.

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

**ED 521A/621A**  
*Inquiry Into Practice I*  
Development of a professional portfolio, teacher as researcher, evaluation/assessment, diversity and integrating multicultural students and perspectives.  
*Prerequisite:* Instructor consent.  
*Credit:* 1-2 semester hours.

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

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

**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. The course is appropriate for students considering careers in educational administration. May be substituted for ED 505 or ED 507 for the master's program. Also listed as EDAD 533.  
*Prerequisite:* Consent of adviser.  
*Credit:* 3 semester hours.

**ED 527**  
*Small Schools in Theory and Practice*  
Exploration of advantages of small schools and their success in supporting enhanced academic achievement among a wide range of students, especially students from economically disadvantaged communities. The course 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:* Enrollment in 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 and ESOL 507/607.

ED 532/625*  
Assessing Reading Strategies: Practicum  
A seminar-practicum for classroom teachers and reading specialists at all grade levels. Topics include a language orientation for diagnosing reading problems, 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. 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. Also listed as SS 535.

ED 540/609  
Teaching Linguistically and Culturally Diverse Students  
Exploration of diversity including social class, race, ethnicity, and language and how these differences intersect with ethnic minority status and limited English proficiency. Participants consider the education of language-minority students and learn specific laws and research findings related to accommodating and respecting diversity in schools. Topics include stages of language acquisition, methods for assisting language acquisition and comprehension of content, parent and community involvement, and student advocacy. Also listed as EDAD 543.  
Prerequisite: None.  
Credit: 2 semester hours.

ED 543*  
Legal Rights and Responsibilities  
Same as EDAD 503 (see Educational Administration) and 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. Also listed as 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 learning. This demonstrates the teacher's ability to set learning objectives, teach a body of content, and show how students have learned. The teacher assembles and analyzes a work sample to illustrate his or her ability to foster student learning. This activity meets the Teacher Standards and Practices Commission requirements for standard licensure.  
Prerequisite: ED 500 (may be taken concurrently).  
Credit: 1 semester hour, credit-no credit.

ED 550  
Social, Historical, and Ethical Perspectives on Education  
A comprehensive and critical analysis of the American sociocultural system and of education as a central institution. Students examine the school as an organization and as a means of cultural transmission, as well as the interdependence between the educational system and the sociocultural milieu in which it operates. Students critically examine personal and social values and educational practices in the context of educational history and of the sociocultural forces that influence them.  
Prerequisite: Enrollment in 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. The course examines issues of multiple cultural perspectives; the changing definitions of numeracy, scientific literacy, and visual literacy; an integrated process-oriented approach to reading and writing in the subject field; and basic information about standardized testing and classroom-based assessment. Introduction to literacy issues for students whose first language is not English. Qualitative methods for understanding the learning environment and the meaning-making systems of students are stressed. In their internship sites, participants conduct interviews and apply ethnographic methods and observation systems as they work to diagnose the meaning-making strategies of a selected middle or high school student and help to improve that student's literacy skills.  
Prerequisite: Enrollment in Middle Level/High School Intern Program.  
Credit: 3 semester hours.

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

Lewis & Clark expects teachers to reflect thoughtfully on their work and its relationship to the larger society. Our vision is for teachers to work together to promote social justice and democratic reform in their schools and communities.
ED 552
Adolescent Development, Learning, and Exceptionality
Discussion, critique, and application of theories of adolescent development, including the early adolescent and middle school years, understood from a life-span, ecological, and culturally responsive perspective, with applications to adolescents’ experiences in and out of schools. Topics include cognitive, psychosocial, physical, sexual, moral, spiritual, and identity development including contexts of race, ethnicity, class, 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.
Prerequisite: Enrollment in Middle Level/High School Intern Program, or consent of instructor.
Credit: 3 semester hours.

ED 553
Classroom Teaching and Learning I
Planning, organization, and instruction across subject areas. Attention is paid to differentiation of instruction for various purposes; articulation of objectives and linking them to teaching and assessment; differentiation among learner-, student-, and teacher-centered philosophies of education; and 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: Enrollment in Middle Level/High School Intern Program.
Credit: 3 semester hours.

ED 554
Classroom Teaching and Learning II
Seminar to support student interns’ intensive practice teaching in schools, including supervision, self-evaluation, and reflection on ethical behavior and professional development. The course addresses standards-based assessment practices including those congruent with Oregon education reform, teaching as an occupation and profession, the legal context of teaching, and rationales for educational practices.
Prerequisite: Completion of all other components of middle or secondary endorsement for Initial Teaching License and current enrollment in an internship. The course extends through the end of May.
Credit: 8 semester hours, credit-no credit.

ED 555
Experience and Meaning
Examination of information and ideas from the previous 12 months of study. The course 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 preservice internship.
Credit: 1 semester hour.

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. The course 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
The development of prenumber concepts, quantitative reasoning, and computational skills in learning problem-solving strategies. Students acquire competence in using appropriate instructional materials for teaching mathematics to children from age 3 through grade 3.
Prerequisite: Enrollment in Early Childhood/Elementary Intern Program.
Credit: 1 semester hour, credit-no credit.

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. The course 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: Enrollment in Early Childhood/Elementary Intern Program.
Credit: 1 semester hour, credit-no credit.

* Open to those with Special Student status as space allows.
ED 561
Child Development, Learning, and Exceptionality
Discussion, critique, and application of theories of child development, learning, and exceptionality. Prospective teachers integrate observations and interviews of children with theory and research from a variety of disciplines. Through case studies, cultural narratives, theoretical constructs, and research, participants explore children’s development within diverse cultural and family systems, including the cognitive, affective, psychological, social, moral, identity, and physiological domains. Topics include multiple intelligences and ways of knowing, creativity, motivation, theories of teaching and learning, assessment, exceptionality, and inclusion as well as the influences of social, cultural, linguistic, familial, and institutional factors on children’s development and learning.
Prerequisite: Enrollment in Early Childhood/Elementary Intern Program or consent of instructor. Concurrent with ED 513A or 513B.
Credit: 2 semester hours.

ED 562
Elementary School Mathematics
Review of mathematical concepts including numeracy, basic operations, geometry, rational numbers, measurement, and probability in a problem-solving context. Elementary mathematics curricula, instructional strategies, and assessment are examined and demonstrated throughout the course in terms of both the National Council of Teachers of Mathematics and Oregon standards.
Prerequisite: Enrollment in 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, motivation theory, teaching methods that prevent discipline problems, problem-solving, behavioristic interventions, and working with parents. School and classroom practices in response to exceptional needs of children and adolescents are explored. Sections focus on theory and practice appropriate for either early childhood and elementary classrooms or middle and high school classrooms.
Prerequisite: Enrollment in Preservice Intern Program.
Credit: 2 semester hours.

ED 564
Curriculum and Inquiry
Organizing appropriate curriculum and teaching approaches for instructional goals and ages of students. Focus on research and theory in curriculum. Participants continue exploring the concept of teacher as researcher. 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: Enrollment in 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. The course introduces students to a range of instructional approaches and materials to promote literacy learning. The concept of media literacy is also introduced.
Prerequisite: Enrollment in 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 is on curriculum and instructional practices for literacy development in grades K-8. Increased attention is given to: fluent readers; instruction in the intermediate and middle grades; classroom organization and implementation; methods for assessing students’ reading and writing performance, and diagnosis of individual needs; and strategies for linking assessment results with appropriate curriculum and instruction across the content areas.
Prerequisite: Enrollment in 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. The course introduces and promotes use of child and adolescent literature for enjoyment and for development of thought, language,
literacy, and multicultural perspectives in the classroom. The language arts curriculum is explored 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 ways to assess children's competence and development.

Prerequisite: Enrollment in Early Childhood/Elementary Intern Program.
Credit: 2 semester hours.

**ED 568**
*The Arts, Culture, and Creativity*
Participants will 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 will explore concepts such as patterns, pitch, texture, line, narration, and color within the fields of music, visual arts, storytelling, and movement, and enacted within different cultural perspectives. Emphasis is 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, credit-no credit.

**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: Enrollment in Early Childhood/Elementary Intern Program.
Credit: 1 semester hour, credit-no credit.

**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 more conscious of the need to protect them. Also listed as LA 557 and SCI 557.
Prerequisite: None.
Credit: 2 semester hours.

**ED 572**
*Restructuring for the Middle Grades: Theory and Practice*
A survey of the history, philosophy, and psychology of middle-level education with attention to current restructuring efforts in public education to meet Oregon’s goals for schools for the 21st century. Participants consider the cognitive, physical, moral, and emotional development of early adolescents according to current learning theory and language acquisition theory for linguistically and culturally diverse groups. Emphasis is on collaborative teaching and learning.
Prerequisite: None.
Credit: 2 semester hours.

**ED 573**
*Integrated Studies for the Middle and Secondary Grades*
The 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 Education*
Same as SS 575. Also listed as LA 575 and CORE 537.

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

**ED 590**
*Special Studies: New or Experimental Courses*

**ED 599**
*Independent Study*

**ED 614**
*Classroom Management*
The 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.

* 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 biliteracy in the United States and abroad. ESOL/bilingual teaching is considered in light of laws, research findings, and second-language acquisition theory.
Prerequisite: None.
Credit: 2 semester hours.

**ESOL 501/601**
**Language and Literacy With ESOL/Bilingual Students**
The relationships between first-language literacy and second-language literacy, oral language proficiency and reading, and students' experiences and reading comprehension. Materials, literacy teaching approaches, and classroom organization structures are explored, as well as assessment of reading and writing progress, and technology for literacy development.
Prerequisite: LA 500/634, ED 529, or ESOL 507/607; ESOL 500/600; and ESOL 502/602.
Credit: 2 semester hours.

**ESOL 502/602**
**Focus on Culture and Community in Teaching ESOL/Bilingual Students**
Strategies for working with significant persons in a child's environment to encourage academic success. The first part of the course focuses on cultural factors that influence learning and their implications for instruction. The second part focuses on the involvement of significant individuals in a child's academic program.
Prerequisite: None.
Credit: 2 semester hours.

**ESOL 503/603**
**Strategies and Materials for Teaching Content to ESOL/Bilingual Students**
The hows and whys of content learning approaches such as sheltered English, integrated language teaching, applications of language experience, whole language, and cooperative learning for second-language learners. Participants examine a variety of curriculum models and evaluate materials currently available, taking into account cultural considerations as well as content validity.
Prerequisite: LA 500/634, ED 529, or ESOL 507/607; ESOL 500/600; and 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. Emphasis is on assessing language proficiency and academic progress in English and other languages. This capstone course should be taken at the end of the program.
Prerequisite: LA 500/634, ED 529, or ESOL 507/607; ESOL 500/600; ESOL 501/601; and either 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 individuals 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, credit-no credit.

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

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

"Our classroom was full of human knowledge. We had a teacher who believed in us... he didn't hide our power; he advertised it."
—Adriana and Rosalba Jesse
Special Education

SPED 510/626*
Educating Students With Special Needs: Learning and Legal Issues
An 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, and legal issues. Students develop sensitivity and a basic foundation in the education of students with special needs.
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, environmental modifications, social skill training, cognitive behavioral interventions, self-monitoring, contracting, and the use of outside agencies to support the school in assisting students.
Prerequisite: SPED 510/626.
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.
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. Special attention is paid to mental retardation and learning disabilities. Students practice selecting, administering, and scoring selected tests and interpreting the scores.
Prerequisite: SPED 510, SPED 514, LA 500.
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 project-based learning are explored. Assessment practices and procedures that provide feedback on student learning are also covered.
Prerequisite: SPED 513/632, and coregistration with SPED 544/644.
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.
Prerequisite: None.
Credit: 2 semester hours.

SPED 520/620
Advanced Instructional Decision Making
Building on skills developed in the assessment and curriculum and instruction courses, participants integrate and apply concepts of curriculum and instructional decision making for students with diverse backgrounds and needs. The course focuses on an integrated approach with emphasis on adjusting curriculum and instruction in the regular classroom setting.
Prerequisite: SPED 510, 513, 514, LA 500.
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.
Prerequisite: ED 504.
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

* Open to those with Special Student status as space allows.
Special Education: Deaf and Hard-of-Hearing

**TTD 500**
Research and Assessment Methods in Education
How professional educators can gather the information they need for effective decision making. Students gain understanding of the research process, and are then able to interpret and, to a more limited degree, evaluate educational research reports. The course enables students to plan and carry out small-scale action research and evaluation studies.
Prerequisite: None.
Credit: 2 semester hours.

**TTD 501**
Psychosocial and Educational Foundations of Deafness
The 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**
Elementary Methods: Thematic Integration
The 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**
Practicum, Elementary
Prerequisite: None.
Credit: 3 semester hours.

**TTD 511**
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. Issues of hard-of-hearing students are emphasized.
Practicum included.
Prerequisite: Completion of student teaching in special education; deaf and hard-of-hearing.
Credit: 2 semester hours.

**TTD 530**
Curriculum, Methods, and Classroom Management
Principles and methods of developing and maintaining the curriculum and managing a classroom of deaf and hard-of-hearing

* Open to those with Special Student status as space allows.
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**
**Literacy Development, Elementary**
Prerequisite: None.
Credit: 3 semester hours.

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

**TTD 559**
**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**
**Use of Media in the Classroom**
Overview of many media formats and hands-on experience in production, presentation, design, and acquisition. The course includes evaluation of materials in the following formats: graphics, sound, video, slides, filmstrips, computer programs, and overhead transparencies. The application of computer technology to the education of deaf and hard-of-hearing children is a major content area.
Prerequisite: None.
Credit: 2 semester hours.

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

**TTD 588**
**Language Development for Teachers of Deaf and Hard-of-Hearing Children**
The 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**
**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.
Credit: 3 semester hours.

**TTD 591**
**Introduction to Audiology for Teachers of Deaf and Hard-of-Hearing Children**
The basics of sound, anatomy, and the physiology of speech and hearing mechanisms, hearing loss and its consequences. The course 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**
**Speech Development I**
The 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. The course 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**
**Speech Development II**
Observation and practice using diagnostic tools and intervention strategies discussed in Speech Development I. Participants share ideas, strategies, questions, and comments.
Prerequisites: TTD 592.
Credit: 3 semester hours.

**TTD 594**
**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. The course 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. Field experience with educational audiologists is provided.
Prerequisite: TTD 590.
Credit: 3 semester hours.

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

**TTD 599**
**Independent Study**
Curriculum: Subject-Area Elective Courses

Art

**ART 501* Introduction to Asian Art**
The aesthetic principles of East Asian art in the context of stylistic and historical development. Study concentrates on aspects of religious and cultural beliefs that figure significantly in the art of India, China, and Japan.
Prerequisite: None.
Credit: 3 semester hours.

**ART 510* Teaching Life Through Art: The Creative Process**
An exploration of the creative process incorporating studio work and lectures. Through the language of visual art, students explore their ideas about being creative and learn how to integrate inspiration and creativity into their own lives. Participants employ a variety of techniques, mediums, and artistic forms—photography, video, drawing, painting, environmental art, sculpture, writing—to exercise the creative self and find their voice. Students apply insights from art history, aesthetics, and art criticism to critically evaluate their art experience. Class time consists of studio, lecture, guest speakers, and field trips. Also listed as ED 580.
Prerequisite: None. Students from all backgrounds welcome.
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 address formal problems of line, shape, value, composition, color, and so on to develop perceptual and technical skills. Through group and individual critique, students evaluate and articulate their work and develop a discourse with classmates.
Prerequisite: None.
Credit: 3 semester hours.

**ART 515* Drawing**
Advanced drawing techniques and concepts. This is a studio course emphasizing experimental tools and composition.
Prerequisite: Consent of instructor.
Credit: 1-3 semester hours.

**ART 516* Ceramics**
Individually planned. Emphasis can be advanced glazing study and experimentation, firing techniques, study of form and design, and a historical and contemporary study of ceramics.
Prerequisite: Consent of instructor.
Credit: 3 semester hours.

**ART 517* Painting III**
Studio course. Painting problems of advanced technical and intellectual difficulty. Emphasis is on generating and exploring ideas and further development of technical aspects of painting.
Prerequisite: Consent of instructor.
Credit: 4 semester hours.

**ART 520* Photography**
The interrelation of subject matter, concept, and technique. Students are encouraged to experiment with a variety of aesthetic and technical considerations, including various camera formats, scale, sequence, color or alternative processes, and portfolio presentation.
Prerequisite: Consent of instructor.
Credit: 3 semester hours.

**ART 534* Printmaking: Silk Screen**
Crayon-tusche and glue, paper, photo stencils, and other techniques. Emphasis is 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 instructional issues and concerns encountered in the art classroom. The course links art history, criticism, and aesthetics to the production of a variety of media. Attention is paid to the organizational factors involved in teaching art, including materials ordering and management. Participants gain practice in lesson and unit development and visit art classrooms in the metropolitan area. Includes planning, organization, and assessment in subject areas. Attention is paid to differentiation of instruction for various purposes and student needs, articulation of objectives and linking them to teaching and assessment and teaching. Participants will write the teaching plan for their first required Inquiry/Work Sample.
Prerequisite: Enrollment in 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**
Foreign Languages

FL 579
Teaching Foreign Languages to Adolescents
Exploration of a variety of approaches to the teaching of foreign languages to secondary students. Emphasis on learning language in context through the use of role-plays, songs, conversation, total physical response. Intent is to prepare teachers who are able to teach their students to achieve an intermediate level of oral proficiency as a result of their participation in high school language study. Practice in lesson and unit development.
Prerequisite: Enrollment in Middle Level/High School Preservice Intern Program or consent of instructor.
Credit: 4 semester hours.

FL 598
Special Studies: Now or Experimental Courses

FL 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 suggest a school environment that maximizes language learning potential. The course is required for the Special Educator, Reading, and ESOL/Bilingual Education endorsements. It is the initial course in the Reading Endorsement sequence and is 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 methodology in listening, speaking, reading, and writing. Emphasis is on framing teachers own classroom inquiry through teacher research methodology.
Prerequisite: None.
Credit: 3 semester hours.

LA 502/620
Innovations in Reading, K-12
Organizing, managing, and evaluating both classroom and schoolwide 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. This capstone course of the Reading Endorsement/Language and Literacy Program must be taken at the end of the sequence of courses.
Prerequisite: Completion of Reading Endorsement courses or consent of instructor.
Credit: 3 semester hours.

LA 515
Drama as Art and Inquiry, K-8
An interactive exploration of drama in the K-8 curriculum that prepares teachers to use drama effectively in their classrooms. 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. The course 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
The writing process as it relates to thinking and learning in adolescence. The course emphasizes a writing workshop approach to composition, as well as use of response groups and conference procedures and strategies.
Prerequisite: None.
Credit: 2 semester hours.

LA 530
Children's Writing
Teaching writing to children. The course 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 elementary classrooms.
Prerequisite: None.
Credit: 3 semester hours.

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 that teachers across disciplines
encounter in their classrooms. Topics include recent research and theory in composing as well as practical teaching techniques. This is a required introductory course in the Middle Level/High School Intern Program. Also listed as Core 501.
Prerequisite: None.
Credit: 2 semester hours, credit-no credit.

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 their personal reading processes, and do theoretical and practical projects to further their understanding. The course also 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 535*
Cultural Journalism: A Tool for Expanding Student-Centered Projects
Hands-on, student-directed, community-based education. When Elliott Wigginton and his students launched Foxfire Magazine in the Georgia mountains in the 1960s, they discovered a new kind of school where students master their school's curriculum by studying the culture of their home community. Participants in this workshop learn how to adapt this approach to a variety of student populations and subject areas. Also listed as ED 535 and SS 535.
Prerequisite: None.
Credit: 2 semester hours.

LA 547*
19th-Century Women Writers
Works by Jane Austen, Charlotte Bronte, Elizabeth Gaskell, and George Eliot, and contributions to the "woman question" by Mary Wollstonecraft and John Stuart Mill. Students consider the portrayal of women in the novels studied as well as the interests and achievements of the individual authors.
Prerequisite: None.
Credit: 2 semester hours.

LA 548*
Directing Forensics
Coaching, budgeting, public relations, finances, and judging for high school and college teachers of debate and individual public speaking.
Prerequisite: None.
Credit: 3 semester hours.

LA 550*
Shakespeare in Ashland
A special summer study of Shakespeare's plays, some of which class members attend in Ashland. Students keep a journal of their reading of the plays and the productions attended.
Prerequisite: None. Travel and lodging fee.
Credit: 4 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 presenting his plays to middle and high school students.
Prerequisite: None.
Credit: 2 semester hours.

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

LA 561*
Multicultural Literature (Grades 5-12)
Exploration of multicultural literature as a tool for creating mutual understanding between groups. Both literary and social themes of multicultural literature are addressed through reading, research, discussion, writing, curriculum design, and developing teaching strategies. Also listed as SS 531.
Prerequisite: None.
Credit: 2 semester hours.

LA 563*
Teaching and Writing Poetry and Fiction
The nature of poetry and fiction, contemporary work in particular. Developing ways to teach these genres is integrated with writing poems and fiction.
Prerequisite: None.
Credit: 2 semester hours.

LA 564*
Through the Looking Glass
An examination of commonly taught 19th- and 20th-century British and American novels, short stories, plays, and poems. Focus is 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.
Prerequisite: None.
Credit: 2 semester hours.

* Open to those with Special Student status as space allows.
LA 565*
Literature for Children and Adolescents
An 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.
Prerequisite: None.
Credit: 2 semester hours.

LA 565*
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 kinesthetic experience sometimes transmits information more clearly to students than writing alone. The course helps teachers reach a range of students including culturally diverse, low-motivation, and special-needs learners.
Prerequisite: None.
Credit: 2 semester hours.

LA 570*
Readers' Workshop: Coming of Age
An intensive seminar in which students experience a variety of formats for discussion of and written response to literature. Participants read selections of adult literature based on an author or theme, as well as titles of their choice. Through active participation in the workshop, students explore the transactional nature of reading, and ways to implement the practices introduced in the elementary through high school classroom.
Prerequisite: None.
Credit: 2 semester hours.

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

LA 579*
Teaching Language Arts to Adolescents
A student-centered view of teaching literature and composition to adolescents. Participants read about, discuss, and experience the importance of writing to learn and discover the student-teacher conference, writing process in theory and practice, the evaluation of writing, the place of writing in literature classes, and the powerful current that can be transmitted among teenage writers. Drawing on reader-response theory in the field of literature, participants learn how they can encourage students to respond to texts and also lead adolescents from those first responses into analysis of both the text and their reading of it. Includes planning, organization, and assessment in subject areas. Attention is paid to differentiation of instruction for various purposes and student needs, articulation of objectives and linking them to teaching and assessment and teaching.
Prerequisite: First required Inquiry/Work Sample. Enrollment in 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. The seminar 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.
Prerequisite: Letter of application and submission of writing sample.
Credit: 1-2 semester hours.

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

LA 598*
Special Studies: New or Experimental Courses

LA 599
Independent Study

Mathematics

MATH 501*
Inquiry Into Mathematical Thought
Consideration of theories of learning and philosophies of mathematics that inform curriculum, teaching, and assessment decisions. Participants examine their own assumptions about the nature of mathematics and about mathematics learning while studying contemporary research and conducting their own research on students' thinking and learning. Students' conceptions and diversity among students' mathematical ideas and approaches are emphasized along with implications for classroom practice. Open to participants with an interest in mathematics teaching and learning.
Prerequisite: None.
Credit: 2 semester hours.

* Open to those with Special Student status as space allows.
MATH 522*  
Experiencing Geometry  
A broad perspective on classical and modern geometries with hands-on experience learning mathematics through open-ended problems. Emphasis on experiencing and preparing for teaching that builds on students' experiences, encourages diverse ideas, and uses hands-on explorations and non-test-based assessments.  
Prerequisite: None.  
Credit: 2 semester hours.  

MATH 525*  
Mathematics as Problem Solving  
Helping educators (K-6) to incorporate mathematical problem solving throughout their curriculum. The content areas of 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. Problem solving, communication of mathematics, and conceptual understanding of mathematics are emphasized.  
Prerequisite: None.  
Credit: 2 semester hours.  

MATH 579  
Teaching Mathematics to Adolescents  
Teaching and learning mathematics in middle and secondary level classrooms. The course 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 school mathematics as well as with research into the psychology of learning mathematics. Includes planning, organization, and assessment in subject areas. Attention is paid to differentiation of instruction for various purposes and student needs, articulation of objectives and linking them to teaching and assessment and teaching. Participants will write the teaching plan for their first required Inquiry/Work Sample.  
Prerequisite: Enrollment in Middle Level/High School Preservice Intern Program, or consent of instructor.  
Credit: 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 calculators 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.  
Prerequisites: 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. The course features a yearly focus project, an in-depth study of the mathematics of a selected cultural group and time period (e.g., African pyramids, Babylonian altars, Pythagorean theorems, Incan quips). Open to any student or teacher with an interest in mathematics, the course provides the background necessary to integrate historical perspectives, topics, and approaches into mathematics teaching.  
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 and interpret the information they need 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 expands knowledge of their students' learning and performance.  
Prerequisite: ED 548.  
Credit: 3 semester hours.  

MUE 543*  
Elementary Music: Curriculum and Inquiry  
The 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. The course surveys dominant trends in teaching elementary music. Music specialist students develop the attitudes, teaching procedures, skills, and competencies needed to teach elementary music.  
Prerequisite: None.  
Credit: 3 semester hours.  
* Open to those with Special Student status as space allows.
MUE 544
Practicum in Music Education
Part-time internship placement in an instrumental and/or vocal music program at the middle and/or high school level. Each participant observes classroom instruction, serves as an apprentice to a mentor teacher, and works with individuals and small groups of students. Team-teaching and conducting may be involved under supervision. Placement complements and provides the teaching assignment in ED 554, ensuring ample experience at both the middle school and high school levels. Students complete one of two work samples.
Prerequisite: Consent of instructor. For preservice candidates, concurrent enrollment in MUE 579. Placement fee may be applicable.
Credit: 1-4 semester hours.

MUE 579
Teaching Music to Adolescents
The 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. Topics include rehearsal techniques, recruiting, motivation, evaluation, budget and administration, sequential instruction, scheduling, and public performance. Emphasis is on tailoring curricular priorities and selecting instructional materials compatible with student needs and abilities, local program goals, one's personal philosophy as a music educator, and changes as a result of education reform or funding.
Prerequisite: Enrollment in Middle Level/High School Preservice Intern Program. For music students seeking an Initial Teaching License, concurrent enrollment in MUE 544.
Credit: 4 semester hours.

MUE 580*
Instrumental and Choral Ensemble Seminar/Lab
Advanced rehearsal techniques for teaching band, orchestra, and chorus in the schools. The course includes in-depth study of 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 582*
History, Development, and Current Trends in Music Education
Major curriculum developments in music education from the 1700s to the present, including prevalent philosophies of music education, curriculum content, application of learning theories, and instructional goals.

MUS 586*
Brass and Percussion Pedagogy
Instruments of 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.
Science and Science Education

**SCI 501**
*The Science of Learning Science*
Theory and research in response to the question, What makes learning science concepts so difficult for so many learners? 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.
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. The course surveys sources of science education experience outside the classroom. Students learn to evaluate how well visitors grasp museum and zoo exhibit messages, then apply these insights to helping children learn science through exploration in a variety of settings. Students develop a museum-style exhibit for classroom display.
Prerequisite: None. Fee (see Guide to Registration).
Credit: 2 semester hours.
SCI 550*  
Ecocapes  
Appreciating place, governing “the commons,” and understanding ecological theory. 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. 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). These courses cannot have the same subtitle. Locations vary. Also listed as SS 505 and CORE 521.
Prerequisite: None. Fee (see Guide to Registration).
Credit: 2 semester hours, credit-no credit.

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: Enrollment in Early Childhood/Elementary Preservice Intern Program.
Credit: 1 semester hour, credit-no credit.

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

SCI 560  
Thematic Inquiry in the Elementary School  
Concepts about inquiry in the natural and social sciences curricula of the elementary school. Focus is on children’s intuitive notions and spontaneous interests, on planning instruction around themes that tap such interest, and on integration of subjects. The course applies principles of whole language learning across the curriculum.
Prerequisite: Enrollment in Early Childhood/Elementary Preservice Intern Program.
Credit: 1 semester hour.

SCI 575*  
Field Geology of Oregon for Teachers  
Introductory field techniques for conducting geological inquiry. The course 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.
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. The course emphasizes the design of investigations, safety, and the roles of the laboratory in science teaching. Students explore the use of microcomputers interfaced with laboratory instruments and gain practice in planning and teaching laboratory exercises. Includes planning, organization, and assessment in subject areas. Attention is paid to differentiation of instruction for various purposes and student needs, articulation of objectives and linking them to teaching and assessment and teaching. Participants will write the teaching plan for their first required Inquiry/Work Sample.
Prerequisite: Enrollment in Middle Level/High School 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 in the primary through intermediate elementary years. Participants examine their own, as well as children's, intuitive science notions. The course fosters confidence in teaching hands-on science by attending to teacher understanding of background knowledge 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

* Open to those with Special Student status as space allows.
changes, acids and bases, and material properties. The course provides guidance in preparing classroom science activities and emphasizes the joy of 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. The course 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. 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 is on exploration of life science concepts, teaching strategies, and innovative classroom practices. 
Prerequisite: None. 
Credit: 2 semester hours. Credit-No Credit.

**SCI 598* Special Studies: Now 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 as a field, students create a working definition of social studies and examine formal, informal, and hidden curriculum. Participants research their students' understanding of a key social studies concept and construct a formal curriculum unit to share with other teachers. 
Prerequisite: None. 
Credit: 3 semester hours.

**SS 502* Science, Technology, and Society**
Same as SCI 510. Also listed as 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). These courses cannot have the same subtitle. Same as SCI 550. Also listed as CORE 521. 
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. 
Prerequisite: None. 
Credit: 2 semester hours.

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

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

**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. Issues of gender are also addressed. 
Prerequisite: None. 
Credit: 2 semester hours.

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

Lewis & Clark aspires to be the Northwest's premier center for preparing science teachers within a tradition of liberal arts study. Students benefit from the College's focus on science and the environment and from cooperative arrangements with regional science educational programs.
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? The course addresses the serious and real tensions in our society, where a substantial percentage of school-age children are minorities. Also listed as ED 547 and CORE 538.
Prerequisite: None.
Credit: 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. Recommended for teachers at all levels.
Prerequisite: None.
Credit: 2 semester hours.

SS 575*
Seminar in Moral Development, Ethics, and Education
Exploration of problems and ways of knowing about the moral and ethical realm, particularly as related to educational thought and practice. Issues include whether morality is a social or an individual phenomenon, the relationship between moral reasoning and behavior, ethical theories, emotivism, relativism, universalism, and indoctrination. Morality as justice and as care, including gender issues, is a central focus of the course. Narratives of fiction and autobiography from individuals of different backgrounds and case studies are the key modes of inquiry. Also listed as ED 575, LA 575, and CORE 537.
Prerequisite: None.
Credit: 2-3 semester hours.

SS 578
Inquiry/Teaching/Assessment: A Social and Cultural Framework
Understanding and applying inquiry, teaching, and assessment within a social and cultural framework that leads to thematic curriculum development for pre-K through middle school. Participants explore children's intuitive notions and reasoning about social, cultural, and geographic worlds from developmental, social, historical, and cultural perspectives. Topics include intercultural communication and the traditions and contributions of various groups to American culture, diversity, democracy, and civic life, with special focus on Oregon and the Northwest. Students are guided in teaching and assessment practices that draw from children's questions and interests.
Prerequisite: Enrollment in Early Childhood/Elementary Preservice Intern Program.
Credit: 3 semester hours.

SS 579
Teaching Social Studies to Adolescents
Developing a conceptual framework for teaching social studies in a democratic society. Focus is 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. Attention is paid to differentiation of instruction for various purposes and student needs, articulation of objectives and linking them to teaching and assessment and teaching. Participants will write the teaching plan for their first required Inquiry/Work Sample.
Prerequisite: Enrollment in 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.
Prerequisite: None.
Credit: 2 semester hours.

* Open to those with Special Student status as space allows.
SS 585*
**The Middle East in Crisis**
The Middle East as one of the most significant and explosive areas of the world, with the potential for becoming the theatre for a major conflagration. The course explores recent wars and conflicts in the region; 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.
*Prerequisite:* None.
*Credit:* 3 semester hours.

SS 591*
**Envisioning a Sustainable Society**
A consideration of cultural changes needed in response to the environmental crisis. Modern industrial societies are premised on uninhibited growth. Planetary limits now challenge this possibility. The course explores the implications of this fundamental shift in our material conditions and what it may mean for those who work in public institutions. Also listed as LA 591 and CORE 540.
*Prerequisite:* None.
*Credit:* 2 semester hours.

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.
*Prerequisite:* None. Previous coursework in micro- or macroeconomics helpful.
*Credit:* 2 semester hours.

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

SS 599
**Independent Study**

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

Graduate Core Program invites you into the heart and spirit of the liberal studies tradition that runs throughout Lewis & Clark’s graduate programs. Students cross departments and disciplines to explore the complexities of professional development and growth. Themes include diversity, community, and individual transformation, experiential learning, and ethics. Classes often are taught by interdisciplinary faculty teams and include students from all graduate departments.

All Lewis & Clark graduate students take 4 semester hours of Core chosen from a variety of courses and graduate seminars. The graduate school does not waive or accept transfer credit for Core courses; Core represents the philosophy that these broad themes should be addressed and revisited throughout our professional careers, even as we prepare to work in specific fields.

Crossing Borders: Core Theme, 1998-2003

The graduate school community selects a theme to develop through Core classes over several years. Crossing Borders invites an exploration of some of the borders, edges, tensions, and paradoxes we encounter in our work lives, such as cultural and language borders, isolation/community, private/public, hope/despair, change/constancy, ambiguity/certainty, world/campus, material/spiritual, creative edges/stability, and gender borders. Core classes often challenge students to approach their own borders, or edges, where they can take meaningful risks and learn more about themselves.

Curriculum

CORE 501
Graduate Seminars

Seminars conceived with the Core theme in mind, and designed to include students’ suggestions for readings, topics, and projects. Seminar topics have included: Spirituality, Religious Diversity, and Professional Practice; Creativity, Culture, and Professional Boundaries; Earth/Space Science; Courage
and Calling in the Helping Professions; and the Journey of Change. The seminars are 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. With consent of adviser, may be repeated for credit.

**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 or weeklong outdoor adventures that challenge students physically and mentally. Participants investigate their understanding of group life, adult development theories, problem solving, 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 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**

A gathering of graduate students and working professionals to explore the power of writing to engage the working boundary between curiosity and knowledge, between personal insight and professional practice. Informal writing in the context of professional life may be the most important writing we do. If this is so, as educators our own writing is our best teacher, as counselors our written reflections will give us our best advice, and within organizations our endeavors will be improved by our writing about challenges we face. To foster expressive clarity, the class as a writing community examines process, 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 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, the course 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 administration 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 dimensions of schools, classrooms, and the counseling setting.
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, "culture," "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 of this class.
Prerequisite: None
Credit: 1 semester hour.

**CORE 518**
**Science, Technology, and Society**
Same as SCI 510 (see Teacher Education). Also listed as 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 students, clients, and employees in their professional practices.
Prerequisite: None.
Credit: CORE 518A, 1 semester hour.
CORE 518B, 2 semester hours.

**CORE 521**
**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). These courses cannot have the same subtitle. Same as SCI 550 (see Teacher Education). Also listed as SS 505.
Credit: 2 semester hours, Credit-No Credit 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. 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**
The central need for story as a way to make meaning from the predicaments and possibilities of human life. 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. The course 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
Ways of Seeing, Ways of Knowing
"Seeing," writes Annie Dillard, "is of course very much a matter of verbalization." In this workshop, we'll write to explore how we see the world through our languages, cultures, stories, and other dimensions of human experience. We'll look at how each of us is shaped by our social worlds, and how we in turn affect change in our personal and professional lives. We'll use texts from anthropology, literature, and philosophy as well as our lived experiences as cultural, visionary beings.
Prerequisite: None.
Credit: 1 semester hour.

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.

CORE 537
Seminar in Moral Development, Ethics, and Education
Same as SS 575 (See Teacher Education). Also listed as LA 575.

CORE 538
Race, Culture, and Power
Same as SS 547 (see Teacher Education). Also listed as ED 547.

CORE 539
Cultural Diversity and Professional Collaboration
Culture as a system of meaning. Students examine theory, models of identity, literature, film, and writing, and reflect on experiential learning. Race, ethnicity, gender, socio-economic class, and other types of cultural systems are viewed as significant influences in development. Key questions are: Who am I as a person of multiple cultures? What does it mean to be the "other" based on something one can or can't change? What does it mean to be a member of a nonmainstream group in the Northwest? Do differences matter, and if so, why?
Prerequisite: None.
Credit: 2 or 3 semester hours.

CORE 540
Envisioning a Sustainable Society
Same as SS 591 (see Teacher Education). Also listed as LA 591.

CORE 598
Special Studies: New or Experimental Courses

CORE 599
Independent Study

No cruzé la frontera, la frontera me cruzó a mi. (I didn't cross the border, the border crossed me.)
-Latino proverb
Northwest Writing Institute

The Northwest Writing Institute offers courses designed to help writers find their subjects, develop their talents, and join a professional and supportive writing community. The courses are open to students currently enrolled in Lewis & Clark's graduate programs as well as to writers, teachers, and other professionals from the community.

Outreach programs include readings, writer residencies, and workshops in community settings—workshops designed to advance literacy in cultural and environmental issues through writing. Outreach programs may involve collaboration with community groups. Outreach programs include Writing Culture, a summer symposium that includes workshops available to graduate students, where writers, educators, and counselors cross cultural boundaries to empower diverse voices.

Workshops for Imaginative Writing in Professional Life

The Northwest Writing Institute approaches writing as an imaginative act at the heart of cultural awareness and professional life. In support of writing as a tool for vision and change, the institute offers two kinds of workshops with this approach in common. First are the workshops in writing and critical thinking, which offer practice in the use of writing as a learning tool in a wide variety of subject areas. Second are the workshops in imaginative writing that draw together a community of writers for fiction, poetry, creative nonfiction, and other forms of lively discourse.

Oregon Writing Project

The Oregon Writing Project includes two invitational summer institutes for teachers, kindergarten through college (one in Portland and one for the metro area), and school-year follow-up meetings for a full year of learning about teaching writing.

Since 1984, the Oregon Writing Project has worked cooperatively with school districts in the Portland area and southwest Washington to identify and train teachers of writing as both expert classroom teachers and in-district resources for staff development.

Participating teachers learn current research, share tested classroom strategies for teaching writing, prepare for issues in school reform and writing assessment, and write extensively to strengthen their own sense of the writing process. Graduate credit is available for this program.

The Oregon Writing Project at Lewis & Clark is affiliated with the National Writing Project at the University of California at Berkeley, and works cooperatively with other Oregon Writing Project sites in the state.

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.

High School Writing Programs

The Northwest Writing Institute offers two summer programs for high school students: Writer to Writer, a creative writing workshop; and the Fir Acres Workshop, a residential program in writing and critical thinking.

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

Current course offerings, including special writing workshops, are listed on the Web site 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 advisers.

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.lclark.edu/~nwi.
Policies and Procedures

Admission to Graduate Study

Each graduate department has its own admission requirements and procedures, listed in the appropriate section of this catalog. Application information for graduate study is available from the Graduate Office of Admissions (503-769-6200).

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.

Each department requires applicants to take specific tests as part of the application to degree-granting and licensure-only programs. Consult the appropriate department section of this catalog.

Admission deposits, if charged, are nonrefundable.

Admission of International Students

Lewis & Clark College is authorized under federal law to enroll nonimmigrant alien students. Graduates of American colleges and universities or of recognized degree-granting institutions abroad are eligible to apply for graduate study.

Often it is difficult to properly evaluate an international student’s preparation in terms of American requirements for advanced degree programs. Most graduates of institutions abroad are admitted with the understanding that (1) they may be required to undertake certain work to make up deficiencies in preparation and (2) no commitment can be made regarding the time required to complete the course of 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 international students who do not speak English as a native language and 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 550 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.

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.
For information regarding visas and 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.

Admission Dates
Consult the appropriate department section of this catalog for information about admission deadlines. Some departments have specific admission deadlines and others process applications monthly.

Students who wish to be considered for grants and financial aid should make sure their completed financial aid forms reach the college by March 1. Earlier application is advisable. Those applying after this date are considered if funds are available. Please refer to the financial aid section.

Denial of Admission
An applicant denied admission to a graduate department may reapply in the next admission cycle under the appropriate department’s guidelines.

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.

Sequential Responsibilities of Candidates in a Master’s Degree Concentration
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 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.

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.

Advancement to 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. One 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. Transfer credit applying to a degree normally is limited to the equivalent of 10 semester hours. The amount of transfer credit accepted by individual programs may vary. Normally only credits earned within 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 “credit” or “pass” from an institution that provides documentation that a credit 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 transfer credit with 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 2003-04 academic year is $550 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 department 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 school 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. Cessing 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.
Lewis & Clark's Graduate School of Education enrolls about 600 students every year in master's degree and licensure programs in teaching, administration, counseling psychology, school counseling, and special education. Graduates of all these programs are in high demand for employment. The success rate for alumni seeking professional positions is almost 100 percent.

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 practica.

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 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, student 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 nor owe repayment of federal grant funds; and must be making satisfactory academic progress toward their degree (as defined in this catalog). Students must be enrolled full time (6 or more credit hours per semester) to receive grant or scholarship assistance and must enroll at least half time (at least 3 credit hours per semester) to receive assistance in the form of loans or student employment.

All students who wish to be considered for financial assistance must complete the Free Application for Federal Student Aid (FAFSA). In addition, continuing students 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 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 503-768-7090.
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. Full-time students (enrolled for 6 or more credit hours each semester) are expected to complete at least 12 semester hours by the end of an academic year and maintain at least a 2.0 cumulative GPA.

Financial Aid Withdrawal Policy
Student 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 $6.50 to $8.00 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-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
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.

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.

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 as follows.

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.

Veterans
Students qualifying for Veterans Administration benefits should consult the graduate school registrar’s office. Lewis & Clark is required by law to report to the

* Students who withdraw from individual courses after the official Add/Drop period do not receive a tuition refund.

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 school 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 school 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.
600-699 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 C = 2.0
A- = 3.7 C- = 1.7
B+ = 3.3 D+ = 1.3
B = 3.0 D = 1.0
B- = 2.7 F = 0.0
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 only be awarded if the work is equivalent to a grade of B or better. No more than 10 semester hours of coursework taken for Credit-No Credit 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 Credit-No Credit basis. Students must check with their advisers before choosing to enroll in a course on a Credit-No Credit basis.
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 FI (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.

**Modification or Waiver of Courses or Degree Requirements**
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. Petition to Waiver forms and information about specific waiver procedures are available in each department office and in the graduate school registrar's office.

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 waiver. A petition form is available from the graduate school registrar's office and each department office.*

* 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.
“Clearly, the most basic graduation requirement is that our students leave school imbued with the qualities and the capacities of insatiable, lifelong learners, capable of framing questions, marshaling resources, and pursuing learning and dedication, independence, skill, imagination, and courage.”

—Roland Barth, “The Leader as Learner,” Education Week

**Degree Application and Conferral**
The degree application must be filed with the appropriate department chair before the applicable deadline.
- **December degree completion:** September 12
- **May degree completion:** December 1
- **August degree completion and June commencement participation:** February 27
- **August degree completion:** March 31

**Family Educational Rights and Privacy Act**
The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:
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. Calls 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 school 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.clark.edu/dept/gradreg.

Educational Career and Licensing Services
This office provides career counseling for Graduate School of Education students and graduates. It is the only place on campus where applications for license through the Oregon Teacher Standards and Practices Commission are processed. The office is open 8:30 a.m. to 5 p.m. Monday through Thursday, and 8:30 a.m. to 4:30 p.m. Friday. Hours may vary; please call 503-768-6038 before dropping in. Detailed information is also available on the Web at www.clark.edu/dept/ecls.

The Writing Studio
A setting for creation, the Writing Studio helps students and staff at the Graduate School 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 more information, call Manci Silver at 503-768-6166 or e-mail silver@clark.edu or visit the Writing Studio Web site at www.clark.edu/dept/wstudio.

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 paychecks 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.

"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
"Awakening minds, composing lives, changing the world. This is what studies at Lewis & Clark's Graduate School of Education should be all about."
— Carol Witherell, professor of education

MasterCard and Visa credit cards are accepted for all charges. Credit card information and payment may be given over the telephone or through the mail, as well as in person.

Currently enrolled students with no outstanding unpaid charges may cash checks up to $100 at the office with presentation of a photo ID such as a driver's license.

**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 8 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. A self-guided tour and bibliographic instruction materials are available in the reference area.

**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 our Web site at www.clark.edu/~infotec. For assistance, call the Instructional Media Services desk at 503-768-7290, send e-mail to nsdesk@clark.edu, or use the Web reservation form at www.clark.edu/~nsdesk/reservation.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, supplied 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.

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 drink are located in Rogers Hall, South Campus Conference Center, and the library.

Athletic Facilities
All College athletic facilities are available to graduate students. Familiar 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 air 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 guest 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.
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, Michael Mooney
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
503-768-7090
Director, Glendi Gaddis
Transportation and Parking
503-768-7857
Director, Mark Morgan

Graduate School of Education
Office of the Dean
503-768-6000
Administrative Assistant, Sara Matthesen
Office of the Registrar
503-768-6030
Registrar, Etta Schwab
Office of Admissions
503-768-6200
Admissions Coordinator, Helen Hayes
Graduate Core Program
503-768-6010
Department of Counseling Psychology
503-768-6060
Chair, Carol Doyle
Department of Educational Administration
503-768-6050
Chair, Tom Ruhl
School Counseling Program
503-768-6140
Department of Teacher Education
503-768-6100
Chair, Nancy Nagel

Northwest Writing Institute
503-768-6160
Director, Kim Stafford
Educational Career and Licensing Services
503-768-6008
Director, Sharon Chinn

Faculty


Carolyn Sheldon, visiting assistant professor of school counseling. M.S. 1960 Boston University. B.S. 1958 College of William and Mary.


Mary 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.


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 2001-02: 88 and 17.

(B) Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2001-02: 88 and 17.

3. Number of supervising faculty who were:
   Appointed full-time faculty in professional education: 7 and 2.
   Appointed part-time faculty in professional education, but full time in the institution: 0 and 0.

"Education is where we gather to question whether and how we might engage and enlarge and change our lives, and it is, then, where we confront our dreams and fight our notions of the good life, where we comprehend, apprehend, or possibly even change the world."

—William Ayers, School reform activist and founder of the Small Schools Workshop
Appointed part-time faculty in professional education, not otherwise employed by the institution: 29 and 2.

Total number of supervising faculty for the teacher preparation program during 2001-02: 36 and 4.

4. The student/faculty ratio was (the number given in B2 divided by the total number given in B3): 88/36 or 2.4 and 17/4 or 4.3.

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 208[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.lclark.edu/dept/ile/le 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.lclark.edu/~safety.