Disclaimer
Lewis & Clark College reserves the right to withdraw courses at any time, change the fees, change the rules and calendar regulating admission and graduation requirements, and change any other regulations affecting the student body. Changes shall become effective when approved and shall apply not only to prospective students but also to those who are matriculated in Lewis & Clark College at the time. The contents of this catalog are based on information available to the administration at the time of publication.

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

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

To view the full text of Lewis & Clark’s disability policy, visit go.lclark.edu/student/disability/policy.

Please route undergraduate and graduate student requests for accommodations through Student Support Services at www.lclark.edu/offices/student_support_services.

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

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

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

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

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

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

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Oregon Writing Project

The Oregon Writing Project (OWP), a collaboration between Lewis & Clark, area schools, and the National Writing Project, offers programs designed to improve the writing of Oregon’s K-12 students and teachers. For over 25 years, OWP has been a vital resource for teachers across the content areas who recognize the value of using writing as a means of thinking, exploring, and increasing academic achievement with students.

Oregon Writing Project Certificate in the Teaching of Writing

The Certificate in the Teaching of Writing is co-sponsored by the Oregon Writing Project in cooperation with Lewis & Clark’s Graduate School of Education and Counseling as well as the Center for Community Engagement. This program is aimed specifically at developing teacher expertise in coaching writing for students as well as faculties.

K-12 educators enrolled in the Teaching of Writing Graduate program take 16 required semester hours of coursework. During this program, participants gain an understanding of how to teach and coach writing. Teachers research their own writing curriculum, reflect on their teaching practices, read current research in writing pedagogy, and examine models of successful professional development.

Following the National Writing Project model of "teachers teaching teachers," participants share successful writing activities and develop and implement curriculum. They formulate research questions about their teaching practices and document the effects of their instruction by collecting and analyzing student work. While the bulk of the program focuses on developing and strengthening student writing, we also research and develop coaching and presentation skills. In the final course, participants write articles for professional journals about their research and practice in the teaching of writing.

Certificate Requirements

A minimum of 16 semester hours, distributed as follows:

**Required Courses**

- ED 592/ED 692 Oregon Writing Project: Workshop in Teaching Writing (Invitational Summer Institute) 7
- ED 594/ED 694 Oregon Writing Project: Practicum in Teaching Writing 2
- ED 591/ED 691 Oregon Writing Project: Teacher Research 2
- ED 596/ED 696 Oregon Writing Project: Advanced Institute 2
- ED 597/ED 697 Oregon Writing Project: Writing for Publication 3

**Elective Courses**

Electives are available but are not required. Elective classes might focus on writing for age groups (Example: ED 590 Oregon Writing Project: Teaching the Emergent K-2 Writer), or on genres. A full list of all Oregon Writing Project courses is available in this catalog on the Community Engagement Curriculum page.

Certificate in the Teaching of Writing Courses

Note: The course numbers given below are for on-campus courses. All courses have off-campus equivalents with a 600-level version of the course number. A full list of all Oregon Writing Project courses is available in this catalog on the Community Engagement Curriculum page.

Summer Institute

**ED 592 Oregon Writing Project: Workshop in Teaching Writing**

Content: The four-week Invitational Summer Institute provides a supportive, dialogic environment in which to explore possibilities as writers, teachers and leaders. The theory and practice of writing are examined through individual demonstrations, reading and discussion of current research, and writing and sharing in writing response groups. Twenty-five K-12 participants develop their leadership potential for a variety of roles, including local school/district reform efforts that support the education and success of all of Oregon's diverse student population. Social justice and social action undergird the experience in an attempt to embrace democratic ideals.

Prerequisites: Participants must submit an application and have an interview to be accepted into this program.

Corequisites: None.

Credits: 7 semester hours.

Practicum

**ED 594 Oregon Writing Project: Practicum in Teaching Writing**

Content: After the camaraderie of the Summer Institute, too often teachers return to the isolation of their classroom. But you can reclaim your institute community in the Saturday Seminars. Whether you long for the laughter and tears of teachers sharing stories or you miss a community of teacher writers who seek to increase their students’ love for writing or their ability to punctuate, you will fill your needs in the Saturday Seminars. Saturday Seminars are a year-long series of 3-hour workshops facilitated by OWP Director Linda Christensen, Co-director Katharine Johnson and Teacher Consultants. This class will focus on practical classroom strategies and discussions that help develop students as writers as well as teachers as writers. Topics vary from session to session, but each will include time for teacher writing and discussion as well as a framework or lesson to take back to the classroom.

Prerequisites: None.

Credits: 1-2 semester hours.
Certificate Courses

**ED 591 Oregon Writing Project: Teacher Research**
Content: In this practical, hands-on course, teachers will follow a question that has arisen out of their classroom practice about writing: a problem, an issue, a nagging concern. Teachers will also explore the work of other teacher researchers in the National Writing Project Network. This inquiry-centered approach will allow teachers to conduct research in their own classrooms as they develop their questions, plan their methodology, gather data and analyze their students’ writing.
Prerequisites: ED 592/692.
Credits: 2 semester hours.

**ED 596 Oregon Writing Project: Advanced Institute**
Content: This course is part of a series of OWP courses for teachers interested in working as writing coaches in schools/districts. Participants will examine current research from writing and coaching fields to learn effective coaching practices; develop grade and content level inservice workshops; practice presentation skills. Participants will engage in an individual inquiry to apply the principles they develop through the course to support local school/district reform efforts aimed at improving writing instruction for diverse learners.
Prerequisites: ED 592/ED-692, ED 594/ED-694.
Credits: 2 semester hours.

**ED 597 Oregon Writing Project: Writing for Publication**
Content: This course is part of a series for OWP graduates interested in becoming writing coaches in schools/districts. Teachers will write narratives of school/teaching life, articles about theory and practice grounded in classroom lessons, opinion pieces about issues in the teaching of writing for publications. First class is a three-day writing retreat.
Prerequisites: ED 592/692.
Credits: 3 semester hours.