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 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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ESOL/Bilingual Education

Designed for educators holding an Oregon teaching license, Lewis & Clark’s ESOL/Bilingual Education Endorsement program explores the principles, theories, research, and practices relevant to the needs of students acquiring English as a second or additional language. To meet the needs of professionals, we offer program courses in the evenings, on weekends, during the summer, and, in some cases, at school sites. Candidates join colleagues and Lewis & Clark faculty to engage in small classes for dialogue, study, and field experiences that address the full complexity of cultural and linguistic diversity and of academic and social inclusion of immigrant students.

Graduates of Lewis & Clark’s ESOL/Bilingual Endorsement program enter schools prepared to:

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

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

Licensing Agencies

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

ESOL/Bilingual Education Endorsement

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

Track I

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

Track I Endorsement Requirements

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

Track I Required Courses

ESOL 500/ESOL 600 Historical and Legal Foundations of Educating ESOL/Bilingual Students 3
ESOL 501/ESOL 601 Strategies and Materials for Teaching Content and Literacy to ESOL/Bilingual Students 3
ESOL 502/ESOL 602 Focus on Culture and Community in Teaching ESOL/Bilingual Students 3
ESOL 505/ESOL 605 ESOL/Bilingual Practicum (Early Childhood/Elementary) 2
or ESOL 506 ESOL/Bilingual Practicum (Middle-Level/High School) 2
ESOL 507/ESOL 607 Language Acquisition and Development 3

Track II

Track II is open only to students currently enrolled in a Lewis & Clark teacher education preservice program, who want to complete part of the endorsement requirements during their preservice program. Track II does not lead to the Continuing Teaching License.

Track II Endorsement Requirements

A minimum of 12 semester hours, including practicum
Passing score on the ORELA: ESOL subject-area exam

Track II Required Courses

The following Track II courses can be taken in conjunction with a MAT preservice program:

• ESOL 535 English Language Learners: Theory and Practice (2.0 s.h.), if student is in the Middle-Level High School preservice program.
• ESOL 535A English Language Learners: Theory (1.0 s.h.) and ESOL 535B English Language Learners: Theory in Practice (1.0 s.h.), if the student is in the Early Childhood/Elementary preservice program.
• One of the following:
  ESOL 502 Focus on Culture and Community in Teaching ESOL/Bilingual Students 2-3
  or CORE 505 Immigrants in the United States: Opportunities and Challenges
  or CORE 568 Tapping Community Resources to Support Minority Populations
The following Track II courses should be taken after successful completion of ED 546 Classroom Teaching and Learning III (Middle-Level/High School) or ED 516 Intern Practicum III (Early Childhood/Elementary) in a preservice M.A.T. program at Lewis & Clark:

ESOL 500/ESOL 600 Historical and Legal Foundations of Educating ESOL/Bilingual Students  3
ESOL 505/ESOL 605 ESOL/Bilingual Practicum (Early Childhood/Elementary)  2
or ESOL 506 ESOL/Bilingual Practicum (Middle-Level/High School)
or ESOL 606 ESOL/Bilingual Practicum (Middle-Level/High School)
ESOL 507/ESOL 607 Language Acquisition and Development  3

Continuing Teaching License

Teachers holding an Initial I or II Oregon teaching license and who are seeking the Continuing Teaching License are invited to combine this license with one of our endorsement programs. The requirements for the Continuing Teaching License are embedded in the following endorsement programs:

• ESOL/Bilingual
• Reading
• Special Education

By applying to an endorsement program, you are automatically applying to our Continuing Teaching License program. To be recommended to the Oregon Teacher Standards and Practices Commission (TSPC) for an Oregon Continuing Teaching License, you must:

• Be admitted to and complete the required course work, portfolio, and practica in one of the above-listed endorsement programs
• Have a master's degree in education or a closely related field
• Have five years of licensed teaching in a K-12 school

Please note that the NES/ORELA or PRAXIS II subject area test, or the appropriate TSPC-approved alternative assessment, is required in order to apply to TSPC for the endorsement. Completion of the required tests is not a requirement for the Continuing Teaching License.

Track I Courses

Note: The following courses are offered on campus only. Each course listed below has an off-campus equivalent with a 600-level number. You can find the full list of all courses (on campus and off) on the Department of Education courses page in this catalog.

ESOL 500 Historical and Legal Foundations of Educating ESOL/Bilingual Students
Content: Examination of the history of trends and attitudes toward immigrants and learners of English as a second language. Topics include the psychological, social, and political characteristics of bilingualism and biculturalism in the United States and abroad. ESOL/bilingual teaching is considered in light of laws, research findings, and second-language acquisition theory. Explores the distinction between language difference and disabilities and provides an overview of legal issues pertaining to second-language learners and special and gifted education students. Also provides critical reading of research-based programs, English-language proficiency standards, and standardized test measures. Ensures that educators are not only able to plan and implement programs designed for the optimal learning of all students, but also gives educators the tools to advocate for equity in their schools and school communities.
Prerequisites: None.
Credits: 3 semester hours.

ESOL 501 Strategies and Materials for Teaching Content and Literacy to ESOL/Bilingual Students
Content: How and whys of content-learning approaches such as sheltered English, integrated language teaching, applications of language experience, whole language, and cooperative learning for second-language learners. Provides grounding in the relationship between first- and second-language literacy, oral language proficiency, and culturally responsive reading comprehension. Explores materials, literacy teaching approaches, classroom organization, formal and alternative assessment measures, technology integration, and the alignment of curriculum models with English-language proficiency levels. Participants critically examine curriculum models, community resources, and content in relation to student experience.
Prerequisites: ESOL 507/607 or LA 500/634.
Credits: 3 semester hours.

ESOL 502 Focus on Culture and Community in Teaching ESOL/Bilingual Students
Content: Understanding the student within the context of his or her environment. The first part of the course focuses on cultural factors that influence learning and their implications for instruction. The latter part of the course examines the involvement of significant individuals in a child’s academic programs and explores barriers to family involvement. Introduces cross-cultural pre-referral screening tools for gifted and special-needs English-language learners. Participants develop strategies for establishing positive school, family, and community partnerships and explore tools for combating racism and bias in schools.
Prerequisites: None.
Credits: 3 semester hours.
ESOL 505 ESOL/Bilingual Practicum (Early Childhood/Elementary)

Content: Apprenticeship to a mentor who works in a classroom that requires the ESOL endorsement. Practicum may be conducted in a variety of classrooms, such as English as a Second Language (ESL), bilingual, or English Language Development (ELD). Practicum interns work with individuals as well as small and large groups to practice teaching students who are acquiring English as a second language.

Prerequisites: ESOL 501/601 or ESOL 535A and 535B.
Credits: 2 semester hours.

ESOL 506 ESOL/Bilingual Practicum (Middle-Level/High School)

Content: Apprenticeship to a mentor who works in a classroom that requires the ESOL endorsement. Practicum may be conducted in a variety of classrooms, such as English as a Second Language (ESL), bilingual, or English Language Development (ELD). Practicum interns work with individuals as well as small and large groups to practice teaching students who are acquiring English as a second language.

Prerequisites: ESOL 501/601 or ESOL 535.
Credits: 2 semester hours.

ESOL 507 Language Acquisition and Development

Content: Theories of first- and second-language acquisition (written and spoken), including the relationship between the first language and the acquisition of other languages, and the relationship of language to cognitive development. Introduces formal and informal language assessment tools, and English-language proficiency standards. Provides an understanding of language acquisition and development as it is used to promote school environments that honor diverse perspectives, maximize language-learning potential, and ensure respect for communities whose languages or varieties differ from standard school English.

Prerequisites: None.
Credits: 3 semester hours.

Track II Courses

Note: The following courses are offered on campus only. Each course listed below has an off-campus equivalent with a 600-level number. You can find the full list of all courses (on campus and off) on the Department of Education courses page in this catalog.

ESOL 535 English Language Learners: Theory and Practice

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

Prerequisites: Enrollment in the final term of a preservice teacher education program.
Credits: 2 semester hours.

ESOL 535A English Language Learners: Theory

Content: This course is designed to prepare elementary preservice teachers for meeting the linguistic and academic needs of English Language Learners by providing an overview of language acquisitions theory and program components. Teachers will also identify resources (personnel and materials) to effectively serve linguistically diverse populations.

Prerequisites: Enrollment in the final term of a preservice teacher education program.
Credits: 1 semester hour.

ESOL 535B English Language Learners: Theory in Practice

Content: This course is designed to prepare elementary preservice teachers for meeting the linguistic and academic needs of English Language Learners by providing an overview of language acquisitions theory and program components. Teachers will also identify resources (personnel and materials) to effectively serve linguistically diverse populations.

Prerequisites: ESOL 535A.
Credits: 1 semester hour.

ESOL 502 Focus on Culture and Community in Teaching ESOL/Bilingual Students

Content: Understanding the student within the context of his or her environment. The first part of the course focuses on cultural factors that influence learning and their implications for instruction. The latter part of the course examines the involvement of significant individuals in a child’s academic programs and explores barriers to family involvement. Introduces cross-cultural pre-referral screening tools for gifted and special-needs English-language learners.

Participants develop strategies for establishing positive school, family, and community partnerships and explore tools for combating racism and bias in schools.

Prerequisites: None.
Credits: 3 semester hours.

CORE 505 Immigrants in the United States: Opportunities and Challenges

Content: Through research on immigration, documentary film, and interviews, teachers and counselors gain knowledge and understanding about the diverse experiences and lived reality of first- and second-generation immigrants in the United States today. Topics for discussion include acculturation, identity, language, social and cultural capital, economics, and transnational movement.

Prerequisites: None.
Credits: 2 semester hours.
CORE 568 Tapping Community Resources to Support Minority Populations

Content: Counselors and educators explore the impact of complex factors such as culture, race, and ethnicity on schools and communities. Utilizing current research and culturally responsive approaches, topics include the achievement gap, access-to post-secondary options, and professional journeys. Strategies include best practices, critical self-reflection, and establishing supportive networks to nurture our work. The course includes additional off-campus community-based activities.

Prerequisites: None.

Credits: 2 semester hours.