Course Catalog
2011-2012

Lewis & Clark
Graduate School of
Education and Counseling

http://docs.lclark.edu/graduate/
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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Special Education

Special educators require skills in adapting general education curricula and making them accessible to students with disabilities at all grade levels. Building on the teaching skills required to create reflective, collaborative classrooms, special educators develop instructional strategies to help each individual student "learn how to learn."

Program participants examine issues of learning and teaching such as language acquisition, cultural bias and sensitivity, assessment paradigms and practices, behavior management, instructional adaptation, legal requirements, and family support. This special education program emphasizes the application of theoretically sound and experimentally validated instructional practices for working with students who present a range of learning challenges across the domains of cognitive, language, motor, and emotional development from prekindergarten through 12th grade. Participants in this program work with their colleagues and leaders in the field of special education to examine current research, both "best accepted" and promising practices for helping students improve their academic achievement and increase socially acceptable behavior.

Through courses and field experiences focused on the needs of special education students we help good teachers become knowledgeable and skilled special educators.

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).

Special Education Endorsement

The Special Education Endorsement Program was developed to help teachers and administrators work more effectively with students who are eligible for special education. Educators who hold a current Oregon Initial or Continuing teaching license and want to teach in special education may complete the 18-semester hour program and the required special education NES test to apply to the Oregon Teaching Standards and Practices Commission (TSPC) for the Special Education Endorsement (for information about the Basic/Standard Exceptional Learner I Endorsement, see below). Endorsement course work can also include the requirements for the Oregon Continuing Teaching License, thus allowing the teacher to simultaneously earn the Special Education Endorsement and the Continuing Teaching License.

Endorsement Requirements

A minimum of 18 semester hours, including practicum
A passing score on the Special Education subject-area NES exam

Required Endorsement Courses

| Summer I |  
| SPED 510/SPED 626 Educating Students With Special Needs: Learning and Legal Issues | 2 |
| SPED 511/SPED 629 Behavior Change Interventions for Students with Serious Emotional and Behavioral Disorders | 2 |
| SPED 516/SPED 628 Interventions for Severely Challenged Students | 2 |

| Fall |  
| SPED 513/SPED 632 Assessment and Diagnosis for Students With Special Needs | 3 |
| SPED 545/SPED 645 Practicum I | 1 |

| Spring |  
| SPED 514/SPED 633 Curriculum and Instruction for Students With Special Needs | 3 |
| SPED 546/SPED 646 Practicum II | 1 |

| Summer II |  
| SPED 517/SPED 627 Teaching Reading to Students with Special Needs | 2 |
| SPED 535/SPED 635 Current Issues in Special Education | 2 |

Basic and Standard Exceptional Learner I Endorsements

Teachers who hold a Basic or Standard Oregon teaching license may complete the Exceptional Learner I Endorsement through the same 18-semester-hour program as those who hold the Initial I teaching license. Within six years these individuals must also complete an additional 10 semester hours of coursework, as required by TSPC, to obtain the Standard Exceptional Learner I endorsement. For more information about this option, please contact program director Christine Moore.

Master of Education: Special Education With Endorsement

Students seeking the master of education degree with a special education endorsement will complete a 37-semester-hour program, the first 18 hours of which coincide with the Special Education Endorsement program of study. The remaining 19 hours of the M.Ed. program are designed collaboratively with an advisor. Students work with an advisor to incorporate reading, math, ESOL, and other courses into their degree.

The program also prepares teachers who currently hold an Initial I Teaching License in Oregon to earn their Continuing Teaching License.* To be recommended for an Oregon Continuing Teaching License, you must:

- be admitted to and complete this program of study, including recommendation for degree candidacy
- have five years of licensed teaching in a K-12 school.
*Teachers holding a Basic or Standard teaching license can earn their Basic and Standard Exceptional Learner I endorsements, as well as the Standard Teaching License, by completing the requirements for this master's degree program.

**Degree Requirements**

A passing score on the special education subject-area NES exam

A minimum of 37 semester hours, distributed as follows:

- The 18 semester hours required for the Special Education endorsement
- Additional special education courses are based on student need and adviser recommendation and may include:
  - SPED 520/SPED 620 Advanced Instructional Decision Making
  - SPED 521/SPED 621 Effective Program Development for Students with Serious Emotional and Behavioral Disorders
  - SPED 522/SPED 622 Program Development for Severely Challenged Students
  - SPED 523/SPED 623 Special Topics Seminar
  - SPED 631 School-Based Consultation
  - LA 500/LA 634 Language Acquisition and Development

Additional courses as determined with advisor may include courses in the Reading or ESOL endorsement programs. Courses in other areas of education and counseling may be considered.

**Graduate Core Requirement**

A minimum of 2 semester hours and one Core convocation.

**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.

**Endorsement Courses (On Campus)**

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

Content: Analysis of the cognitive, linguistic, motor, behavioral, and learning characteristics of individuals with special needs. With the focus on progress monitoring and accountability, topics include history, current policies and procedures, the practice of special education based on scientific research, incorporation of technology, and legal issues. Students develop and refine a research-based foundation in the education of students with special needs, including the impact of linguistic and cultural variability on special education eligibility and practice.

Prerequisites: None.

Credits: 2 semester hours.

**SPED 511 Behavior Change Interventions for Students with Serious Emotional and Behavioral Disorders**

Content: Study of the developmental backgrounds of students with significant emotional/behavioral problems, and practices to help these students develop more productive behaviors. Emphasis on procedures for completing a functional behavior analysis (FBA) and a behavior intervention plan (BIP), research-based interventions including environmental modifications, positive behavior supports and interventions (PBIS), social-skills training, cognitive-behavioral interventions, self-monitoring, contracting, and the use of outside agencies to support the school in assisting students.

Prerequisites: SPED 510/626 or consent of instructor.

Credits: 2 semester hours.

**SPED 516 Interventions for Severely Challenged Students**

Content: Students learn instructional practices to increase the functional performance and academic success of students with severe disabilities (e.g., autism spectrum disorder, severe mental retardation, or multiple disabilities). Participants learn research-validated strategies with demonstrated effectiveness in increasing communication skills, appropriate behavior, social skills, and life-skill routines for severely disabled students. Emphasis is placed on data-driven instruction in the least restrictive environment, and working with paraprofessionals.

Prerequisites: SPED 510/626.

Credits: 2 semester hours.
SPED 513 Assessment and Diagnosis for Students With Special Needs
Content: Assessment, diagnosis, and eligibility for special education as defined by federal and state law. Emphasis is placed on accountability measures and progress monitoring; current assessment instruments/practices; curriculum-based assessment/curriculum-based measurement; and response to intervention (RTI) with information relevant to special education eligibility, specially designed instruction (SDI) and student progress. Participants design a progress-monitoring paradigm which includes selecting, administering, and scoring individual academic assessments; interpreting scores/profiles; and providing SDI recommendations across grade levels and academic areas.
Prerequisites: SPED 510/626 or advisor consent required.
Corequisites: SPED 545/645.
Credits: 3 semester hours.

SPED 545 Practicum I
Content: Public-school-based field experience provides each participant with observation and feedback concerning the application of essential skills, which are required to meet the Oregon special education standards associated with the Special Education Endorsement and the Continuing Teaching License. Observations are collaboratively scheduled by the endorsement candidate and practicum supervisor with pre- and post-observation analysis. Participants are required to document time spent providing all aspects of the special education process with the emphasis on assessment and progress monitoring.
Prerequisites: SPED 510/626.
Corequisites: SPED 513/632.
Credits: 1 semester hour.

SPED 514 Curriculum and Instruction for Students With Special Needs
Content: Research-validated curriculum and specially designed instruction (SDI) for students with disabilities. Based on state standards (Oregon Assessment of Knowledge and Skills), participants review and adapt general education curricula appropriate to their authorization level to create specially designed instruction (SDI) that emphasizes and supports progress across academic areas, learning strategies, and appropriate accommodations. This course uses curriculum-based assessment and measurement data to craft effective as well as substantively and procedurally correct individual education plans (IEPs); and specially designed instruction based on student achievement data. Candidates will demonstrate all skills necessary to facilitate an IEP meeting including group dynamics and conflict resolution strategies.
Prerequisites: SPED 513/SPED 632 or consent of advisor.
Corequisites: SPED 546/646.
Credits: 3 semester hours.

SPED 546 Practicum II
Content: Clinical field experience to provide each candidate with observation and feedback concerning essential skills required by the special education standards associated with the Special Education Endorsement and the Continuing Teaching License. Observations are collaboratively scheduled by the participant and practicum supervisor with pre- and post-observation analysis. Observations in Practicum I (SPED 545) have provided formative assessment of a candidate’s demonstrated knowledge, skills, and dispositions related to special education practice. This course provides summative assessment of the candidate. Candidates document time spent providing all aspects of the special education process with emphasis on progress monitoring, individual education plans (IEPs) and specially designed instruction (SDI).
Prerequisites: SPED 510/626, SPED 545.
Corequisites: SPED 514/633.
Credits: 1 semester hour.

SPED 517 Teaching Reading to Students with Special Needs
Content: Curriculum and instructional practices based on validated research for teaching reading and writing to students with disabilities. Topics include the causes and correlates of reading difficulties, research-validated reading curricula, models of reading instruction (K-12) emphasizing reading comprehension outcomes, basic reading skills, learning strategy acquisition, and progress monitoring with specially designed instruction (SDI) in reading based on the general education curricula.
Prerequisites: SPED 514/SPED 633 or consent of advisor.
Credits: 2 semester hours.

SPED 535 Current Issues in Special Education
Content: Provides an integrated summary of current content, pedagogy, learning, and legal issues that have direct impact on the practice of special education in k-12 public schools. The faculty and endorsement candidates jointly select topics for additional emphasis based on participants’ backgrounds and cumulative experiences in the Special Education Endorsement program. Focus is on application of all components of special education standards in Oregon.
Prerequisites: Completion of all coursework for the Special Education Endorsement or consent of program director.
Credits: 2 semester hours.
Endorsement Courses (Off Campus)

SPED 626 Educating Students With Special Needs: Learning and Legal Issues
Content: Analysis of the cognitive, linguistic, motor, behavioral, and learning characteristics of individuals with special needs. With the focus on progress monitoring and accountability, topics include history, current policies and procedures, the practice of special education based on scientific research, incorporation of technology, and legal issues. Students develop and refine a research-based foundation in the education of students with special needs, including the impact of linguistic and cultural variability on special education eligibility and practice.
Prerequisites: None.
Credits: 2 semester hours.

SPED 629 Behavior Change Interventions for Students With Serious Emotional and Behavioral Disorders
Content: Study of developmental backgrounds of students with significant emotional/behavioral problems, and practices to help these students develop more productive behaviors. Topics include procedures for completing a functional behavior analysis (FBA) and a behavior intervention plan (BIP), research-based interventions including environmental modifications, effective behavior support (EBS), social-skills training, cognitive-behavioral interventions, self-monitoring, contracting, and the use of outside agencies to support the school in assisting students.
Prerequisites: SPED 510/626 or consent of instructor.
Credits: 2 semester hours.

SPED 628 Interventions for Severely Challenged Students
Content: Students learn instructional practices to increase the functional performance of students with severe disabilities (i.e., autism spectrum disorder, severe mental retardation, or multiple disabilities). Participants learn research-validated strategies with demonstrated effectiveness in increasing communication skills, appropriate behavior, social skills, and life-skill routines for severely disabled students. Emphasis is placed on data-driven instruction in the least restrictive environment, and working with paraprofessionals.
Prerequisites: SPED 510/626.
Credits: 2 semester hours.

SPED 632 Assessment and Diagnosis for Students With Special Needs
Content: Assessment, diagnosis, and eligibility for special education as defined by federal and state law. Specific attention to current assessment practices, curriculum-based assessment/curriculum-based measurement, and response to intervention (RTI) that provide information relevant to special education eligibility and special education instruction. Pays particular attention to mental retardation and learning disabilities. Participants practice designing an ongoing assessment paradigm; selecting, administering, and scoring individual academic assessments; interpreting the scores; and providing instruction recommendations.
Prerequisites: SPED 510/626 or consent of advisor.
Corequisites: SPED 545/645.
Credits: 3 semester hours.

SPED 645 Practicum I
Content: Designed to provide each participant with observation and feedback concerning essential skills associated with the Special Educator Endorsement and the Continuing Teaching License. Observations are collaboratively scheduled by the participant and practicum supervisor with pre- and post-observation analysis as part of each site visit. Participants document time spent providing specially designed instruction for students with individual education plans (IEPs).
Prerequisites: SPED 510/621.
Corequisites: SPED 513/632.
Credits: 1 semester hour.

SPED 633 Curriculum and Instruction for Students With Special Needs
Content: Research-validated curriculum and instructional practices for students with disabilities. Using state standards, participants review general education curricula and create specially designed instruction that emphasizes learning strategies and appropriate accommodations. The course focuses on curriculum-based assessment/measurement; crafting effective, procedurally correct individual education plans (IEPs); data-based specially designed instruction (SDI); and the skills necessary to facilitate an IEP meeting (group dynamics and conflict resolution strategies).
Prerequisites: SPED 513/SPED 632 or consent of advisor.
Corequisites: SPED 546/646.
Credits: 3 semester hours.

SPED 646 Practicum II
Content: Designed to provide each participant with observation and feedback concerning essential skills associated with the Special Educator Endorsement and the Continuing Teaching License. Observations are collaboratively scheduled by the participant and practicum supervisor with pre- and post-observation analysis as part of each site visit. Participants document time spent providing specially designed instruction for students with Individual Education Plans (IEPs).
Prerequisites: SPED 510/621.
Corequisites: SPED 514/633.
Credits: 1 semester hour.
SPED 627 Teaching Reading to Students With Special Needs
Content: Curriculum and instructional practices based on validated research for teaching reading and writing to students with disabilities. Topics include causes and correlates of reading difficulties, models of reading instruction (K-12) that emphasize reading comprehension, basic reading skills (as defined by the National Reading Panel), learning strategy acquisition, and ongoing reading assessment and instruction based on general education curricula. Prerequisites: SPED 514/633 or consent of advisor. Credits: 2 semester hours.

SPED 635 Current Issues in Special Education
Content: Provides an integrated summary of current content, pedagogy, learning, and legal issues that have direct impact on the practice of special education in k-12 public schools. The faculty and endorsement candidates jointly select topics for additional emphasis based on participants' backgrounds and cumulative experiences in the Special Education Endorsement program. Focus is on application of all components of special education standards in Oregon. Prerequisites: Completion of all coursework for the Special Education Endorsement or consent of program director. Credits: 2 semester hours.

SPED 522 Program Development for Severely Challenged Students
Content: Current practices with demonstrated effectiveness for developing and performing interventions with children who have severe disabilities. Emphasis on research-validated practices for students with autism spectrum disorders. Participants review research and models for delivery of services to these students and explore existing programs that cover the entire continuum of special education services as they relate to severely disabled children. Topics include services that bridge the transition from school to the community and workplace as well as transition services for younger children. Prerequisites: SPED 516/SPED 628. Credits: 2 semester hours.

SPED 523 Special Topics Seminar
Content: Culminating course of the Special Educator M.Ed. Candidates apply research principles in special education. Students integrate and apply what they have learned throughout the program. In consultation with the instructor and class-participants, each student designs a research project that answers important questions related to his or her work with students who have special needs. In association with these projects, class-members determine the content of seminar meetings and speakers invited to discuss issues selected by the students. ED 509 may be substituted for this course. Prerequisites: Completion of 27 of the 37 semester hours in the Master of Education: Special Education with Endorsement Program. Credits: 2 semester hours.

LA 500 Language Acquisition and Development
Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading and ESOL/Bilingual Education endorsements. The initial course in the Reading Endorsement sequence and recommended preparation for other language arts offerings. Prerequisites: None. Credits: 3 semester hours.
Master of Education Degree Courses (On Campus)

SPED 620 Advanced Instructional Decision Making
Content: Building on skills developed in the assessment, curriculum, and instruction courses, participants integrate and apply concepts of curriculum and instructional decision making for students with diverse backgrounds and needs. Focus is on the integration of relevant general education curricula, state standards and state assessment, and research in instructional practices with demonstrated efficacy for students with high-incidence and low-incidence disabilities. Prerequisites: SPED 514/633 or consent of advisor. Credits: 3 semester hours.

SPED 621 Effective Program Development for Students With Serious Emotional and Behavioral Disorders
Content: Examination of key components of effective programs. 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. Emphases on creating democratic communities that respond sensitively to students' social/emotional and developmental needs and are culturally sensitive. Focuses on creating appropriate and meaningful learning experiences for these students, including place-based education and real-world problem solving with students who experience emotional and behavior disorders. Prerequisites: SPED 511/SPED 629 or consent of advisor. Credits: 3 semester hours.

SPED 622 Program Development for Severely Challenged Students
Content: Current practices with demonstrated effectiveness in developing and intervening programs for children with severe disabilities. Participants review research and models for delivery of services to these students and explore existing programs that cover the entire continuum of special education services as they relate to severely disabled children. Topics include services that bridge the transition from school to community/workplace as well as transition services for younger children. Prerequisites: SPED 516/SPED 628. Credits: 2 semester hours.

SPED 623 Special Topics Seminar
Content: Culminating course of the Special Educator M.Ed. Candidates apply research principles in special education. Students integrate and apply what they have learned throughout the program. In consultation with the instructor and class-participants, each student designs a research project that answers important questions related to his or her work with students who have special needs. In association with these projects, class-members determine the content of seminar meetings and speakers invited to discuss-issues selected by the students. ED 509 may be substituted for this course. Prerequisites: Completion of 27 of the 37 semester hours in the Master of Education: Special Education with Endorsement Program. Credits: 2 semester hours.

SPED 631 School-Based Consultation
Content: Identifying and applying the consultation and collaboration skills needed to support special education students in the classroom. Topics include communication strategies, conflict resolution skills, problem-solving techniques, progress monitoring, collaborative decision-making processes, staff development, facilitating consultation and collaboration efforts, and developing effective interpersonal communication. Students learn skills for use in general education classroom settings and skills for helping teachers develop and use assessment methods, curricula, and instructional strategies with demonstrated effectiveness in improving student outcomes. Prerequisites: SPED 510/626. Credits: 2 semester hours.

LA 634 Language Acquisition and Development
Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Special Educator, Reading, and ESOL/Bilingual Education endorsements. The initial course in the Reading Endorsement sequence and recommended preparation for other language arts offerings. Prerequisites: None. Credits: 3 semester hours.