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 (http://search.lclark.edu/keywords/919).

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 (http://www.lclark.edu/about/campus_safety/overview/), the enforcement authority of the Office of Campus Safety (http://www.lclark.edu/about/campus_safety/), policies (http://www.lclark.edu/about/campus_safety/policies/) concerning the reporting of any crimes that may occur on campus, and crime statistics (Clery) (http://www.lclark.edu/about/campus_safety/crime_statistics/) 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 (http://www.lclark.edu/about/campus_safety/) at 503-768-7855.

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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.
Lewis & Clark offers several courses for undergraduates who wish to explore the field of education. Students who are interested in this field are encouraged to take ED 205 Education in a Complex World and ED 446 Inquiry Into Teaching and Learning. Both incorporate off-campus experience in Portland Public Schools’ elementary through high school classrooms. These courses also provide the strong introduction to educational theory and practice that will be required for further study in this field.

Students interested in a teaching career in middle or high school are encouraged to choose an undergraduate major related to the subjects they wish to teach. Prospective elementary school teachers might take courses from many disciplines, including mathematics and science.

Lewis & Clark's Center for Career and Community Engagement (http://www.lclark.edu/college/student_life/career_and_community/) provides many opportunities for students planning to continue in this field, such as volunteer work with community-based educational organizations. Students are also encouraged to attend events sponsored by Lewis & Clark's highly regarded Graduate School of Education and Counseling (http://www.lclark.edu/graduate/), which helps to administer the College of Arts and Sciences education offerings. Although the undergraduate school has no major or minor in education, the graduate school historically has admitted a high proportion of the College of Arts and Sciences applicants to its programs.

Faculty


ED 205 Education in a Complex World

Faculty: Hurwitz.
Content: Exploration of educational reforms, pedagogical methods, and the sociopolitical issues that shape schools. Collaborations with partner schools deepen knowledge of educational approaches. Activities, readings, and assignments integrate theory with practice. Field work in Portland Public Schools advances understanding of the complexity and art of teaching; six hours of internship in the schools per week in addition to class time.
Prerequisites: None.
Restrictions: Sophomore standing required, unless section number is preceded by an ‘F’.
Usually offered: Annually, fall and spring semester.
Semester credits: 4.

ED 446 Inquiry Into Teaching and Learning

Faculty: Hurwitz.
Content: In-depth exploration and analysis of teaching strategies, curriculum, and learning. Educational theories of John Dewey, the father of progressive education. Current educational theory and reform legislation. Reflection on students’ emerging beliefs about schools and teaching. Research projects employing practical applications of theory and personal pedagogy. Students required to complete 30 hours of practicum experience and present the research projects to colleagues at end of semester. Weekly seminar meetings; written assignments based on readings and practicum activities.
Prerequisites: ED 205.
Restrictions: Sophomore standing required.
Usually offered: Annually, fall semester.
Semester credits: 3.
ED 450 Philosophy and Practice of Environmental/Ecological Education

Content: Overview of current theories about the role of education in developing ecologically literate citizens. The origins of environmental education; consideration of "ecological" education. Focus on relationships between humans and the natural world, and among humans. Cultural factors that may bear on the causes and solutions of environmental problems. Students complete a 15-hour practicum in the classroom of a Portland-area teacher who incorporates environmental or place-based studies as a central part of his or her curriculum.

Prerequisites: ED 205 or consent of instructor.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall semester.

Semester credits: 3.