Education
Coordinator: Janet Bixby, Chair, Teacher Education

Lewis & Clark offers several courses for undergraduates who wish to explore the field of education. Students who are interested in becoming educators are encouraged to take ED 205 Education in a Complex World and ED 446 Inquiry Into Teaching and Learning. Both courses are taught by faculty members in the Lewis & Clark Graduate School of Education and Counseling and may incorporate off-campus experiences in elementary, middle, and/or high school classrooms in Portland Public Schools. These courses also provide a strong introduction to educational theory and practice that are necessary 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. In either case, students are encouraged to meet with faculty members from the graduate school as early as possible in the student’s undergraduate experience to learn more about teaching and to discuss course choices. Contact the Teacher Education Department (http://graduate.lclark.edu/departments/teacher_education) at the graduate school to be directed to the appropriate faculty member.

Lewis & Clark’s Career Development Center (http://docs.lclark.edu/catalog/archive/2013-14/undergraduate/cocurricularopp/#career_and_community_engagementtext) 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 the Lewis & Clark Graduate School of Education and Counseling (http://lclark.edu/graduate), which oversees the College of Arts and Sciences education offerings. The undergraduate school has no major or minor in education. However, the graduate school has excellent teacher education programs and historically has admitted a high proportion of the College of Arts and Sciences applicants. First-year students and sophomores are invited to pursue early admission into a graduate Master of Arts in Teaching degree program via the Teacher Pathways program (https://college.lclark.edu/academics/pre_professional/education/teacher_pathways).

Faculty


ED 205 Education in a Complex World
Faculty: Education Faculty.
Content: Exploration of educational reforms, pedagogical methods, and the sociopolitical issues that shape schools. Collaborations with local 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. 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: Education Faculty.
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 may engage in practicum experiences in local schools. Weekly seminar meetings; written assignments based on readings and practicum activities. Prerequisites: ED 205 or ED 201.
Restrictions: Sophomore standing required.

ED 450 Philosophy and Practice of Environmental/Ecological Education
Faculty: Education Faculty.
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.