

Course Catalog 2011-2012

Lewis & Clark
Graduate School of
Education and Counseling



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 Asso-

ciation 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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Early Childhood/Elementary

Lewis & Clark offers an outstanding 13- to 14-month program that leads to an initial teaching license and a master's degree. Our preservice program for new teachers emphasizes the following:

- Dynamic learning environments that foster caring, equity, and inclusion and promote diverse perspectives.
- Classroom experiences characterized by intellectual debate, a rigorous learning atmosphere, intellectual growth, and a dedication to social justice.
- Educational experiences that cultivate connections between learners and their communities.
- School and classroom environments designed to eliminate the impact of societal and institutional barriers to academic success and personal growth for all students.

Scholarships and Grants

Various scholarships are available to preservice teacher education students. Information about the application and selection process for these funds is available online: www.lclark.edu/graduate/offices/admissions/paying_for_graduate_school/scholarships

About the Oregon Initial I Teaching License

Students seeking a license to teach in Oregon who successfully complete any of the licensure options offered by Lewis & Clark and all state-required tests receive institutional recommendation to the Oregon Teacher Standards and Practices Commission (TSPC).

Testing Required for the Oregon Initial I Teaching License

Oregon uses a system of multiple measures to determine whether a candidate is a teacher licensure "program completer." Educators who wish to be recommended for an Oregon Initial Teaching License (or a teaching license in any state) are required to pass a basic skills test, a civil rights test, and a battery of subject-matter tests.

For basic skills testing, the candidate may choose to take the Praxis I: Pre-Professional Skills Tests (PPST) or the California Basic Educational Skills Tests (CBEST), or the Washington Educator Skills Test-Basic (WEST-B).

For demonstration of knowledge of civil rights laws, candidates must pass the NES/ORELA: Protecting Student and Civil Rights in the Educational Environment test.

Authorizations in early childhood, elementary, and middle-level teaching (with the exception of art and music) also require passing scores on the following exams: ORELA: Multiple Subject Examination (MSE). The MSE is criterion-referenced and objective-based, meaning that it is designed to measure a candidate's knowledge and skills in relation to an established standard rather than in relation to the performance of other candidates. In order to pass the MSE, candidates must pass two subtests. The subtest selection depends on whether the candidate has received preparation at an approved Oregon institution (Subtest I and II) or through an accredited out-of-state program (Subtest II and III).

Authorizations in high school teaching require passing scores on NES/ORELA or PRAXIS II tests in their specific subject matter. The tests typically include some combination of multiple-choice and constructed response formats.

Graduates complete all program requirements, including a yearlong practicum, before becoming eligible for recommendation to TSPC for an Initial I Teaching License.

Those candidates who do not pass the basic skills test, the civil rights test, and the subject-matter tests required for completion of an Oregon teacher education program are not considered program completers and are not eligible for initial licensure recommendation in any state. Please note that other states may also require that licensure candidates pass additional tests. Recommendation for an Oregon Substitute Teaching License may be an option.

Applying for Licensure

Students must apply for a license directly to TSPC by submitting the appropriate forms, fees, test scores, and transcripts. Information about filing for a license is available from Lewis & Clark's K-12 Educational Career and Licensing Services office, which you can find at www.lclark.edu/graduate/career_and_licensing/k-12.

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).

Master of Arts in Teaching With Initial Teaching License, Early Childhood/Elementary Authorizations

Lewis & Clark offers a full-time, 13- to 14-month program for beginning educators in early childhood/elementary education, which is organized around a year of supervised teaching in a Portland-area school, combined with coursework on campus and additional practicum experiences. The Early Childhood/Elementary program prepares students for an Initial I Teaching License to teach children in prekindergarten through grade 8 in multiple subjects. School placements provide a complete year of experience with children from diverse backgrounds.

M.A.T. Degree Requirements

A minimum of 40 semester hours, including all requirements for licensure listed below:

Licensure Course Requirements

First Summer

ED 550	Social, Historical, and Ethical Perspectives on Education	2
ED 559	Math for Early Childhood	2
ED 561	Child Development and Learning	2
ED 568	The Arts, Culture, and Creativity	2
ED 569	Health and Physical Education	1
SCI 580	Teaching Children About the Natural World	2

Fall Semester

ED 511	Practicum: Field Observation	1
ED 514	Intern Practicum I (Early Childhood/Elementary)	2
ED 562	Elementary School Mathematics	2
ED 565	Reading I: Literacy Development, Pre-K-Grade 8	2
ESOL 535A	English Language Learners: Theory	1
SPED 524	Special Education for the General Education Teacher	1
SS 578	Inquiry/Teaching/Assessment: A Social and Cultural Framework	2

Spring Semester

ED 515	Intern Practicum II (Early Childhood/Elementary)	6
MATH 549	Algebra and Geometry for Early Childhood/Elementary Teachers	1
ED 563	Classroom Management and Inclusion	2
ED 566	Reading II: Literacy Development, K-Grade 8	3
ESOL 535B	English Language Learners: Theory in Practice	1
ED 523	Teaching and Assessment	1
SPED 505	Teaching Special Education Students in the General Education Classroom	1

Second Summer

ED 516	Intern Practicum III (Early Childhood/Elementary)	1
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Interns continue to co-teach with mentors through the end of the K-12 school year. It is expected that interns close out the year with their mentors. Students may apply for their teaching license upon completion of these courses. The second summer of the program is often when students complete their graduate Core requirements (see below).

Graduate Core Requirement

A minimum of 2 semester hours and one Core convocation

M.A.T. Courses

ED 550 Social, Historical, and Ethical Perspectives on Education

Content: Critical and comprehensive review of education and schooling in American society. Considers education in its larger socioeconomic, political, ideological, and cultural contexts and examines race, class, gender, and culture in the formal educational system. Analyzes issues of goals, funding, governance, curricula, policy, staffing, and reforms both in historical and contemporary forms. Participants study education both as a microcosm of society, reflecting the larger struggles in the country, and as a quasi-autonomous entity. Prerequisites: Admission to a preservice program. Credits: 2 semester hours.

ED 559 Math for Early Childhood

Content: Introduction to mathematical concepts for grades pre-K through three including number and operations, geometry, and measurement in a problem-solving context. Individually and culturally responsive mathematics instructional strategies and assessments for early childhood are examined and demonstrated throughout the course. Course content is aligned to Oregon standards and current national recommendations including the Principles and Standards from the National Council of Teachers of Mathematics and the Common Core State Standards. Children's literature will be integrated as it pertains to the content of this course. Prerequisites: Admission to Early Childhood/Elementary Program. Credits: 2 semester hours.

ED 561 Child Development and Learning

Content: Discussion, critique, and application of theories of child development and learning. Through case studies, cultural narratives, theoretical constructs, and research, participants explore children's development within diverse cultural and family systems, including the cognitive, affective, psychological, social, moral, identity, and physiological domains. Topics include multiple intelligences and ways of knowing, creativity, and motivation, as well as the influences of social, cultural, linguistic, familial, and institutional factors on children's development and learning. Prerequisites: Admission to Early Childhood/Elementary Program or consent of instructor. Credits: 2 semester hours.

ED 568 The Arts, Culture, and Creativity

Content: Participants explore how children and adults think about and engage in the arts in connection with other areas of learning and development. Through creative, imaginative experiences, participants explore concepts such as patterns, pitch, texture, line, narration, and color within the fields of music, visual arts, storytelling, and movement, enacted within different cultural perspectives. Emphasis on creativity, imaginative use of the arts, and understanding the nature and value of the arts in human lives and cultures. Prerequisites: None. Credits: 2 semester hours.

ED 569 Health and Physical Education

Content: Age-appropriate skill and fitness development, practical use of the gym and equipment, personal safety, wellness, and nutrition. Topics include methods of assessing physical education skills and integrating physical education and health into the math and language arts curriculum. Prerequisites: Admission to Early Childhood/Elementary Program. Credits: 1 semester hour.

SCI 580 Teaching Children About the Natural World

Content: Promoting children's understanding of the natural world using everyday materials and observations of living things in the local environment. Participants examine their own, as well as children's, intuitive science notions, while learning to craft safe classroom inquiries and field investigations. The course focuses attention on children's use of language in the context of learning about science and nature as well as the development of inquiry skills.

Prerequisites: Admission to Early Childhood/Elementary Program.

Credits: 2 semester hours.

ED 511 Practicum: Field Observation

Content: This course provides candidates in the Early Childhood/Elementary Preservice Program opportunities to observe teaching and learning in a variety of school contexts. Students will attend guided visits to schools with different demographics and program models in order to better understand the range of environments in which teaching and learning take place in local communities.

Prerequisites: Admission to Early Childhood/Elementary Program.

Corequisites: ED 514.

Credits: 1 semester hour.

ED 514 Intern Practicum I (Early Childhood/Elementary)

Content: Part-time internship placement in an elementary classroom. In addition to observing classroom instruction, the intern serves as apprentice to the mentor teacher, working with individuals and small groups of students.

Interns also observe and work with small groups at their second authorization level. Campus seminars devoted to reflective discussions of teaching, learning, and assessment practices in diverse contexts are scheduled throughout the semester.

Prerequisites: Admission to Early Childhood/Elementary Program.

Credits: 2 semester hours.

ED 562 Elementary School Mathematics

Content: Introduction to mathematical concepts for grades three through six including rational numbers, proportional reasoning, geometry, and measurement in a problem-solving context. Mathematics instructional strategies and assessments for elementary grades that are individually and culturally responsive are examined and demonstrated throughout the course. Course content is aligned to Oregon standards and current national recommendations including the Principles and Standards from the National Council of Teachers of Mathematics and the Common Core State Standards.

Prerequisites: Admission to Early Childhood/Elementary Program or consent of instructor.

Credits: 2 semester hours.

ED 565 Reading I: Literacy Development, Pre-K-Grade 8

Content: Literacy processes and children's language and literacy development from birth through the middle grades.

Focus is on theoretical foundations of literacy, meaning construction across-symbol systems, early reading and writing behavior, meaningcentered instructional practices, and basic knowledge and instructional practices relating to word recognition skills and comprehension processes.

Introduces students to a range of individually and culturally responsive instructional assessment approaches and materials to promote literacy learning, as well as the concept of media literacy. Children's literature will be integrated as it pertains to the content of this course.

Prerequisites: Admission to Early Childhood/Elementary 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.

SPED 524 Special Education for the General Education Teacher

Content: Inclusion of special education students in general education classrooms for a significant portion of the school day is a common enough practice to be considered a national trend. Special education students can bring challenges to the classroom teacher in all areas of educational practice, perhaps most specifically in instruction and management. This course will focus on the policy and procedures that govern special education and the adaptations in classroom practice necessary to ensure their success.

Prerequisites: ED 561.

Corequisites: ED 514.

Credits: 1 semester hour.

SS 578 Inquiry/Teaching/Assessment: A Social and Cultural Framework

Content: Understanding and applying inquiry and assessment within a social and cultural framework that leads to thematic curriculum development for pre-K through middle school. Participants explore children's intuitive notions and reasoning about social, cultural, and geographic worlds from developmental, social, historical, and cultural perspectives. Topics include intercultural communication and the traditions and contributions of various groups to American culture, diversity, democracy, and civic life, with special focus on Oregon and the Northwest. Students are guided in teaching and assessment practices that draw from children's questions and interests. Children's literature will be integrated as it pertains to the content of this course.

Prerequisites: Admission to Early Childhood/Elementary Preservice Program.

Credits: 2 semester hours.

ED 515 Intern Practicum II (Early Childhood/Elementary)

Content: Intensive intern teaching experience. Each student-teacher intern assumes full-time teaching responsibility under the supervision of a mentor teacher and a Lewis & Clark faculty supervisor. This experience builds on the intern teaching begun during the previous semester. Interns also complete observation and teaching at their second authorization level. The intern also attends a campus seminar each week that is devoted to reflective discussion of teaching, learning, and assessment practices in diverse contexts as well as school law, child abuse, and discrimination.

Prerequisites: Admission to Early Childhood/Elementary Program.

Credits: 6 semester hours.

MATH 549 Algebra and Geometry for Early Childhood/Elementary Teachers

Content: Explores older children's development of mathematical concepts. Promotes a problem solving stance, through which students explore a wide range of topics -- including proportional reasoning, data analysis, algebraic thinking, and geometry. Priority is placed on ideas that serve as capstones of elementary mathematics as well as cornerstones of secondary mathematics, which an emphasis on developing strategies for equitable teaching of algebra to all students.

Prerequisites: Admission to the Early Childhood/Elementary Program or consent of instructor required.

Credits: 1 semester hour.

ED 563 Classroom Management and Inclusion

Content: Placing classroom management in perspective, understanding students' personal and academic needs, creating positive teacher-student and peer relationships, and creating classroom rules and procedures within democratic learning communities. Examines motivation theory, teaching methods that prevent discipline problems, problem-solving, behavioristic interventions, and working with parents. Explores school and classroom practices in response to the cultural, developmental, and exceptional needs of children and adolescents. Sections focus on theory and practice appropriate for the developmental levels and cultural contexts of either early childhood/elementary classrooms or middle-level/high school classrooms.

Prerequisites: Admission to a preservice program.

Credits: 2 semester hours.

ED 566 Reading II: Literacy Development, K-Grade 8

Content: Continuation of ED 565. Focus on individually and culturally responsive curriculum and instructional practices for literacy development in grades K-8. Gives increased attention to fluent readers, instruction in the intermediate and middle grades, classroom organization and implementation, methods for assessing students' reading and writing performance, diagnosis of individual needs, and strategies for linking assessment results with appropriate curriculum and instruction across the content areas.

Prerequisites: Admission to Early Childhood/Elementary Program.

Credits: 3 semester hours.

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.

ED 523 Teaching and Assessment

Content: In-depth examination of the relationships between inquiry, teaching, and assessment. Focus on individually and culturally responsible approaches to assessing student work and encouraging and using children's questions and interests to plan learning experiences. Examines strategies to assess student learning and student progress. Topics include planning and teaching models, integration of curriculum, and assessment design.

Prerequisites: Admission to Early Childhood/Elementary Program.

Credits: 1 semester hour.

SPED 505 Teaching Special Education Students in the General Education Classroom

Content: Understanding the requirements of special education legislation litigation, and specially designed research-based instruction is an essential first step in the process of ensuring that general education classrooms provide appropriate instruction for special education students. The goals of this course will be to translate education policies and procedures into effective classroom practice. Particular emphasis will be placed on providing appropriate information for student Individual Education Plans (IEPs), interpreting IEPs for students in your classroom, and the processes, procedures, and techniques for providing appropriate adaptations for all students with disabilities.

Prerequisites: SPED 524.

Corequisites: ED 515.

Credits: 1 semester hour.

ED 516 Intern Practicum III (Early Childhood/Elementary)

Content: Intensive intern teaching experience. Each student-teacher intern assumes full-time teaching responsibility under the supervision of a mentor teacher and a Lewis & Clark faculty supervisor. This experience builds on the intern teaching begun during the previous semester. Interns also complete observation and teaching at their second authorization level. The intern works full-time in school site and also attends a campus seminar devoted to reflective discussion of teaching, learning, and assessment practices in a diverse context.

Prerequisites: None.

Credits: 1 semester hour.