Lewis & Clark College is accredited by the Northwestern Association of Schools and Colleges. It is a member of the American Council on Education, the Association of American Colleges, the College Entrance Examination Board, the Northwest Association of Private Colleges and Universities, and the United Presbyterian College Union. The college is on the approved lists of the American Chemical Society and the American Association of University Women. Northwestern School of Law of Lewis & Clark College is accredited by the American Bar Association and the Association of American Law Schools. All graduate programs are fully approved and accredited by appropriate associations and agencies, including the Oregon Teacher Standards and Practices Commission (TSPC), and the Committee on Teacher Preparation and Certification of the National Council on the Education of the Deaf (CED).

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 whenever the proper authorities so determine and shall apply not only to prospective students but also to those who at the time are matriculated in the Graduate School of Professional Studies. Information in this catalog is correct according to information available to the administration of the Graduate School of Professional Studies at the time of publication. Lewis & Clark College does not discriminate on the basis of race, color, age, religion, sex, national origin, or physical handicap in its educational programs, activities, and employment policies, in keeping with the letter and spirit of all equal opportunity and civil rights laws.

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Lewis & Clark's Graduate School of Professional Studies provides graduate degree and certification candidates with a distinctive educational experience. Our students are challenged to test their full intellectual potential and to accept lifelong responsibility for the quality of their professional and personal development. They complete their studies prepared to meet the complex challenges of a changing society and professional life.

The Graduate School of Professional Studies provides present and future practitioners with:
- The technical skills and knowledge they need to function effectively as successful leaders in their professions.
- An awareness of the broader social, economic, and political contexts in which professionals practice.
- An education that integrates theory with practice, and professional development with personal growth.

EDUCATION FOR PROFESSIONAL COMPETENCE
Lewis & Clark's faculty members are committed first and foremost to their students. The diverse, expert knowledge they bring to their classrooms is continually enhanced through ongoing research, writing, and contributions to their professions. They are qualified to teach professionals the latest and most sophisticated theories, techniques, and modes of application for successful practice in their fields.

The graduate school enjoys ongoing relationships with hundreds of organizations—schools, agencies, clinics, nonprofit organizations, legislative bodies—not only locally and regionally, but nationally and internationally. The graduate school's curriculum is enriched and shaped by its partnership with practicing professionals. In addition, adjunct faculty members who are active practitioners join the regular faculty in providing a critical link between theory and practice.

THE BROADER CONTEXT
Students are also encouraged to ask questions of purpose and meaning that arise from considerations of the broader context in which professionals operate. These questions address some of the serious issues facing the professions today: the dynamic interaction between theory and practice, between professional autonomy and organizational responsibility, and between personal growth and professional development.

The faculty believe these issues can be best addressed in a community that respects and values multiple insights, experiences, and perspectives, including those of women and men, minorities, and people from other countries. Personal experience is viewed as a legitimate source of knowledge to be compared to, challenged by, and integrated with theoretical and practical learning. The faculty serve as models of professionals who sustain both personal and professional values while serving their constituencies.

AN INTEGRATIVE EDUCATION
To develop the greatest potential of each student, the Graduate School of Professional Studies offers an integrative education—one that integrates reason with emotion, theory with practice, technical skills with issues of meaning, liberal arts with professional education, and lifelong personal development with continuing growth as a practicing professional. A range of programs and specializations are available for administrators, counselors, psychologists, and educators.

Students often have the opportunity to cross traditional boundaries. They frequently find themselves in courses with people from other professional
fields. They may also combine elements of several curricula to create personal programs of study.

A DIVERSE STUDENT BODY
Lewis & Clark's Graduate School of Professional Studies enrolls approximately 1,000 students in its five degree- and certificate-granting programs. The student body is diverse in age (with an average age of 28), ethnic background, and level of professional experience.

Many students are new to the study of their professions, while others are experienced professionals. To meet their diverse needs, classes are offered days, evenings, and weekends, and are located on campus, off campus, and at work sites.

THE CORE CURRICULUM
The graduate school's Core Curriculum employs a multidisciplinary, broad-based approach to the education of professionals. Students taking core courses and seminars interact with faculty and peers from all of the different graduate programs at Lewis & Clark. The Core Curriculum emphasizes the influence of factors such as culture and gender on professionals' vision of their work and lives.

Core courses focus particularly on human development and organizational life and employ intercultural and international perspectives to broaden students' understanding of today's complex, interdependent world. Rather than trying to provide answers, core pedagogy fosters inquiry and is designed to develop the clear and critical thinking, speaking, and writing capabilities necessary for the modern professional.

PROGRAM OFFERINGS
The Graduate School of Professional Studies offers the following programs:

COUNSELING PSYCHOLOGY
- Master of Arts in Counseling Psychology
- Master of Arts in Counseling Psychology: School Counseling
- Master of Science in Counseling Psychology
- Joint Degree: Master of Arts in Counseling Psychology and Public Administration

EDUCATIONAL ADMINISTRATION
- Basic and Standard Certification (Administrator and Superintendent)
- Joint Degree: Master of Arts in Teaching and Educational Administration
- Joint Degree: Master of Public Administration and Educational Administration

PUBLIC ADMINISTRATION
- Master of Public Administration
- Joint Degree: Law and Public Administration
- Certification programs in Public Management, Budgeting and Financial Analysis, and Human Resources Management

SPECIAL EDUCATION: HEARING IMPAIRED
- Master of Education in Special Education: Hearing Impaired
- Parent-Infant Specialist

SPECIAL PROGRAMS
- Continuing Professional Education
- Northwest Writing Institute

TEACHER EDUCATION
- Programs in art, biology, chemistry, drama, French, German, Spanish, language arts, mathematics, music, physics, reading, social studies, speech, and elementary education
- Basic and Standard Certification
- Master of Arts degree and preservice certification
- Master of Arts degree and standard certification

THE GRADUATE SCHOOL CATALOG
This catalog is a basic guide to the Graduate School of Professional Studies at Lewis & Clark College. It provides admission and graduation requirements, program and course descriptions, policies and procedures, and other information related to a student's program in the graduate school.

Other sources of information are also useful in planning a course of graduate studies. Brochures describing graduate school programs are available in the Graduate School Office or from the individual program offices. Course schedules are also available in the offices of the graduate school.
The Core Curriculum provides the student with a foundation for understanding the complexities of professional growth and development. Core courses and critical issues seminars, taught by faculty teams, include students from all programs and are interdisciplinary. In particular, participants focus on the influence of culture, gender, age, and intellectual assumptions as these factors affect their work and professional life.

Students are required to complete two issue-oriented seminars (total credit 1 quarter hour) and two core courses (total credit 6 quarter hours).

**CORE REQUIREMENTS**

**COREG 500**
CRITICAL ISSUES IN THE PROFESSIONS
An issue-oriented seminar series. Students are required to complete a minimum of two such seminars (1 quarter hour total) and may use no more than six seminars (3 quarter hours total) toward their degree requirements. These seminars typically are held on one weekend per term and feature presentations, workshops, and seminars by individuals noted for their expertise on the seminar topic.

Topics for the Critical Issues Seminars reflect current and important concerns in the professions and evolve with the changing needs of students and society. Seminar topics include the social construction of gender in organizations, international perspectives on the professions, ethical dilemmas of the modern professional, and intellectual development during the adult years. Seminars also include student-faculty small group discussions and presentations.

*Prerequisite:* None  
*Credit:* 1/2 quarter hour

**COREG 501**
INDIVIDUAL AND SOCIETAL PERSPECTIVES ON ADULTHOOD
The various stages of human development, with emphasis on adulthood and the intersections between private and public lives. Development is considered from multicultural, multiethnic, and gender-sensitive perspectives.

The course draws on information and methods from disciplines such as psychology, sociology, history, anthropology, and literature. Students apply the theories of the course to their professional and personal lives.

*Prerequisite:* None  
*Credit:* 3 quarter hours

**CORE ELECTIVES**

Students are encouraged to take elective courses that focus on core concerns of the Graduate School of Professional Studies. Students should check with their advisors to determine which of these electives are suited to their particular needs.
The mission of Lewis & Clark's Counseling Psychology Program is to prepare well-educated, dedicated professional counselors and psychologists to lead and serve in community mental health and school settings. Faculty and students are committed to disseminating and expanding the knowledge base relevant to this mission, promoting the use of effective treatment and prevention procedures, and adhering to the highest ethical standards as practitioners, teachers, and researchers.

The master's degree and certification programs in counseling psychology prepare highly qualified mental health professionals in counseling, school counseling, and school psychology for employment in schools, public agencies, and community-based programs. Curricular options also exist for those who would like to concentrate on research and ultimately pursue a doctoral degree.

All programs are individually tailored to the student and include the possibility of cross-disciplinary work in law, administration, education, human resources management, and other graduate offerings. Of special interest is a joint degree program in counseling psychology and public administration for students seeking careers in the administration of mental health agencies and similar organizations.

Counseling psychology courses are offered primarily in the evening during the academic year to accommodate the working student. Coursework responds to the varied and complex realities faced by mental health professionals. Basic classes in counseling and psychology are supplemented by electives, which include clinical work with women, children, families, ethnic minorities, drugs and behavior, gerontology, health psychology, pastoral counseling, and other specialized areas.

Challenging practicum experiences balance academic study. Practicum assignments may include college counseling, women's programs, mental health services, drug or alcohol clinics, and child and family services. Practicum work is videotaped for review and training.

The thoroughness of this approach is rewarded by a strong employment demand for Lewis & Clark counseling psychology graduates. All of the program's school psychologists have been employed on graduation, as have the majority of counselors.

ADMISSION
Complete admissions information and application forms are available by writing or phoning the program office. In general, the admissions requirements for graduate study in counseling psychology are:
1. A baccalaureate degree from an accredited institution. Minimum standard for admission to the Master of Arts Program is an undergraduate GPA of 2.75.
2. Satisfactory scores within the last five years on the Graduate Record Examination (GRE) Test. The advanced test in psychology is not required. Applicants should realize there is a lag of several months between registering for the GRE and receipt of the scores by the college.
3. Completion of the application form, three academic or professional references, a personal statement of philosophy and purpose, and a resume or vita.

Applications must be completed by the college's general admission deadlines for graduate study.

ORIENTATION
For persons wishing additional information regarding programs or application procedures, orientation sessions are held once each term. It is not necessary to sign up in advance for these meetings. They are intended to allow you to meet the faculty and ask questions.
## Counseling Psychology

### Waivers and Transfers

Students seeking master's degrees may petition to waive courses based on competence or experience. Preparatory courses (501, 502, 503, 504) that are waived need not be replaced. (This waiver policy does not apply to school psychology students.) All required or elective courses that are waived must be replaced by coursework with equivalent credit.

Students seeking master's degrees may petition to transfer credits from another institution. Transfer credits allowed may be applied to the preparatory courses and a maximum of 15 additional quarter hours. This restriction on transfers does not apply to those students in school psychology or school counseling certification programs who are not seeking master's degrees.

### Core Curriculum

The Core Curriculum, a requirement of all master's-degree students, is described in detail in this catalog. However, students should consult their advisor or the program director for the specific core requirements for counseling psychology.

### Master of Arts in Counseling Psychology

This degree program is for students who wish to become mental health counselors in mental health clinics, hospitals, the juvenile justice system, and pastoral or other community service settings.

**Degree Requirements**

A minimum of 75 quarter hours, distributed as follows.

**Required Courses:**

- Counseling Psychology
- 501 Advanced General Psychology, 4 quarter hours
- 502 Introduction to Statistics, 4 quarter hours
- 503 Introduction to Counseling Psychology, 4 quarter hours
- 504 Group Counseling, 4 quarter hours
- 510 Clinical Work With Children and Adolescents, 4 quarter hours, or 511 Philosophy and Theory of Counseling Psychology, 4 quarter hours
- 519 Process and Outcome of Psychotherapy, 3 quarter hours

**Elective Courses**

- A minimum of 14 quarter hours of electives.

### Master of Arts in Counseling Psychology: School Counseling

This option is required for students seeking endorsement as school counselors in Oregon. The program has been approved by the Oregon Teacher Standards and Practices Commission. In addition to fulfilling the following requirements, students wishing to be certificated must submit passing scores on the California Basic Educational Skills Test (CBEST) to the Teacher Standards and Practices Commission.

**Eligibility for Basic Certification**

A minimum of 38 quarter hours, distributed as follows.

- 503 Introduction to Counseling Psychology, 4 quarter hours
- 504 Child and Adolescent Development, 3 quarter hours
- 509 Social Learning Approaches to Child Treatment, 3 quarter hours
- 510 Clinical Work With Children and Adolescents, 4 quarter hours
- 525 Introduction to Assessment, 3 quarter hours

**Eligibility for Standard Certification and Master's Degree Requirements**

A minimum of 75 quarter hours, distributed as follows.

**Required Courses:** Counseling Psychology

- ED 500 Researching Teaching Goals and Strategies, 3 quarter hours
- 501 Advanced General Psychology, 4 quarter hours
- 503 Introduction to Counseling Psychology, 4 quarter hours
- 504 Child and Adolescent Development, 3 quarter hours
- 505 Group Counseling, 4 quarter hours
- 506 Social Learning Approaches to Child Treatment, 3 quarter hours
- 510 Clinical Work With Children and Adolescents, 4 quarter hours
- 525 Introduction to Assessment, 3 quarter hours
- 532 Counseling and Guidance in the Middle and Elementary Schools, 3 quarter hours
- 533 Counseling and Guidance in the Secondary Schools, 3 quarter hours
- 545 Psychology of Exceptional Children, 3 quarter hours
- 590 Prepracticum Training in Counseling Techniques, 3 quarter hours
- 594 School Counseling Practicum, 3 terms, 9 quarter hours

**Electives**

- A minimum of 8 quarter hours of electives.
<table>
<thead>
<tr>
<th>MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY</th>
<th>MASTER OF SCIENCE IN SCHOOL PSYCHOLOGY</th>
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<tbody>
<tr>
<td>This curriculum is for students who have demonstrated interest and potential in psychological research and who ultimately wish to pursue a research doctorate in psychology. Students are encouraged to select a thesis advisor early in the program (within the first term of enrollment if possible), who then helps them select their courses and thesis areas. The thesis is a large part of the program and students should begin to think about it early in their graduate careers.</td>
<td>Students may enter the program in school psychology with or without previous graduate training. Students who have had little or no related graduate work may earn a master of science in school psychology. Students who enter the program with a master's degree in a related field may qualify for admission into the certification-only program. Transcripts of previous graduate work are evaluated by a faculty committee to determine the amount and kind of credit a student receives toward the requirements of the Lewis &amp; Clark program in school psychology.</td>
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<td><strong>Degree Requirements</strong></td>
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<td>525 Introduction to Assessment, 3 quarter hours</td>
<td>510 Clinical Work With Children and Adolescents, 4 quarter hours</td>
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<tr>
<td>560 Statistics and Research Design I, 4 quarter hours</td>
<td>526 Psychological Measurement, 3 quarter hours</td>
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<tr>
<td>561 Statistics and Research Design II, 4 quarter hours</td>
<td>545 Psychology of Exceptional Children, 3 quarter hours</td>
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<tr>
<td>562 Statistics and Research Design III, 4 quarter hours</td>
<td>547 Family Counseling, 3 quarter hours</td>
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<tr>
<td>590 Prepracticum Training in Counseling Techniques, 3 quarter hours</td>
<td>548 Consultation I, 3 quarter hours</td>
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<tr>
<td>One of the following three practicum sequences, taken for a total of 9 quarter hours:</td>
<td>549 Consultation II, 3 quarter hours</td>
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<tr>
<td>591 Mental Health Practicum: Emphasis on Adult Psychiatry, 3 terms</td>
<td>560 Statistics and Research Design I, 4 quarter hours</td>
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<tr>
<td>592 Mental Health Practicum: Emphasis on Child and Family Problems, 3 terms</td>
<td>561 Statistics and Research Design II, 4 quarter hours</td>
</tr>
<tr>
<td>593 Mental Health Practicum: Emphasis on Marriage and Family Problems, 3 terms</td>
<td>567 Learning Disabilities, 3 quarter hours</td>
</tr>
<tr>
<td>595 Master's Thesis Research, 10-20 quarter hours</td>
<td>580 Intellectual Assessment, 4 quarter hours</td>
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<tr>
<td><strong>Graduate Core Requirements</strong></td>
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583 Psychoeducational Assessment, 4 quarter hours
584-585-586 Internship in School Psychology I and II, 12 quarter hours
590 Prepracticum Training in Counseling Techniques, 3 quarter hours
592 Mental Health Practicum: Emphasis on Child and Family Problems, 3 terms, 9 quarter hours

**Graduate Core Requirements**
A minimum of 7 quarter hours.

**FACULTY**
The counseling psychology faculty is composed of 7 full-time and 13 adjunct faculty members, the majority of whom are practicing professionals. (See faculty section in this catalog.) The faculty's research interests include psychotherapy with substance abusers, psychotherapy of depression, treatment of anxiety and stress disorders, social skills assessment and training, social judgment, coping strategies in differing family configurations, midlife transition, religious and sociocultural variables in the psychotherapy process, group interventions, self-esteem of women and minorities, learning disabilities, assessment procedures, behavior disorders, and health psychology. Faculty members encourage student involvement in their research. The program seeks to balance applied clinical training with a rigorous approach to psychological inquiry.

**CPSY 501**
ADVANCED GENERAL PSYCHOLOGY

Theory and research essential to the understanding of human behavior. Areas covered are principles of human cognition, perception, physiological bases of behavior, social interaction, development and adjustment, and abnormal behavior. Concepts and data are examined with special emphasis on their applicability to counseling theory and techniques.

**Prerequisite:** None
**Credit:** 4 quarter hours
CPSY 502* STATISTICS
Basic concepts and skills in statistics. Descriptive and inferential statistics, normal distribution, Z-test, t-test, use of calculators, elements of research design.
Prerequisite: None
Credit: 4 quarter hours

CPSY 503* INTRODUCTION TO COUNSELING PSYCHOLOGY
The basic concepts of counseling psychology and practice in applying these concepts in counseling situations in class. Emphasis is on conditions for an effective helping relationship, interpersonal and interpersonality, and concepts from major counseling theories (individual counseling and family therapy).
Prerequisite: None
Credit: 4 quarter hours

CPSY 504* CHILD AND ADOLESCENT DEVELOPMENT
The psychological, social, cognitive, and physical development of children and adolescents.
Prerequisite: None
Credit: 3 quarter hours

CPSY 505* GROUP COUNSELING
Areas of knowledge related to group work: major theoretical approaches, dynamics, ethical issues, research modes, process components, and impact of personal characteristics on others. Emphasis is on acquisition of group leader skills such as diagnosing self-defeating behaviors of group members, implementing a group counseling model, interpreting nonverbal behavior, pacing, dealing with problem group members, facilitating group therapeutic forces, and using leader interventions. The course provides practical experience in applying group knowledge skills.
Prerequisite: None
Credit: 4 quarter hours

CPSY 509 SOCIAL LEARNING APPROACHES TO CHILD TREATMENT
Introduction to social learning intervention procedures. Topics include: social learning theory, behavioral assessment, design and implementation of contingency management programs, classroom management procedures, and review of treatment procedures for behavior problems seen in home and school.
Prerequisite: None
Credit: 3 quarter hours

CPSY 510 CLINICAL WORK WITH CHILDREN AND ADOLESCENTS
Individual and group counseling, and psychotherapy with children and adolescents in school and agency settings. Techniques and strategies from a variety of theoretical approaches are covered.
Prerequisite: CPSY 509 or consent of instructor
Credit: 4 quarter hours

CPSY 511 PHILOSOPHY AND THEORY OF COUNSELING
Several major counseling theories (existential, logotherapy, client-centered, Gestalt, rational-emotive, behavioral, Adlerian, psychoanalytic). Emphasis is on clarifying personal philosophical and theoretical views and on developing a balanced counseling view for practical application and implementation of therapeutic techniques.
Prerequisite: CPSY 50
Credit: 4 quarter hours

CPSY 519 PROCESS AND OUTCOME OF PSYCHOTHERAPY
Constructive intervention procedures in a large-group setting. Students work on developing clinical skills to become more effective counselors. Students also become familiar with research literature regarding the effectiveness of psychotherapy in general and the relationship between particular counseling techniques and outcomes for specific client populations.
Prerequisite: CPSY 503 or consent of instructor
Credit: 3 quarter hours

CPSY 525* INTRODUCTION TO ASSESSMENT
Principles of psychological assessment as employed in clinical and applied settings. Topics related to reliability and validity and a survey of intelligence, personality, career, interest, aptitude, and achievement tests and alternative methods of assessing competence and person-situation interactions are reviewed.
Prerequisite: CPSY 560 recommended
Credit: 3 quarter hours

CPSY 526 PSYCHOLOGICAL MEASUREMENT
Introduction to psychological measurement. Topics include test construction, reliability and validity, norm and criterion referenced assessment, behavioral assessment, and evaluating the psychometric characteristics of test procedures.
Prerequisite: CPSY 560 and 561
Credit: 3 quarter hours

CPSY 532-533 COUNSELING AND GUIDANCE IN THE MIDDLE AND ELEMENTARY SCHOOLS/COUNSELING AND GUIDANCE IN THE SECONDARY SCHOOLS
Theory, program design, and critical areas of practice in counseling and guidance programs. The course covers behavior management, consultation, and intervention, social skills training, life adjustment counseling (e.g., for children in divorcing families), identification and intervention of at-risk youth, prevention and intervention for drug and alcohol abuse, family education and outreach, and career education. Emphasis is on the counselor's role as consultant. Professional and ethical issues addressed include confidentiality and record keeping, detecting and reporting child abuse, organizational and community relations, and collaborative work with other school and community professionals in multidisciplinary teams.
Prerequisite: None
Credit: 6 quarter hours

CPSY 540 TREATMENT OF ANXIETY, STRESS, AND BEHAVIOR DISORDERS
Contemporary theories, strategies, and techniques for the assessment and treatment of emotional, interpersonal, and...
behavior disorders in adolescents and adults. The course relates these disorders and their treatment to current understanding of psychological stress. Emphasis is on the development of a multifaceted, individually tailored approach to treatment that integrates multiple theoretical perspectives. 

**Prerequisite:** CPSY 510 or 511 or consent of instructor  
**Credit:** 4 quarter hours

**CPSY 542**  
CAREER DEVELOPMENT AND LIFE-STYLE COUNSELING  
Career development theories; career information resources; current career trends, concerns, and programs; and the facilitation of life-style awareness, choice, and action. Emphasis is on developing a broad view of career as life-style and on practical application of theoretical models. 

**Prerequisite:** CPSY 50 or 4 quarter hours

**CPSY 545**  
THE PSYCHOLOGY OF EXCEPTIONAL CHILDREN  
Major categories of exceptionalities found in public schools. These include the emotionally handicapped and behavior disorders, learning disabled, gifted, mentally retarded, hearing impaired, visually impaired, health impaired, non-English-speaking students, and students with communication disorders. Students examine the methods specialists employ to identify and evaluate these children and the resources available for helping them function effectively. 

**Prerequisite:** CPSY 504 or CORE 501 recommended  
**Credit:** 3 quarter hours

**CPSY 547**  
FAMILY COUNSELING  
The significant schools of family therapy. Reading focuses on structural, behavioral, analytic, and experimental family therapies. Emphasis is on building a theoretical background. Role-playing is used to illustrate models of therapeutic intervention. Attention is also directed to the role the therapist's own family of origin might exert on the therapy. 

**Prerequisite:** CPSY 503 or 510  
**Credit:** 3 quarter hours

**CPSY 548-549**  
CONSULTATION I AND II  
Theory and practice of consultation in the schools. In this two-course sequence, students learn methods for working with teachers, administrators, other service providers, and parents to improve the educational and social-emotional experiences of children. Behavioral, instructional, mental health, process, and advocacy approaches to consultation in the schools are covered. 

**Prerequisite:** CPSY 509  
**Credit:** 6 quarter hours

**CPSY 550**  
GESTALT THERAPY  
Didactic and experiential approaches to Gestalt therapy. The course develops self-awareness, uses self-awareness for personal growth and larger human sensitivity, and equips participants with the basic counseling skills used in the Gestalt method. 

**Prerequisite:** CPSY 50  
**Credit:** 2 quarter hours

**CPSY 551**  
HEALTH PSYCHOLOGY  
The growing body of knowledge about how psychological factors—including stress, coping styles, personality, and family environments—affect health and illness. The course examines psychological issues regarding prevention, diagnosis, treatment, and rehabilitation in areas such as heart disease, cancer, eating disorders, obesity, and chronic pain. Students also consider the role of psychological providers in health care settings. 

**Prerequisite:** CPSY 503 or consent of instructor  
**Credit:** 4 quarter hours

**CPSY 553**  
CLINICAL WORK WITH ETHNIC MINORITIES  
Theory, information, and techniques for mental health professionals working in culturally diverse environments. The course focuses on providing information on the mental health issues of ethnic minority groups. Emphasis is on having students become aware of their own perceptions regarding ethnic minorities. Students develop techniques conducive to effective psychotherapy with minority groups. 

**Prerequisite:** None  
**Credit:** 3 quarter hours

**CPSY 555**  
DRUGS AND BEHAVIOR  
The effects of drugs on personality, behavior, and physiology. Topics include alcohol and alcoholism, depressants and barbiturates, opiates addiction, stimulants, marijuana, cocaine, and the hallucinogens. The course also focuses on the uses and abuses of psychoactive prescription drugs such as tranquilizers, antidepressants, and antipsychotic substances. The effects of nutritional imbalance on behavior are also explored. 

**Prerequisite:** CPSY 501 recommended  
**Credit:** 4 quarter hours

**CPSY 556**  
PASTORAL COUNSELING  
Theology and techniques for the mental health professional or cleric interested in working with religious clients. The course focuses on helping the student develop an integrative framework combining theories of psychotherapy and models of theology. Emphasis is on the cognitive-behavioral model of psychotherapy. Theological models focus on contemporary views of theology and the Christian mystical tradition. The course has a strong practical emphasis. 

**Prerequisite:** None  
**Credit:** 4 quarter hours
CPSY 557*
SEXUALITY AND THE HEALTH PROFESSIONAL
Recent research on particular sexual health issues of importance to counselors. Communication skills essential to this area are practiced. Issues include sexual health in childhood, adolescence, adulthood, and aging; review of new research in homosexuality, bisexuality, rape, and incest; and common sexual dysfunctions and modes of treatment.
Prerequisite: None
Credit: 3 quarter hours

CPSY 558*
CLINICAL WORK WITH WOMEN: THEORY AND PRACTICE
Contemporary models of working with women in counseling. Focus is on theoretical material regarding gender identity, consciousness raising, and clinical skills appropriate to disorders prevalent among women.
Prerequisite: CPSY 503 or consent of instructor
Credit: 4 quarter hours

CPSY 559*
THEORY AND TREATMENT OF DEPRESSION AND ANXIETY
The diagnosis, etiology, and treatment of depression and anxiety. Etiology is considered from biological, cognitive, behavioral, and sociological perspectives. Strong treatment emphasis includes the cognitive and behavioral therapies and psychotherapies of depression and anxiety. Special attention is given to women and depression and to sociocultural factors in depression.
Prerequisite: CPSY 501 and 503 recommended
Credit: 4 quarter hours

CPSY 560*
STATISTICS AND RESEARCH DESIGN I
Statistical principles in experimental design and hypothesis testing. The course examines the concepts of frequency distribution, central tendency, and measures of variability. Topics include design and analysis of factorial experiments and single and multiple analysis of variance. Students are also expected to attain familiarity with the common computer languages and competence in using the major statistical packages for computers.
Prerequisite: Graduate status or consent of instructor
Credit: 4 quarter hours

CPSY 561*
STATISTICS AND RESEARCH DESIGN II
Advanced experimental design and techniques. Students learn the use of computer applications in the analysis of complex sets of data.
Prerequisite: CPSY 560
Credit: 4 quarter hours

CPSY 562*
STATISTICS AND RESEARCH DESIGN III
Multivariate and factor analysis. Students continue the development of their expertise in computer application.
Prerequisite: CPSY 561
Credit: 4 quarter hours

CPSY 565*
PERCEPTION AND THOUGHT ISSUES AND PRESENT KNOWLEDGE CONCERNING HUMAN PERCEPTION, INCLUDING RECENT BRIEFS IN THE NEUROBIOLOGY OF SENSATION AND PERCEPTION AS WELL AS THE ROLE THESE PROCESSES PLAY IN COLOR VISION, FORM, AND DEPTH PERCEPTION.
Prerequisite: CPSY 501 recommended
Credit: 4 quarter hours

CPSY 567*
LEARNING DISABILITIES
Characteristics of children who experience learning difficulties. Principles of evaluation and intervention are reviewed.
Prerequisite: Graduate status
Credit: 3 quarter hours

CPSY 580
INTELLECTUAL ASSESSMENT
Theory, techniques, and contemporary issues regarding the assessment of intelligence. Students are provided with extensive training with the Wechsler Intelligence Scale for Children-Revised, and the Wechsler Adult Intelligence Scale-Revised. This training includes lectures, practice administrations, and report writing.
Prerequisite: CPSY 526 and admission to school psychology
Credit: 4 quarter hours

CPSY 581
PERSONALITY ASSESSMENT AND INTERVENTION STRATEGIES
Theory, techniques, and contemporary issues regarding personality assessment with children and adolescents. The course focuses on a variety of assessment devices (e.g., empirically based and projective tests) and procedures (e.g., play and classroom observation, diagnostic interviewing, collateral information gathering). Intensive training with selected personality tests involves practice administrations, test interpretation, and report writing.
Prerequisite: CPSY 580 and consent of instructor
Credit: 3 quarter hours

CPSY 582
ADVANCED ASSESSMENT OF EXCEPTIONAL CHILDREN
The administration, scoring, and interpretation of tests designed to assess children experiencing a variety of handicapping conditions.
Prerequisite: CPSY 581 and 58
Credit: 4 quarter hours

CPSY 58
PSYCHOEDUCATIONAL ASSESSMENT
Review of currently employed intellectual and achievement assessment procedures. Students become proficient in the administration and interpretation of several assessment instruments (e.g., KABC, Stanford-Binet-Revised, Woodcock-Johnson) through lectures and readings, practice observations, and report writing.
Prerequisite: CPSY 580
Credit: 4 quarter hours

CPSY 585-587
INTERNSHIP IN SCHOOL PSYCHOLOGY I, II, III
Supervised experience as a school psychologist working under the direct supervision of a
CPSY 591
MENTAL HEALTH PRACTICUM: EMPHASIS ON ADULT PSYCHOPATHOLOGY
A practicum in a community setting that serves clients in need of mental health intervention. Participants do counseling and carry out related professional responsibilities at the placement site. Students write reports on their clients, prepare case histories, and submit audiotapes and videotapes of their counseling for supervisory review. Whenever possible, theory is applied to actual cases. Techniques for intervention are emphasized.
Prerequisite: CPSY 547 and 590
Credit: 3 quarter hours

CPSY 594
SCHOOL COUNSELING PRACTICUM
School counseling placement and a seminar with didactic presentations and casework analysis. Students develop skills in preventive and corrective techniques appropriate to school settings. Included are strategies for improving teacher-student and peer relationships and for helping teachers analyze their instructional methods to facilitate appropriate student behavior. Students also explore approaches for working with families in the school environment.
Prerequisite: CPSY 510 and 590
Credit: 3 quarter hours

CPSY 595
MASTER’S THESIS RESEARCH
Individually arranged.
Prerequisite: Consent of thesis chair
Credit: Variable; may be taken for as many as 4 terms
* These courses are open to nongrade students with the consent of the instructor and as space is available.
EDUCATIONAL ADMINISTRATION

The Educational Administration Program educates leaders. The program prepares candidates for positions as school vice principals, principals, superintendents, and administrative support personnel.

Courses are continually updated and deal with timely issues such as school change and improvement, instructional leadership, planning for declining enrollment, maintaining and building educational quality with fewer resources, staff and student motivation, gender and leadership, moral dilemmas of leadership, and professional growth. Coursework leads to basic or standard administrative certificates.

Classes are kept small, conducted as seminars, and taught by talented faculty. Classes draw heavily from the liberal arts tradition and focus on broadening students’ understanding of the cultural and historical context in which schooling takes place. Students enthusiastically support the department’s flexibility, the many individual options, and the numerous opportunities to field-test concepts taught in class.

A master's degree is a prerequisite for receiving administrative certification from the Teacher Standards and Practices Commission. However, joint programs with the Public Administration Program and the Teacher Education Program currently allow students without a master's to complete the degree while satisfying requirements for certification. After September 1993, all certification courses must be at the post-master's degree level.

NONCERTIFICATE STUDIES
Special Student status is available for individuals wanting to sharpen their administrative skills or update their knowledge in certain areas. Students not enrolled in a degree or certification program may wish to take courses in new developments in organization theory, budget management, computer applications, or other subjects. Individuals interested in the Special Student option are encouraged to consult the program director for details.

The college also provides special continuing education programs for education professionals. Admission is determined by the nature of the program. These programs frequently take the form of two- or three-day intensive seminars that meet over weekends or during school vacations and breaks. Subject matter usually addresses contemporary administrative needs and problems. For example, the Institute for School Administrators convenes each summer on the Lewis & Clark campus and covers timely educational issues for practicing administrators. The Leadership Seminar for Executive Women convenes each summer for a three-day workshop about gender, morality, and choice. The innovative Institute for Executive Leadership provides prospective superintendents and central office administrators with an exciting alternative to conventional coursework. Students participate as a class for five consecutive terms. Details on these programs are available from the Educational Administration Program or from the Continuing Professional Education Office.

ADMISSION
Admission to the Basic Certification Program entails the steps listed below. Admission to the Standard Certification Program requires the same steps, plus proof of basic certification. Candidates must submit the following:

1. Proof of enrollment in or completion of a master’s degree program.
2. Satisfactory scores on the California Basic Educational...
Skills Test (CBEST), administered by the state of Oregon five times a year.

3. A completed Application for Admission to Graduate Study.
4. An official transcript from each undergraduate and graduate institution attended. Minimum standards are 2.75 GPA undergraduate and 3.0 graduate.
5. Three letters of recommendation from former professors, employers, or both.
6. An interview with a faculty advisor detailing career plans and educational philosophy.

7. A $35 nonrefundable application fee, payable to Lewis & Clark College.

*Note: Meeting minimum entrance requirements does not guarantee admission. Conditional admission may be granted to applicants who meet certain admissions requirements at minimal levels, or to those who fall below minimums on one or two criteria if other indicators suggest probable success. Applications should be completed by the college's general admission deadlines for graduate study.*

**CORE CURRICULUM**
The Core Curriculum, a requirement of all master's degree students, is described in detail in this catalog. However, students should consult their advisor or the program director for the specific core requirements for educational administration.

**ELIGIBILITY FOR BASIC CERTIFICATION**
Lewis & Clark recommends for the Basic Administrative Certificate those candidates who fulfill the following requirements.

1. Completion of a master's degree from an approved institution.
2. Admission to the Lewis & Clark Educational Administration Program and approved individual program of study on file.
3. Completion of the required hours of graduate coursework appropriate to the desired certificate.
4. Demonstration of knowledge of antidiscrimination statutes.

*Washington residents: Individuals seeking administrative certification for the state of Washington should consult the director for specific requirements.*

**ELIGIBILITY FOR STANDARD CERTIFICATION**
Lewis & Clark recommends for the Standard Administrative Certificate those candidates who fulfill the following requirements.

1. Successful completion of the Basic Administrative Certificate at Lewis & Clark or an approved institution.
2. Completion of the required hours of graduate coursework appropriate to the desired certificate.

**REQUIREMENTS FOR CERTIFICATION ENDORSEMENT**
All Lewis & Clark coursework and transfer credit must be letter-graded unless otherwise approved by the director. Such approval is given during the candidate’s initial advising session.

Three courses of at least three quarter hours must be taken in residence at Lewis & Clark for each certificate.

Recommendation for certification is based on meeting hour and content requirements of the Teacher Standards and Practices Commission.

**BASIC CERTIFICATION PROGRAM: ADMINISTRATOR**
A minimum of 21 quarter hours, distributed as follows.

*Required courses*

- 501 Introduction to School Administration: Staff Leadership and Program Development, 5 quarter hours
- 502 Development, Evaluation, and Supervision of Educational Staff, 5 quarter hours
- 504 Management of Financial Resources, 3 quarter hours
- 509 Practicum for Principals, 4 quarter hours
- 543 The Law and Public Education, 4 quarter hours

**STANDARD CERTIFICATION PROGRAM: ADMINISTRATOR**
A minimum of 21 quarter hours, distributed as follows.

*Required courses*

- 500 Research Methods, 3 quarter hours
- 503 The School and Its Communities, 3 quarter hours
- 513 Leadership Seminar, 3 quarter hours
- 531 Leadership and the Teaching-Learning Process, 3 quarter hours, or 532 Leadership and Curriculum Construction, 3 quarter hours
- 533 Communication Skills for Administrators, 3 quarter hours
COREG 502 Professionals in Organizations, 3 quarter hours

ELECTIVE COURSES
COREG 501 Individual and Societal Perspectives on Adulthood, 3 quarter hours
521 School Organizations, 3 quarter hours
550 Program for New Administrators, 4 quarter hours
553 Program Evaluation, 3 quarter hours
598 Educational Leadership and Gender, 3 quarter hours

BASIC CERTIFICATION PROGRAM: SUPERINTENDENT
A minimum of 21 quarter hours, distributed as follows.

Required Courses
506 Negotiation and Collective Bargaining, 3 quarter hours
507 Personnel Management in Schools, 3 quarter hours
508 Contract Management, 2 quarter hours
510 Practicum for Superintendents, 4 quarter hours
512 Policy Development and Implementation, 3 quarter hours
528 Strategic Planning and School Finance, 3 quarter hours
546 Administrative Policy and the Law, 3 quarter hours

Note: Enrollment in the Institute for Executive Leadership for five terms meets the requirements for the Basic Superintendent Certificate. Institutes begin in spring 1991 and 1993.

STANDARD CERTIFICATION PROGRAM: SUPERINTENDENT
A minimum of 24 quarter hours distributed as follows, plus the basic program (for a total of 45 quarter hours).

Required Courses
500 Research Methods, 3 quarter hours
503 The School and Its Communities, 3 quarter hours

511 Management of Physical Resources, 3 quarter hours
513 Leadership Seminar, 3 quarter hours
531 Leadership in the Teaching-Learning Process, 3 quarter hours, or 532 Leadership in Curriculum Construction, 3 quarter hours
533 Communication Skills for Administrators, 3 quarter hours
COREG 502 Professionals in Organizations, 3 quarter hours

Elective Courses
One elective, selected from:
598 Educational Leadership and Gender, 3 quarter hours
COREG 501 Individual and Societal Perspectives on Adulthood, 3 quarter hours
PA 508/EDAD 552 Administrative Ethics
PA 542/EDAD 553 Program Evaluation
PA 561 Administrative Ethics, 3 quarter hours

PRACTICUM
The Educational Administration Program employs practicum experiences in two ways to support students' growth in the application of theory. These are the major practicum and the minor practicum. Practicum experiences constitute approximately one-third of the Basic Certification Program.

The major practicum is set up as a learning contract, in a time block of four quarter hours. The major practicum, EDAD 509 or 510, usually involves an extensive commitment of time and energy in the student's normal work site (but focusing on new job skills) or at a complementary work site in which the student learns new tasks and the ambiance of a different setting.

The minor practicum is a component of a designated course or set of courses, and it is a requirement for successful completion of those courses. Minor practica are limited to approximately 25-40 percent of course energy. They could be considered examples and extensions of instructional methodology rather than courses in themselves.

In the basic administrative program, two of the required courses—EDAD 501 and 502—include minor on-site practicum components and in-class simulations. In the basic superintendent program, one of the required courses—EDAD 506—includes a minor practicum component.

JOINT DEGREE PROGRAM: MASTER OF ARTS IN TEACHING AND EDUCATIONAL ADMINISTRATION
This joint program permits students to combine studies in teaching and educational administration. Students may take courses leading to an administrative certificate while pursuing advanced teaching certification.

The curriculum in the joint program provides an opportunity for students to enrich their general education through courses in the liberal arts and to broaden their professional education by addressing issues from the perspectives of teachers and administrators. This combination of studies is of particular interest to teachers who are contemplating a career shift to administration or those who have made the decision to become an administrator and obtain a master's degree. After September 1993 all administrative coursework must be at the post-master's degree level. For further details on this program, consult the Educational Administration Office.

JOINT DEGREE PROGRAM: MASTER OF PUBLIC ADMINISTRATION AND EDUCATIONAL ADMINISTRATION
The joint program in public administration and educational administration at Lewis & Clark is one of the few available in the country to offer an advanced program of administrative training and the opportunity to earn the educational administration credential. Through a combined program, students prepare for a public service career in an educational setting. Course offerings
EDAD 500  RESEARCH METHODS
Reading research critically, evaluating validity of purpose, and methodology of studies. The course examines research studies dealing with teacher effectiveness as it relates to student learning.
Prerequisite: None
Credit: 3 quarter hours

EDAD 501  INTRODUCTION TO SCHOOL ADMINISTRATION
The first of a two-part sequence in the program for basic administrative certification. This course should be taken prior to but in tandem with 502. The course encompasses the school improvement process, particularly as it relates to academic planning, theories of leadership, and organizational change. The course also includes a minor practicum component.
Prerequisite: None
Credit: 5 quarter hours

EDAD 502  DEVELOPMENT, EVALUATION, AND SUPERVISION OF EDUCATIONAL STAFF
The second of a two-part sequence in the program for basic administrative certification. This course should be taken after but in tandem with 501. The course encompasses clinical supervision, techniques for teacher evaluation, legal issues related to evaluation, and planning comprehensive staff development programs. The course also includes a minor practicum component.
Prerequisite: EDAD 501
Credit: 5 quarter hours

EDAD 503  THE SCHOOL AND ITS COMMUNITIES
Developing understanding and awareness of the administrator's role in initiating and maintaining reciprocal growth relations with various communities in school districts. Particular emphasis is on applying theories and models of school-community relations to the development and/or improvement of an administrator's knowledge base, self-understanding, and interpersonal skills.
Prerequisite: None
Credit: 3 quarter hours

EDAD 504  MANAGEMENT OF FINANCIAL RESOURCES
The budgeting process used in public school financing. After exploring problems of revenue and expenditure forecasting, students examine the strengths and weaknesses of various approaches to budgetary techniques and formats. The course is organized around a simulation format, and students prepare a budget.
Prerequisite: None
Credit: 3 quarter hours

EDAD 529  EVALUATING THE OUTCOMES OF TEACHING
The principles of test construction and the role of evaluation in the educational process. Students construct classroom tests and less traditional assessment tools for student and program evaluation. They learn to choose the education format that best matches their purpose for testing and instruction, use standardized tests, and interpret test scores. The course covers current issues in testing, limitations and strengths of testing, and the correct use of test scores. Also listed as ED 501.
Prerequisite: None
Credit: 3 quarter hours

EDAD 506  NEGOTIATION AND COLLECTIVE BARGAINING
Management of the collective bargaining process as it applies to public employees. The course is designed for administrators...
who will have responsibilities for negotiations or administration of negotiated contracts. Emphasis is on the influence of Oregon's Collective Bargaining Law. The course includes a minor practicum component.

**Prerequisite:** None  
**Credit:** 3 quarter hours

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**EDAD 507**  
**PERSONNEL MANAGEMENT IN SCHOOLS**  
Management of school district employees with emphasis on selection, appraisal, development, and maintenance according to employees' individual needs. The course is designed for administrators who will have personnel and program responsibilities. Emphasis is on the personnel management responsibilities of the district administrator.

**Prerequisite:** None  
**Credit:** 3 quarter hours

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**EDAD 508**  
**CONTRACT MANAGEMENT**  
The administration of the contract as it applies to school employees. The course is designed for students who have responsibility for contract management.

**Prerequisite:** EDAD 506  
**Credit:** 2 quarter hours

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**EDAD 509**  
**OREGON PRACTICUM FOR PRINCIPALS**  
Supervised, on-site, predesigned administrative experience and a campus seminar involving discussions, student presentations, and task analyses. Students examine their understanding of administrative theory in light of their field application of the theory, synthesizing the theory and experience into a holistic interpretation of educational administration. Activities vary depending on the site chosen, student interests, and desired skill development. (See also EDAD 544.)

**Prerequisite:** None  
**Credit:** 4 quarter hours

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**EDAD 510**  
**PRACTICUM FOR SUPERINTENDENTS**  
Supervised, on-site, predesigned administrative experience and a campus seminar involving discussions, student presentations, and task analyses. Students examine their understanding of administrative theory in light of field application of the theory, synthesizing the theory and experience into a holistic interpretation of educational administration. Activities vary depending on the site chosen, student interests, and desired skill development.

**Prerequisite:** None  
**Credit:** 4 quarter hours

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**EDAD 511**  
**MANAGEMENT OF PHYSICAL RESOURCES**  
Management and maintenance of school facilities and equipment. Topics include school plant needs, planning, costs, design, and operations. Issues of capital investment, capital and depreciation are analyzed. The course is required for those seeking the Standard Superintendent Certificate.

**Prerequisite:** None  
**Credit:** 3 quarter hours

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**EDAD 512**  
**POLICY DEVELOPMENT AND IMPLEMENTATION**  
The processes by which the broad goals of public policy are established and put into practice. Legal, legislative, and contractual constraints on these processes and the nature of those engaged in policy-making are assessed. Board management, agenda setting, coalition formation, and conflict resolution are also covered. The course is required for those seeking the Basic Superintendent Certificate; it is open to other students with consent of instructor.

**Prerequisite:** None  
**Credit:** 3 quarter hours

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**EDAD 513**  
**LEADERSHIP SEMINAR**  
Interdisciplinary perspectives on leadership in the public and private sectors. Key topics include organizational complexity, ethical ambiguity, and meaning in the lives of leaders. The course is a capstone focusing on leadership behavior in complex organizations.

**Prerequisite:** None  
**Credit:** 3 quarter hours

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**EDAD 521**  
**SCHOOL ORGANIZATION**  
Organization theory and development as they relate to the operation of elementary, middle, and high schools. The course provides an overview of all aspects of school organization and the unique administrative challenges at each level.

**Prerequisite:** None  
**Credit:** 3 quarter hours

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**EDAD 528**  
**STRATEGIC PLANNING AND SCHOOL FINANCE**  
Timely material for school administrators facing declining enrollments, budget cutting, and reordering of priorities. The course covers strategies for generating revenues and eliminating inefficiencies, as well as taxation issues and risk management.

**Prerequisite:** None  
**Credit:** 3 quarter hours

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**EDAD 531**  
**THE TEACHING-LEARNING PROCESS AND INSTRUCTIONAL IMPROVEMENT**  
Application of research on teaching and learning to classroom instruction and instructional leadership. The course stresses ways of adapting instruction to student characteristics and
developing systematic staff development programs. Research on the special needs of students from different cultures is reviewed.

**Prerequisite:** None  
**Credit:** 3 quarter hours

**EDAD 532**  
LEADERSHIP IN CURRICULUM CONSTRUCTION

The skills and knowledge necessary for leadership in curriculum construction, implementation, and evaluation. The course emphasizes a systems approach to curriculum development including the art of assessing curriculum needs, learner outcomes construction, implementation, data collection, and regeneration.

**Prerequisite:** None  
**Credit:** 3 quarter hours

**EDAD 533**  
COMMUNICATION SKILLS FOR ADMINISTRATORS

The communication process as it applies to personal and group effectiveness in a variety of settings. Students explore the dynamics of communication in dyads, small groups, and large groups. Strategies for improving the efficiency of group problem solving are also investigated.

**Prerequisite:** None  
**Credit:** 3 quarter hours

**EDAD 536-540**  
INSTITUTE FOR EXECUTIVE LEADERSHIP

Together with EDAD 510 (Practicum for Superintendents), this sequence of five courses provides an exciting alternative to traditional coursework for students seeking a Basic Superintendent Certificate. Students work on projects that are connected with various aspects of district operations—budgeting, bargaining, program development, evaluation, and so on. The institute is offered once every three years.

**Prerequisite:** None  
**Credit:** 4 quarter hours each

**EDAD 543**  
LAW AND PUBLIC EDUCATION

Law as it affects school boards, administrators, teachers, and students. Cases, lectures, and discussions concentrate on the legal rights and responsibilities of all attending or employed by the public schools. The course meets the Teacher Standards and Practices Commission requirement of demonstrating knowledge of Title VI, Title IX, and federal and state laws prohibiting discrimination. Also listed as ED 543.

**Prerequisite:** None  
**Credit:** 4 quarter hours

**EDAD 544**  
WASHINGTON PRACTICUM FOR PRINCIPALS

Three-term practicum. Supervised, on-site, predesigned administrative experience and a campus seminar involving discussions, student presentations, and task analyses. Students examine their understanding of administrative theory in light of their field application of the theory, synthesizing the theory and experience into a holistic interpretation of educational administration. Activities vary depending on the site chosen, student interests, and desired skill development. (See also EDAD 508.)

**Prerequisite:** None  
**Credit:** 4 quarter hours

**EDAD 546**  
THE CONSTITUTION, POLICY, AND LAW

A review of federal, state, and local policies and their implication for educational planning.

The course includes dialogue with educational policymakers and review of current agendas for educational change.

**Prerequisite:** None  
**Credit:** 3 quarter hours

**EDAD 550**  
PROGRAM FOR NEW ADMINISTRATORS

"The Ropes to Skip and the Ropes to Know." This yearlong course for new administrators emphasizes the challenges, ethical dilemmas, and surprises facing people new to their administrative role. The course meets monthly in addition to fall and spring retreats. Participants develop peer support groups within and across districts.

**Prerequisite:** Completion of Basic Certificate  
**Credit:** 4 quarter hours

**EDAD 555**  
BUSINESS MANAGEMENT IN EDUCATION

A series of topical workshops in school operations, beginning with a fall conference and extending through the spring quarter. The course is designed in cooperation with Business Officials of Oregon Schools for business managers and superintendents of small school districts. Topics include risk management, purchasing, accounting procedures, food service, transportation, office systems, and custodial services.

**Prerequisite:** None  
**Credit:** 2 quarter hours

**EDAD 598**  
EDUCATIONAL LEADERSHIP AND GENDER

The research and theory on gender and leadership focusing on educational administration. Performance of principals, decision making, and ethical choices are considered by gender.

**Prerequisite:** None  
**Credit:** 3 quarter hours

**INTERDISCIPLINARY COURSES**

See Public Administration.
The Public Administration Program is dedicated to preparing individuals for positions of leadership in public and nonprofit organizations. Shrinking resources, disenchantment with past approaches to social problems, and forces of decentralization will combine to create unparalleled opportunities for creative leadership by career administrators in the years ahead. The M.P.A. Program is especially designed to provide the managerial skills and understanding necessary to address the emerging public interest problems of the next decade.

The program seeks to cultivate leadership capacity in each of its students by carefully blending traditional academic and classroom theory with exposure to prevailing administrative practices. Extensive use is made of experienced practitioners to provide students with an understanding of how textbook theory can be successfully transformed into administrative practice. Courses span the fields of budgeting, human resource management, bureaucratic politics, organization behavior, administrative ethics, policy development and implementation, research methods, and computer applications for administrators. The program offers students several educational options to meet their career objectives: an evening and weekend program for part-time students who are already well established in their careers; an Executive M.P.A. Program for experienced administrators; an enhanced, skills-focused option for students planning to enter a public service career; joint degree programs for those who wish to combine a master's degree in public administration with a degree in law or counseling psychology or with certification in educational administration; and three certificate programs in public management, budgeting and financial analysis, and human resource management. In addition, the program offers a concentration in nonprofit management.

BASIC PROGRAM

The M.P.A. Program provides students an opportunity to pursue a degree by offering evening and weekend courses. The program also offers intensive seminars each term. This format permits the use of distinguished visiting scholars and practitioners from across the United States who meet with students in a series of weekend classes.

Students represent a variety of federal agencies (e.g., the Army Corps of Engineers, the Bonneville Power Administration, the U.S. Forest Service), state, city, and local government, nonprofit organizations, quasi-public agencies, public utilities, and private firms having substantial contact with governmental entities. This mix creates a unique opportunity for students to share practical experiences and evaluate current theories and problem-solving procedures.

Course assignments, opportunities for independent study, and internships emphasize the importance of using practical experience to test classroom and textbook theory. The diversity of practical experience enables students to develop the kind of practical wisdom that is essential for understanding why a theory or a particular approach seems to work in some circumstances but not in others.

EXECUTIVE M.P.A. PROGRAM

The Executive M.P.A. Program is especially designed for career administrators with substantial work experience. Students proceed through a predetermined course of study as a cohort group, completing degree requirements in approximately 30 months.

This option offers several advantages. It permits career administrators to share a common educational experience, thus enabling them to benefit from peer camaraderie, support, and criticism not found as frequently in regular program courses. Textbook theory can be more closely integrated into the day-to-day work experience of the participants. Finally, course content and location can be tailored to better serve the convenience of the participants.
ENHANCED M.P.A. PROGRAM
This option is designed for college graduates who wish to begin a career in public service. It undertakes to integrate theory and practice, initially acquainting students with the skills necessary to undertake program planning, budgeting and policy analysis in classroom settings, and then permitting the refinement of these skills through supervised internships. Throughout the program, the student works closely with experienced public administrators who serve as mentors.

A limited number of students are accepted each year to undertake a focused program of study that includes at least 50 quarter hours of coursework, with heavy emphasis on program planning and policy development skills; at least 10 quarter hours of supervised internships and practice; and a final policy paper. The program is designed to be completed in 15 months of continuous study.

A separate flyer is available for students wishing to apply for this option.

JOINT J.D.-M.P.A. PROGRAM
This option permits full-time students to complete the requirements for both the juris doctorate and the M.P.A. in a four-year period, thus ensuring substantial savings in time and tuition. Such a joint degree program is attractive to those who need to understand, as a lawyer, manager, or public official, the ways in which law and public administration interact to affect both the form and substance of public policy.

Students must apply to and be accepted by the Northwestern School of Law of Lewis & Clark College and the Public Administration Program. Students must satisfy both sets of degree requirements. In some cases the same course may satisfy the requirements of both programs. A student in either program will find a much broader and more attractive range of electives in the combined program. As a result, a student is able to develop a specialty or expertise that should significantly enhance career development and placement.

For further details on this option, consult the director of public administration.

ADDITIONAL JOINT DEGREE PROGRAMS
Two additional joint degree programs are available with educational administration and counseling psychology.

Students taking courses in the Educational Administration Program or the Counseling Psychology Program may apply some of this work toward an M.P.A. degree. Courses throughout the Graduate School of Professional Studies are open to all graduate students. Most courses at the law school are also open to graduate students.

CERTIFICATE PROGRAMS
The Public Administration Program offers both Basic and Advanced Certificate opportunities in the following three subject areas: human resource management, budgeting and financial analysis, and public management. The certificates are designed to provide practitioners with an opportunity to acquire a coherent set of skills and understanding of a subfield of public administration. Each certificate requires the completion of approximately 15 quarter hours of class work, which can be applied toward the completion of the master's degree in public administration.

RESOURCES FOR PROFESSIONAL DEVELOPMENT
The M.P.A. Program encourages students to enroll in courses at any time for their own personal and professional development. A student may enroll in individual courses as a nondegree candidate and apply up to 15 quarter hours of credit toward the completion of the M.P.A. degree. Students may also participate on a noncredit basis, although payment of tuition is still required. A certificate of completion for each course is provided on request, regardless of the student's enrollment status.

OFF-CAMPUS AND INTERNATIONAL PROGRAMS
The Public Administration Program offers an intensive one-week seminar on the National Policy Process conducted in late November and early December in Washington, D.C. The course explores the various elements of the national policy process, through meetings with professional staff from the White House, Congress, administrative agencies, interest groups, and think tanks.

Occasional opportunities are provided for students to study comparative administrative issues in a foreign setting such as England, Mexico, or Canada. Such programs permit students to spend several days with someone in a public program or agency that closely parallels their current interests and responsibilities. In addition, group interviews are held with important government officials and appropriate local academicians.

SPECIAL PROGRAMS
The Executive Seminar Program provides advanced study opportunities for a small group of executives from industry and government. Participants examine issues and the decision-making process in selected natural resource areas. The 1989-90 seminar series focused on the Great Yellowstone Fire and Prescribed Natural Fire Policy, Old Growth in the Pacific Northwest, and Riparian Water Management in the West.

Admission to this program requires agency sponsorship and the consent of the Executive Seminar Program director, Dave Trask.

The Public Administration Program periodically offers special workshops and management
training programs for the U.S. Forest Service, Bonneville Power Administration, U.S. Soil Conservation Service, Bureau of Land Management, other similar governmental agencies located in the Pacific Northwest, and a variety of nonprofit organizations. Normally, such programs are open only to employees accepted by the sponsoring agencies. Academic credit can be arranged and applied toward requirements for the M.P.A. degree.

**LAW SCHOOL COURSES**
A variety of law school courses are open to M.P.A. students with the consent of the instructor. Consult the M.P.A. office for further details and enrollment procedures.

**ADMISSION**
Individuals wishing to pursue an M.P.A. degree may take up to 15 quarter hours of credit before filing an application to become a degree candidate. After the application is reviewed by the Public Administration Program faculty, it is forwarded with the program's recommendation to the Graduate School Admissions Committee for final action.

To be eligible for consideration for admission as a degree candidate, a student must:

1. Have maintained a minimum 3.0 grade point average in coursework taken during the last three years.
2. Submit a complete record of all academic work, including evidence of a bachelor's degree, and a record of all professional experiences of at least three years' duration.
3. Submit at least three letters of recommendation, two from academic instructors and at least one from a professional source who has had an opportunity to evaluate the applicant's prospects for professional growth at the management level.
4. Prepare a personal statement
5. Submit the score from the Miller Analogies Test or other national standard test such as the GRE, LSAT, or GMAT.
6. Pay a $35 application fee.
7. If English is a second language, submit scores from the TOEFL.
8. Submit a current resume.

**SPECIAL ADMISSION**
Under exceptional circumstances the Public Administration Program has been authorized by the Board of Trustees to admit students into the program who do not have a bachelor's degree but who have an extensive record of successful and significant practical experience in public management. Persons meeting this criterion are evaluated by a special committee of program faculty and outside reviewers, in addition to being reviewed by the Graduate School Admissions Committee. Normally students must have completed a minimum of 90 quarter hours of coursework.

**SCHOLASTIC STANDING**
Degree students are required to maintain a 3.0 average and cannot receive a grade lower than 3.0 in more than two required program core courses.

**DEGREE REQUIREMENTS:**

**ENHANCED M.P.A. PROPOSED**
A minimum of 64 quarter hours, distributed as follows:

1. Successful completion of the graduate school core requirements, 7 quarter hours.
2. Successful completion of the M.P.A. core courses, 39 quarter hours.
3. Successful completion of the M.P.A. experience, 18 quarter hours.

**FACULTY**
A diverse selection of instructors with expertise in their subject matter exposes students to varied disciplines and methodologies. Practicing professionals, visiting scholars, nationally recognized specialists, and adjunct faculty-practitioners complement the resident faculty of the M.P.A. Program. In any given term students may find courses offered by the personnel director of a local government agency or a distinguished visiting scholar in urban planning from Edinburgh, Scotland.

**CURRICULUM**
The following list of course offerings is incomplete and should not be used in planning a detailed program of study. A complete schedule of course offerings is distributed by the Public Administration Program office each term, and faculty advisors are available for consultation.

**M.P.A. CORE REQUIREMENTS**

**PA 500 LIBRARY AND POLICY RESEARCH SKILLS**
A three-part set of exercises requiring students to trace a piece of public policy through its stages of development, starting as an idea and ending with administrative implementation. **Prerequisite:** None

**Credit:** 2 quarter hours
Public Administration

PA 501
ADMINISTRATION IN GOVERNMENT
The role of administration in society, including a consideration of form, structure, and theory. The course focuses on the role and function of public service in a democratic republic.
Prerequisite: None
Credit: 3 quarter hours

PA 502
ECONOMIC CONTEXT OF ADMINISTRATION
A schematic presentation of a national economy, spotlighting how economic institutions and programs relate to macro-economic policy goals and how changes in overall business activity affect the scope and the pace of individual government agencies and programs.
Prerequisite: None
Credit: 3 quarter hours

PA 503
PUBLIC BUDGETING
The history of public budgeting; the strengths and weaknesses of line item, performance, program, and zero-based budgeting formats; and the characteristics of the budgeting process that help to shape the behavior of the actors and the final outcome. Extensive use of simulations, including computer applications, give students some practical budgeting experience.
Prerequisite: None
Credit: 3-5 quarter hours

PA 504
ADMINISTRATIVE LAW
The constitutional basis for administrative law, regulations and the rule-making process, administrative decision making, adjudication, and current administrative law problems.
Prerequisite: None
Credit: 3 quarter hours

PA 505
ADMINISTRATIVE THEORY AND BEHAVIOR
The theory of complex organizations, individual and group behavior, organizational proc-

ess, organizational change, and the various theories that have been developed to explain their interaction.
Prerequisite: None
Credit: 3 quarter hours

PA 506
HUMAN RESOURCE MANAGEMENT
The value conflicts inherent in human resource management and development in modern, complex public organizations. Topics for discussion include merit systems; professionalization; performance evaluation; job classification; motivation; morale; productivity; human resource planning, recruitment, selection, and testing; affirmative action; collective bargaining; and assessment centers.
Prerequisite: None
Credit: 3 quarter hours

PA 507
RESEARCH METHODOLOGY
Understanding problem structuring, monitoring, forecasting, evaluation, recommendation, and practical inference as policy-analytic methods—and the relation of these methods to normative, evaluative, and empirical modes of policy research.
Prerequisite: None
Credit: 3 quarter hours

PA 508
ADMINISTRATIVE ETHICS
The causes of and solutions to the ethical dilemmas faced by public administrators in large, complex organizations. Conflicts between program and organizational loyalty, between professional responsibility and meeting client needs, and between political responsibility and administrative neutrality are considered.
Prerequisite: None. PA 504, 505, and 510 are strongly recommended.
Credit: 3 quarter hours

PA 509
CAPSTONE COURSE
The final closure course for all M.P.A. degree candidates. Students examine a body of literature and produce a final paper on a policy issue or a practical administrative problem.
Prerequisite: Completion of 45 quarter hours
Credit: Variable

PA 510
POLICY ANALYSIS
The nature of public policy, the processes involved in its development, and the diverse methods and techniques available to enhance the quality of public decision making.
Prerequisite: None
Credit: 3 quarter hours

PA 511
FINAL COLLOQUIUM
Usually taken toward the end of the student’s program of study, this seminar helps students integrate the coursework they have taken throughout their master’s degree program.
Prerequisite: 10 courses or consent of instructor
Credit: 3 quarter hours

PA 512
PROFESSIONAL DEVELOPMENT
Demonstration of ongoing professional development. Degree candidates must present a portfolio to their faculty advisor outlining various professional competencies they have acquired in designated skill areas while an M.P.A. degree candidate. A portfolio manual, available from advisors or the program office, provides guidance in the designated competency areas and the curricular opportunities available to acquire them.
Prerequisite: 39 quarter hours
Credit: 2 quarter hours
POLICY PROCESS

PA 520
SELECTED TOPICS IN POLITICS AND ADMINISTRATION
Topics vary from term to term. Recent courses have examined arts administration, court reorganization, and transportation policy.
Prerequisite: None
Credit: 3 quarter hours

PA 521
STATE AND LOCAL GOVERNMENT
The role and function of state and local government within our federal system. What are the emerging patterns, their causes, and the likely administrative impact they will have on the process of government? Particular attention is given to state and local governmental developments in Oregon.
Prerequisite: None
Credit: 3 quarter hours

PA 522
NATURAL RESOURCES POLICY
The nature of policy, the policy-making process, policy-making by power clusters, and planning as a form of policy-making. Water, recreation, power and energy, land, and forest policy are compared.
Prerequisite: None
Credit: 3 quarter hours

PA 523
LEGISLATIVE POLITICS
The role and function of the legislative process within our system of separation of powers. Particular attention is given to the effects of the movement from strong centralized leadership to a more decentralized and open legislative system.
Prerequisite: None
Credit: 3 quarter hours

PA 524
NORTHWEST ENERGY POLICY
Hydroelectric power development in the Pacific Northwest, including the hydrothermal plan and NEPP, later modified by new factors and challenged by financial and environmental problems. Central focus is on the 1980 Regional Power Act.
Prerequisite: None
Credit: 3 quarter hours

PA 525
NATIONAL POLICY PROCESS: SEMINAR IN WASHINGTON, D.C.
Intensive, on-the-scene seminars with key professional staff from Congress, the executive branch, interest groups, think tanks, and the press.
Prerequisite: None
Credit: 3 quarter hours

PA 526
COMPARATIVE ADMINISTRATION
Interactions between organizational environments, public policy, and public management in cross-national perspective. Themes include characteristics of administrative systems elsewhere that set them apart from our own; conditions, priorities, and strategies that govern their responses to human needs; and management and policy options that may be applicable in the United States.
Prerequisite: None
Credit: 3 quarter hours

PA 527
COMPARATIVE NORTHWEST POLITICS AND POLICY
The political history, state and local government structures, party and interest group operations, and major policy questions facing Oregon, Washington, and British Columbia. Field trips and interviews are normally scheduled as part of the course.
Prerequisite: None
Credit: 3 quarter hours

PA 528
INTERGOVERNMENTAL RELATIONS
The “hidden” dimension of government. The field of intergovernmental relations has been characterized as performing almost as a fourth branch of government and yet without a direct electorate, operating from no set perspective, under no special control, and moving in no particular direction. The course pursues some of the implications of that characterization, paying particular attention to federal-state-local relationships and the preeminent role of administrators in shaping public policy.
Prerequisite: None
Credit: 3 quarter hours

HUMAN RESOURCES MANAGEMENT AND DEVELOPMENT

PA 530
SELECTED TOPICS IN HUMAN RESOURCE MANAGEMENT
Topics vary from term to term. Recent courses have examined interpersonal relations and work motivation.
Prerequisite: None
Credit: 3 quarter hours

PA 531
PLANNED CHANGE IN ORGANIZATIONS
The various efforts that have been made to achieve planned change within an organizational setting. What works and under what conditions? What are the strengths and weaknesses of various theories and techniques?
Prerequisite: None
Credit: 3 quarter hours

PA 532
ORGANIZATIONAL DEVELOPMENT SKILLS
Organizational intervention instruction techniques and skills for affecting the process of organization change and development. Students examine and compare knowledge and preconceptions about organization development with current applications, theories, and practices.
Prerequisite: None
Credit: 3 quarter hours

PA 533
COMMUNICATION SKILLS FOR ADMINISTRATORS
How influence is transmitted by written and spoken word. Emphasis is on skill development
and application in interpersonal communications, aligning intentions with actions, management of groups, leadership, and skills in running meetings.

**PA 536**  
**STRATEGIC PLANNING**  
The history and application of planning systems to public sector functions. Students explore newer "stakeholder" theories of planning, planning models, and the step-by-step process for initiating and engaging in a planning process at various levels of government. Through the use of case studies, students examine when and why planning disasters occur and how they might be averted.

**Prerequisite:** None  
**Credit:** 3 quarter hours

**FINANCIAL MANAGEMENT AND ANALYSIS**

**PA 540**  
**CURRENT DEVELOPMENTS IN FINANCIAL MANAGEMENT**  
Topical issues of concern to those interested in state and local financial management. Topics include, but are not limited to, strategies for cutback management, public-private sector cooperation, computer applications, intergovernmental cooperation.

**Prerequisite:** None  
**Credit:** 3 quarter hours

**PA 541**  
**ACCOUNTING FOR ADMINISTRATORS**  
The understanding and use of financial information in the decision-making and control processes in public and nonprofit organizations. Although some accounting principles and procedures are discussed, emphasis is on management control using accounting information.

**Prerequisite:** None  
**Credit:** 3 quarter hours

**PA 542**  
**PROGRAM EVALUATION**  
A systematic approach to program evaluation. Students are exposed to methods of assessing program effectiveness, the use of program evaluation as a productive basis for future planning, and the prospects for developing excellence in program performance and credibility within public organizations.

**Prerequisite:** None  
**Credit:** 3 quarter hours

**PA 543**  
**STATE AND LOCAL FINANCE**  
An examination of the various sources of state, local, and intergovernmental revenue with an evaluation of their economic and political strengths and weaknesses. Attention is given to problems associated with cash management, debt service, and capital expenditures.

**Prerequisite:** None  
**Credit:** 3 quarter hours

**PA 544**  
**RESEARCH METHODOLOGY II**  
Advanced techniques in research, such as forecasting, regression and multiple regression analysis, hypothesis testing, and field research.

**Prerequisite:** PA 507 or consent of instructor  
**Credit:** 3 quarter hours

**PA 545**  
**COMPUTER APPLICATIONS FOR ADMINISTRATORS**  
Evaluating, selecting, and integrating microcomputers and application software into an organization. Topics include terminology, system components (hardware and software), needs assessment, networks and communications systems, microcomputer decision support systems, and software evaluation. Hands-on experience enables students to complete a needs assessment for the acquisition and implementation of a microcomputer system.

**Prerequisite:** None  
**Credit:** 3 quarter hours

**PA 546**  
**PERFORMANCE AUDITING**  
The role and function of program performance auditing to improve organizational efficiency and effectiveness. Various techniques and strategies are examined and evaluated.

**Prerequisite:** None  
**Credit:** 3 quarter hours

**PA 547**  
**OPERATIONS RESEARCH IN PUBLIC ADMINISTRATION**  
Some of the important tools of management science and operations research for administrators, including linear programming, queuing, simulation, decision analysis, forecasting, PERT/CPM, inventory analysis, and replacement analysis. Quantitative or technical background is not required for the course.

**Prerequisite:** None  
**Credit:** 3 quarter hours

**PA 548**  
**CONTRACTING FOR SERVICES**  
The knowledge and practical skills needed to undertake the contracting process. The four major phases of contracting are examined: establishing a decision framework, evaluating service delivery options, selecting a contractor, and negotiating and managing the contract. Students learn to define the contracting decision process to ensure that the service delivery strategy selected is consistent with organizational goals and objectives as well as being fiscally sound.

**Prerequisite:** None  
**Credit:** 3 quarter hours
NONPROFIT MANAGEMENT

PA 571 MANAGING NONPROFIT ORGANIZATIONS
The nonprofit human service agency setting, including working with a policy board, volunteer-staff relations, personnel administration, budgeting, fund-raising, public relations, and the need for long-range planning.
Prerequisite: None
Credit: 3 quarter hours

PA 572 MANAGING BOARDS AND COMMISSIONS
The history and function of boards and commissions in the public and nonprofit sectors, including an examination of the role of volunteers, the relationship between staff and board members, types and methods of appointment, member characteristics and activities as they relate to decision making, and policy formulation and implementation.
Prerequisite: None
Credit: 3 quarter hours

PA 574 GRANT WRITING
The process of grant acquisition, beginning with the formulation of a fundable idea and concluding in an application and its review. Students are expected to identify potential funding sources, initiate inquiries, and develop an application for funds to support a program or study of special interest. The steps in this process are discussed in general terms and in the context of each student's application.
Prerequisite: None
Credit: 3 quarter hours

PA 575 ARTS ADMINISTRATION
The role of government in the arts, including historical patterns in both the United States and foreign countries. Topics include the economics of artistic expression and administration; arts management; marketing; and the interactive role of federal, state, and local jurisdictions with local arts agencies.
Prerequisite: None
Credit: 3 quarter hours

GENERAL ELECTIVES

PA 553 ORGANIZATIONAL LEADERSHIP AND DECISION MAKING
Theories of leadership, including trait, power, behavioral, and contingency theories. Each approach is examined to determine how successfully it copes with recurring organizational leadership problems of complexity, moral ambiguity, and the need to find personal meaning within the work setting.
Prerequisite: None
Credit: 3 quarter hours

PA 554 COLLECTIVE BARGAINING: LEGAL FRAMEWORK
The history and development of public sector collective bargaining in the United States. Topics include public sector collective bargaining laws; comparison of state laws with proposed national legislation; an in-depth analysis of Oregon's public sector collective bargaining law; Employment Relations Board bargaining unit determination, representation, and decertification procedures; unfair labor practices; and impasse procedures.
Prerequisite: None
Credit: 3 quarter hours

PA 555 PUBLIC SECTOR COLLECTIVE BARGAINING: NEGOTIATIONS AND IMPASSE RESOLUTION
The diversity of roles of the parties in negotiation, planning for negotiations, development of original demands and fallback positions, negotiation strategy and tactics, the major issues of negotiating, the diversity and similarity of negotiations in state government, cities, counties, school districts, and higher education. A mock negotiation case is bargained. This course also deals with the processes of mediation, fact-finding, and interest arbitration.
Prerequisite: PA 554 or consent of instructor
Credit: 3 quarter hours

PA 556 COLLECTIVE BARGAINING: ADMINISTERING THE AGREEMENT
The nature of the collective bargaining agreement; establishment of a grievance procedure; the meaning of a grievance; processing of grievances; and continuing grievance problems such as discipline, transfers, seniority, overtime, work assignments, insubordination, layoff, recall, and staffing requirements. Case materials illustrate these problems. The course also includes a discussion of arbitration followed by a mock arbitration session.
Prerequisite: PA 555 or consent of instructor
Credit: 3 quarter hours

PA 557 ORGANIZATION AND METHODS
The substance and range of work performed by management analysts in the public sector, commonly referred to as organization and methods. Emphasis is on developing skills and the ability to conduct management analysis studies. Specific content includes conducting reorganization studies, work measurement and productivity analysis, procedures analysis, forms control, management by objectives, and management information systems.
Prerequisite: PA 507 or consent of instructor
Credit: 3 quarter hours
PA 558 ADVOCACY ROLES IN MANAGEMENT
Management techniques and strategies for improving organizational effectiveness through proactive management. How can management become an advocate for programs and people without jeopardizing organizational control?
Prerequisite: None
Credit: 3 quarter hours

PA 560 SELECTED TOPICS IN ALLIED HEALTH
Current problems and issues facing allied health managers and practitioners.
Prerequisite: None
Credit: 3 quarter hours

PA 561 HEALTH CARE ECONOMICS
Economic factors affecting health care delivery and the implications these factors have for administrative policies and issues.
Prerequisite: None
Credit: 3 quarter hours

PA 562 HEALTH POLICY
The public policy process as it affects the health care field. Specific health care policies and programs are used to explore the characteristics of the health care policy process and the factors involved in the formulation, implementation, and evaluation of health care policies and programs.
Prerequisite: None
Credit: 3 quarter hours

PA 563 HEALTH ADMINISTRATION
Issues related to the administration of health care systems. Topics include changing patterns of health care, budget and financial management techniques, and political influences on health administration.
Prerequisite: None
Credit: 3 quarter hours

PA 591 INTEGRATIVE SEMINAR
Integration of previous coursework with field application.
Prerequisite: 10 courses or consent of instructor
Credit: 3 quarter hours

PA 592-594 PRACTICUM
Application of previous coursework in a specific area (such as program evaluation, policy analysis, personnel, or budgeting) to an organized field project conducted under faculty supervision.
Prerequisite: Designated courses or consent of instructor
Credit: Variable

PA 595 INTERNATIONAL FIELD EXPERIENCE
Through travel to a foreign country, an opportunity to examine the ways in which the larger socioeconomic and political processes of a country affect such administrative practices as budgeting and personnel, and intergovernmental and interorganizational relations.
Prerequisite: None
Credit: Variable

PA 596 THESIS
Independent research under faculty supervision. The thesis integrates program coursework.
Prerequisite: Completion of coursework and consent of advisor
Credit: Variable

PA 597 INTERNSHIP
Field-based experiences. Internships help students acquire practical skills and knowledge for a successful public service career.
Prerequisite: Consent of advisor
Credit: Variable

PA 598 SPECIAL TOPICS
Courses offered on an experimental or nonrecurring basis.
Credit: Variable

PA 599 INDEPENDENT STUDY
Individually arranged.
Credit: Variable
SPECIAL EDUCATION: HEARING IMPAIRED

Lewis & Clark's Special Education: Hearing Impaired Program has been a major regional resource since 1952 for the preparation of preschool, elementary, and secondary teachers of the hearing impaired. In addition, a program is offered in conjunction with Infant Hearing Resource to prepare parent-infant specialists. The program enjoys nearly a 100 percent placement record, with successful graduates finding challenging work in the field throughout the United States.

The program is fully accredited by the state of Oregon and the Council on the Education of the Deaf (CED). The student who meets all requirements of the Lewis & Clark Special Education: Hearing Impaired Program earns a master of education degree and is eligible for an Oregon Basic Certificate as a teacher of the hearing impaired and a Provisional Certificate from the CED.

Students are selected from a nationwide pool of applicants. Many enter with an undergraduate emphasis in education or speech and hearing science. However, students with other backgrounds are urged to apply. A full range of services is available for hearing-impaired graduate students, including interpreters and note takers. A limited number of federally funded scholarships, private scholarships, and loans are available for full-time and part-time students. Acceptance into the program qualifies the student for these potential awards.

The master's degree program offers a course of study that can be completed in 12 to 15 months of full-time study.

In addition to preparing teachers, the faculty provides regional inservice activities, consultations, and evaluation services to a variety of schools and agencies providing services for the hearing impaired throughout the Northwest.

RESOURCES FOR NONDEGREE STUDY
Lewis & Clark is the Northwest's major inservice resource in the education of the hearing impaired. Through workshops, inservice classes, consultation, and program evaluation, professional education activities are provided for teachers, supervisors, administrators, interpreters, support service personnel, other professionals, deaf adults, and parents of hearing-impaired children.

ADMISSION
In addition to meeting the general standards for admission to all Lewis & Clark graduate programs, applicants must complete prerequisite coursework in the following areas: social foundations of education, educational psychology, child or adolescent psychology, and the exceptional child. The application procedure includes filing an application with the program; requesting that official transcripts of all undergraduate and graduate work be sent to the program director; completion of either the Graduate Record Examination or the Miller Analogies Test, with scores sent to the program director. An interview with the program director is recommended. A maximum of 15 quarter hours, or the equivalent, may be transferred to the program.

For information regarding the application procedure for the parent-infant specialist track, consult Infant Hearing Resource, 3930 S.W. Macadam Avenue, Portland, Oregon 97201. Phone 503-279-4206.

CORE CURRICULUM
The Core Curriculum, a requirement of all master's degree candidates, is described in this catalog.

PROGRAMS OF STUDY AND DEGREE REQUIREMENTS
The sequence of specialized coursework begins in June for the elementary and secondary tracks. Students competent in the use of sign language may apply to begin the program in the fall. The sequence for the parent-
infant specialist track begins in late September. The program requires 12 to 15 months to complete, depending on the educational background of the student. A program of study is planned individually with each participant. If any of the required coursework has been completed during the last five years, approved courses may be substituted, or requirements waived.

Practicum opportunities are varied. Observation, teacher-aide experiences, tutoring, micro-teaching, and student teaching experiences are available with hearing-impaired individuals from infant through high school and college age. Practicum centers include the Washington, Oregon, Montana, Idaho, Arizona, and Alaska state schools for the deaf; various school districts in Washington, including Evergreen, Vancouver, Highline, Tacoma, Spokane, Seattle, Yakima, Longview, and Lacey; the six regional programs in Oregon, located in Portland, Salem, Eugene, Medford, Pendleton, and Bend; and the Tucker-Maxon Oral School in Portland.

CURRICULUM: ELEMENTARY AND SECONDARY TRACKS

TTD 500 RESEARCH METHODS IN EDUCATION
How professional educators can gather the relevant information they need for effective decision making. Students gain sufficient understanding of the research process to interpret and, to a more limited degree, evaluate educational research reports. The course enables students to plan and carry out small-scale action research and evaluation studies. Also listed as ED 500.
Prerequisite: None
Credit: 3 quarter hours.

TTD 501 PSYCHOSOCIAL AND EDUCATIONAL FOUNDATIONS OF DEAFNESS
Psychological, social, and educational implications of deafness and the history of the education of the deaf.
Prerequisite: None
Credit: 4 quarter hours

TTD 505 COMMUNICATION SYSTEMS I
Methods of developing speech, speech reading abilities, and existing residual hearing.
Prerequisite: None
Credit: 3 quarter hours

TTD 506/507 COMMUNICATION SYSTEMS II: ELEMENTARY OR SECONDARY
A continuation of TTD 505; speech development, auditory learning, and various methods used in communication with the deaf.
Prerequisite: TTD 505
Credit: 3 quarter hours

TTD 508 COMMUNICATION AND LANGUAGE LAB I
Participation in classes for hearing-impaired students. Students perform teacher-aide functions under supervision. Skills in observation, communication, language, and speech instruction emphasized.
Prerequisite: To be taken concurrently with TTD 505 and 515
Credit: 2 quarter hours

TTD 509/510 ELEMENTARY/SECONDARY COMMUNICATION AND LANGUAGE LAB II
Participation in classes for hearing-impaired students. Students are engaged in supervised instruction in content areas, speech, and language.
Prerequisite: To be taken concurrently with TTD 506/507 and 516/517
Credit: 2 quarter hours

TTD 515 LANGUAGE DEVELOPMENT I
Basic principles of language development with application to the assessment of the linguistic needs of the hearing-impaired child and to the development of strategies for integrating theory and practice.
Prerequisite: None
Credit: 3 quarter hours

TTD 516/517 LANGUAGE DEVELOPMENT II: ELEMENTARY OR SECONDARY
A continuation of TTD 515; development of teaching strategies and techniques that promote the communicative competence of the hearing-impaired child.
Prerequisite: TTD 515
Credit: 3 quarter hours

TTD 520 AUDIOLOGY I: ANATOMY AND PHYSIOLOGY OF THE SPEECH AND HEARING MECHANISMS
The nature of sound and the function of the ear, conductive and sensory-neural hearing losses, and medical and surgical aspects of hearing impairment.
Prerequisite: None
Credit: 3 quarter hours

TTD 525 AUDIOLOGY II: AUDIOMETRIC TESTING
Pure tone, bone conduction, speech reception, and discrimination evaluations; hearing aid use, construction, and evaluation.
Prerequisite: TTD 520
Credit: 3 quarter hours

TTD 530 CURRICULUM AND GENERAL METHODS OF TEACHING THE HEARING IMPAIRED
Curriculum development and general methods of teaching hearing-impaired individuals.
Prerequisite: None
Credit: 3 quarter hours
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisite</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TTD 536/537</strong></td>
<td>LITERACY DEVELOPMENT: ELEMENTARY OR SECONDARY</td>
<td>Basic concepts of literacy development; content of an elementary/secondary reading program; and instructional strategies, methods, and materials used with hearing-impaired students.</td>
<td>None</td>
<td>3 quarter hours</td>
</tr>
<tr>
<td><strong>TTD 540</strong></td>
<td>DIREC TED OBSERVATION</td>
<td>Observation of on-site classroom activities at all levels, from infant training through community college in both public and residential schools. Students engage in various teacher-aided experiences and field trips to agencies serving the deaf. Activities are scheduled throughout the academic year.</td>
<td>None</td>
<td>2 quarter hours</td>
</tr>
<tr>
<td><strong>TTD 546/547</strong></td>
<td>STUDENT TEACHING: ELEMENTARY OR SECONDARY</td>
<td>Supervised student teaching in a public school or residential school for the deaf during the full day for a 10-week period. Supervision and guidance are provided by the cooperating teacher and the college coordinator of student teaching.</td>
<td>Completion of specialized methods courses</td>
<td>15 quarter hours</td>
</tr>
<tr>
<td><strong>TTD 563</strong></td>
<td>USE OF MEDIA IN THE CLASSROOM</td>
<td>Overview of many media formats; hands-on experience in production, presentation, design, and acquisition; evaluation of materials in graphics, sound, film, video, slides, filmstrips, computers, and overhead projectors.</td>
<td>None</td>
<td>3 quarter hours</td>
</tr>
<tr>
<td><strong>TTD 564</strong></td>
<td>USE OF COMPUTERS IN THE CLASSROOM</td>
<td>Hands-on use of computers in the classroom for hearing-impaired students.</td>
<td>None</td>
<td>1 quarter hour</td>
</tr>
<tr>
<td><strong>TTD 580-582</strong></td>
<td>SIGN LANGUAGE: BEGINNING, INTERMEDIATE, ADVANCED</td>
<td>American Sign Language and sign systems that follow English syntax. The course meets individual needs according to competency in manual communications. Two of the three sign language courses are required unless competency allows the student to waive the courses.</td>
<td>None</td>
<td>3 quarter hours each</td>
</tr>
<tr>
<td><strong>TTD 586</strong></td>
<td>CLASSROOM MANAGEMENT</td>
<td>Placing classroom management in perspective, understanding students' personal and academic needs, creating positive teacher-student and peer relationships, creating classroom rules and procedures, teaching methods that prevent discipline problems, problem solving, and maintaining the 7-quarter-hour graduate Core Curriculum.</td>
<td>None</td>
<td>2 quarter hours</td>
</tr>
<tr>
<td><strong>TTD 551</strong></td>
<td>PEDIATRIC AUDILOGY</td>
<td>Maturation of auditory perceptual skills, measurement of hearing in children, parameters of speech perception, and the effect of hearing loss on sound-speech perception.</td>
<td>None</td>
<td>3 quarter hours</td>
</tr>
<tr>
<td><strong>TTD 552-554</strong></td>
<td>SEMINAR IN PARENT-INFANT HABILITATION I, II, III</td>
<td>Relating coursework, theory, and observation experience to parent-infant habilitation.</td>
<td>None</td>
<td>5 quarter hours total</td>
</tr>
<tr>
<td><strong>TTD 555-557</strong></td>
<td>OBSERVATION AND PRACTICUM I, II, III</td>
<td>Relating theory to actual evaluation and teaching of children and instruction of their families enrolled in the habilitation program.</td>
<td>None</td>
<td>2 quarter hours each</td>
</tr>
<tr>
<td><strong>TTD 558</strong></td>
<td>HEARING AID AMPLIFICATION</td>
<td>Basic background information on hearing aids as they are used with very young children, procedural applications, use, care, and maintenance.</td>
<td>None</td>
<td>2 quarter hours</td>
</tr>
<tr>
<td><strong>TTD 559</strong></td>
<td>COUNSELING PARENTS OF HEARING-IMPAIRED CHILDREN</td>
<td>Basic theory of individual and family dynamics, and training in observational and interviewing skills to assist students to gain confidence and competence as parent counselors.</td>
<td>None</td>
<td>3 quarter hours</td>
</tr>
<tr>
<td><strong>TTD 560</strong></td>
<td>INFANT DEVELOPMENT/DEVELOPMENT DISORDERS</td>
<td>Normal infant development, including language and cognition, motor development, visual development, developmental evaluation, and genetics.</td>
<td>None</td>
<td>3 quarter hours</td>
</tr>
</tbody>
</table>
Two non-degree-granting programs in the Graduate School of Professional Studies offer numerous special courses and workshops.

CONTINUING PROFESSIONAL EDUCATION
To strengthen lifelong learning, the college provides continuing education courses, workshops, and conferences throughout the year. Included are educational experiences on and off campus for educators, counselors, public administrators, business managers, musicians, and other professional groups. Students admitted to graduate degree or certification programs should consult with their advisors before enrolling in any continuing education course to determine whether course credit will apply to their program. (See “Course Numbering System” for details.) For specific information about programs, phone or write the Continuing Professional Education Office, Campus Box 93, Lewis & Clark College, Portland, Oregon 97219.

NORTHWEST WRITING INSTITUTE
The Northwest Writing Institute of Lewis & Clark College coordinates several graduate writing programs for teachers and writers on campus and in the region. These programs include:
- The Oregon Writing Project for classroom teachers, kindergarten through college.
- Bard Writing Workshops for secondary school teachers and college faculty.
- Courses in imaginative writing for teachers, writers, and other professionals.
- The Oregon Folk Arts and Folklife Program.
- A variety of special programs for high school and community writers.

For information about these and other programs, contact the Northwest Writing Institute, Campus Box 100, Lewis & Clark College, Portland, Oregon 97219.

OREGON WRITING PROJECT
The Oregon Writing Project is a four-week summer institute for 25 teachers, kindergarten through college. Participants are nominated and funded by their districts and selected competitively for participation in the program. Since 1984 the Northwest Writing Institute has worked cooperatively with school districts in the Portland area and southwest Washington to identify and train the best teachers of writing as both expert classroom teachers and in-district resources for staff development.

Participating teachers learn current research, share tested classroom strategies for teaching writing, and write extensively to strengthen their own sense of the writing process. The group then meets regularly during the school year to further extend their abilities as writers and writing teachers. The program carries 10 hours of graduate credit in LA 639 or ED 639 and LA 693 or ED 693.

In addition to the four-week institute, the Northwest Writing Institute offers a two-week, open-enrollment Introduction to the Oregon Writing Project each summer.

The Oregon Writing Project at Lewis & Clark is affiliated with the National Writing Project at the University of California at Berkeley, and works cooperatively with other Oregon Writing Project sites outside the Portland metropolitan area.

WORKSHOPS IN WRITING AND THINKING
The Northwest Writing Institute offers a graduate summer seminar and a series of weekend workshops for faculty development in writing and critical thinking. Developed in cooperation with the Institute for Writing and Thinking of Bard College, these workshops offer practice in the use of writing for
teaching a wide variety of subject areas. Weekend workshops include Writing to Teach Critical Inquiry, Writing to Learn, Essay and Inquiry, Narrative Thinking, and Teaching Poetry: Reading and Writing. Each carries 1 quarter hour of credit in LA 648 or ED 648. Two summer seminars, Writing to Teach Critical Inquiry, and Poetry, are offered for 3 quarter hours in LA 648 or ED 648.

COURSES IN IMAGINATIVE WRITING
The Northwest Writing Institute’s courses in imaginative writing draw together a community of writers for a series of seminars and workshops in fiction, poetry, creative nonfiction, and other forms of lively discourse. The courses are open to writers and other professionals from the community as well as to students currently enrolled in Lewis & Clark’s M.A.T. and other graduate programs. Students should consult with their advisors about applying these courses to their degree programs.

The imaginative writing courses consist of the following:
- Imaginative Writing Seminar, 3 quarter hours per term, enrollment by application.
- Genre Writing Workshops, 3 quarter hours per term, open enrollment.
- Weekend Workshops and Special Courses (including the Bard workshops), credit varies, open enrollment.

OREGON FOLK ARTS AND FOLKLIFE PROGRAM
In keeping with the intercultural mission of Lewis & Clark College, the Northwest Writing Institute hosts the Oregon Folk Arts and Folklife Program, which seeks to identify, study, and promote public understanding of Oregon’s traditional arts and artists. The program conducts fieldwork and presents public events particularly on behalf of Oregon’s Native American and other ethnic communities, as well as occupational and other regional expressions of the Oregon country. The program also sponsors courses and special events for teachers interested in using folk arts and folklife in teaching writing, social studies, and other subjects.

OTHER WRITING PROGRAMS
The Northwest Writing Institute offers a variety of summer and academic-year courses and workshops, including two summer courses for high school students: Writer to Writer, a creative writing seminar; and the Fir Acres Workshop, an intensive residential program in writing and critical thinking.

FACULTY
Faculty for Northwest Writing Institute courses and special programs are both widely published writers and experienced teachers. It is this faculty’s combination of extensive writing and publishing activity coupled with dedicated and innovative teaching that gives institute courses a particular flavor. Faculty members share a philosophy that writing is not an esoteric craft practiced by the few, but a generous expression of the mind and heart that thrives in a community of inquiry.

CURRICULUM
Note: Some of the courses listed below may not be offered during the current academic year. Current course offerings, including special writing workshops, are presented in the graduate school’s Registration Announcements bulletin.

LA 648 CREATIVE NONFICTION WORKSHOP
Reading and writing the nonfiction essay and lively professional article. The workshop guides participants in assessing their professional and life experiences and in launching individual writing projects.
Prerequisite: None
Credit: 3 quarter hours

LA 648 FICTION WRITING WORKSHOP
An examination of the elements of fiction through reading and writing: character, conflict, point of view, setting, plot, scene, dialogue, and other elements of the contemporary novel. Participants develop working progress.
Prerequisite: None
Credit: 3 quarter hours

LA 598 IMAGINATIVE WRITING SEMINAR
Development of a community of writers working in a professional context. This seminar serves as a basis for the genre workshops and other courses where participants develop a portfolio of work in progress. The group reads contemporary fiction, poetry, and creative nonfiction as writing models and considers the issues and opportunities of writing professionally in a variety of fields through discussion of participants’ writing.

Enrollment is limited to 15 participants.
Prerequisite: Letter of application and submission of a writing sample
Credit: 3 quarter hours per term
Teacher education at Lewis & Clark combines the tradition of the liberal arts with a program of study and practice in professional education. The Teacher Education Program develops educators who are thoughtful decision makers and leaders in our nation's schools. Students have the opportunity to work closely with faculty in the Teacher Education Program and in the College of Arts & Sciences.

Graduates of this program help youth learn and grow by implementing creative and reflective approaches to teaching, learning, and research. In addition to serving as classroom teachers, many graduates continue their careers in education to become school principals and educational leaders in a wide variety of roles.

Lewis & Clark provides opportunities for individuals at different stages in their lives to enter teaching or to further their professional education. The professional curriculum includes historical and philosophical foundations of education; social, political, and moral contexts of schooling; child and adolescent development and learning; curriculum and research design; and modern teaching methods.

Teacher education students enjoy the benefits of small classes and close relationships with faculty. They have extensive opportunities to observe outstanding teachers and to practice teaching under the careful supervision of mentors and cooperating teachers. Through-out the program students are encouraged to develop strategies as lifelong learners. This focus is achieved through frequent seminars with faculty, experiential learning activities, and guided writing. The close cooperation between Lewis & Clark faculty and educators in the community contributes richly to these goals.

Consistent with Lewis & Clark's mission, the Teacher Education Program emphasizes intercultural and global perspectives, the traditions and perspectives of both women and men, and the role of science and technology in modern society and education.

Lewis & Clark offers a highly distinctive program for future and practicing teachers. Students draw on the resources of a distinctive faculty, a culturally rich urban setting, the Oregon Museum of Science and Industry, the Northwest Writing Institute, and outstanding school districts of the greater Portland community.

The teacher education faculty is committed to educating professionals who:

- Wish to advance their education and professional practice within the liberal arts tradition.
- Commit themselves to providing education of the highest quality to students from all backgrounds.
- Value the importance of research, writing, reflection, and dialogue in a community of professionals.

Applicants to all programs in teacher education are evaluated on the basis of the quality, depth, and breadth of their academic background; the strength of their recommendations; the quality of their teaching experience (for prospective teachers, their experience with youth); written essays; and the results of standardized tests. Specific admission requirements and procedures for particular programs are described in the following sections.

**PRESERVICE PROGRAM OPTIONS: FIFTH-YEAR CERTIFICATION/MASTER OF ARTS IN TEACHING PROGRAMS**

Candidates holding a baccalaureate degree who wish to prepare to teach in elementary or secondary schools should request the Application for Graduate Study in Education: Preservice Programs. “Course of Study” sheets with course requirements specific to each program are available in the Teacher Education Office. Applicants should indicate which of three options described
TEACHER EDUCATION

below they wish to pursue. Lewis & Clark’s secondary education programs are approved under Oregon’s 1988 Standards for Fifth-Year Programs (Division 16 Standards of the Oregon Administrative Regulations). Graduates of these programs will have completed all academic requirements for the basic and standard teaching certificates in the state of Oregon. The standard teaching certificate is awarded after three years of successful teaching in Oregon schools.

Enrollments in any of these programs may be limited; applicants should consult a faculty advisor as soon as possible during the application process.

Master of Arts in Teaching Intern Program
A full-time, 15-month program in elementary or secondary teaching. Secondary teaching options are available in English language arts, science (biology, chemistry, or physics), or social studies/history.

The M.A.T. degree program in elementary education includes a minimum of 65 quarter hours with study in education, child development and learning, subject areas relevant to the elementary school curriculum, supervised intern teaching, and the interdisciplinary graduate core program.

The M.A.T. degree program in secondary education includes a minimum of 57 quarter hours with study in education, adolescent development and learning, the subject area one plans to teach, supervised intern teaching, and the interdisciplinary graduate core program.

The M.A.T. intern program begins in June of each year and continues through the following summer. The program includes a 10-month internship with an outstanding mentor teacher in a local school. Some internships carry stipends; these are awarded on a competitive basis, with priority given to students with high financial need and outstanding academic achievement. Interns begin working with their mentors the week before the opening of their school in the fall term.

Beginning in the summer, students in the M.A.T. intern program take courses in their subject fields, in professional education, and in the graduate core program. During fall and winter terms they continue to study in both subject matter and education while spending increasing amounts of time in their classroom internship observing and tutoring students, assisting the mentor teacher, and planning and teaching occasional lessons. During December and spring term they participate and teach full time in their classroom internship and continue campus seminars with college faculty and mentors. The second summer includes additional coursework in subject matter and education. Students in the M.A.T. intern program are typically eligible for certification at the end of 12 months, leaving the second summer for the completion of master’s degree requirements.

Master of Arts in Teaching Program—Student Teaching Option
This program is offered in elementary teaching, secondary teaching, and music teaching (K-12). Secondary teaching options are available in English language arts, science (biology, chemistry, or physics), social studies/history, and other endorsement areas in which Lewis & Clark is authorized to recommend certification. (See sections on certification and endorsement programs.) The elementary program includes a minimum of 65 quarter hours of study; the secondary program includes a minimum of 57 quarter hours of study. Each program includes study in educational foundations, child or adolescent development and learning, subject areas relevant to the elementary or secondary school curriculum, curriculum teaching methods, supervised student teaching, and the graduate core program. Students may complete the M.A.T. student teaching program on either a full-time or part-time basis prior to the student teaching experience, which is a full-time, 15-week commitment.

As in the M.A.T. intern program, candidates in this program are typically eligible for teacher certification before the completion of the M.A.T. degree requirements.

Graduate Certification-Only Program
This program is for students who already have a master’s degree or do not wish to acquire one. The elementary certification program includes a minimum of 53 quarter hours of coursework, the secondary program a minimum of 36 quarter hours. Each program includes study in educational foundations, child or adolescent development and learning, curriculum and teaching methods in areas relevant to the elementary or secondary school curriculum, and supervised student teaching.

This program can be completed on either a full-time or part-time basis prior to the student teaching experience, which is a full-time, 15-week commitment.

Students in this program may return to complete additional requirements for the M.A.T. degree within five years of the date of their admission, providing their academic record during the certification program meets the standards for advancement to degree candidacy. Candidates who choose this option must notify the director of teacher education in writing of their intention to complete the master’s degree requirement.

PRESERVICE ELEMENTARY FIFTH-YEAR CERTIFICATION/M.A.T. PROGRAM
Certification Requirements
A minimum of 53 quarter hours, distributed as follows.

Professional Course Requirements
ED 550 Social, Historical, and Ethical Perspectives on Education, 3 quarter hours
ED 561 Child Development, Learning, and Exceptionality, 5 quarter hours
ED 562 Elementary School Mathematics, 4 quarter hours
ED 563 Classroom Management, 2 quarter hours
ED 565 Reading I: Literacy Development, K-8, 3 quarter hours
ED 566 Reading II: Literacy Development, K-8, 3 quarter hours
ED 567 Language Arts and Literature, K-8, 5 quarter hours
ED 568 Art for Educators, 3 quarter hours
SCI 560 Thematic Inquiry in the Elementary School, 4 quarter hours
ED 514 Student Teaching/Intern Practicum (Elementary), 15 quarter hours

Effective Courses
SCI 550 Environmental Science, 3 quarter hours, or
SCI 565 Science and Health With Children, 3 quarter hours (fulfills health requirement)

Additional elective in subject area to be selected in consultation with advisor, 3-5 quarter hours

M.A.T. Degree Program Requirements
A minimum of 65 quarter hours. Requirements in addition to those listed above for certification are distributed as follows.

Professional Course Requirements
ED 500 Research Methods in Education, 3 quarter hours
ED 555 Experience and Meaning, 2 quarter hours, or
ED 509 M.A.T. Seminar, 3 quarter hours

Graduate Core Requirements
COREG 500 Critical Issues Seminar (two weekend seminars, selected in two different terms), 1 quarter hour total
COREG 501 Individual and Societal Perspectives on Adulthood, 3 quarter hours
COREG 502 Organizational Cultures, 3 quarter hours

PRESERVICE MUSIC (K-12) FIFTH-YEAR CERTIFICATION/M.A.T. PROGRAM

Certification Requirements
A minimum of 37 quarter hours distributed as follows.
ED 550 Social, Historical, and Ethical Perspectives on Education, 3 quarter hours

ED 552 Adolescent Development, Learning, and Exceptionality, 5 quarter hours (ED 561 for candidates choosing elementary specialization)
ED 551 Literacy, Culture, and Learning, 4 quarter hours
MUE 583 Classroom Instruction and Learning: Music Performance, 6 quarter hours (includes field experience)
ED 563 Classroom Management, 2 quarter hours
MUE 582 History, Development, and Current Trends in Music Education, 5 quarter hours
ED 554 Classroom Instruction and Learning I, 12 quarter hours (student teaching)

M.A.T. Degree Program Requirements
A minimum of 61 quarter hours. Requirements in addition to those listed above for certification are distributed as follows.

Subject Area Electives
A minimum of 3-4 courses, 9-20 quarter hours, chosen from courses numbered MUS 500-599.

Graduate Core Requirements
COREG 500 Critical Issues Seminars: 2 weekend seminars, selected in two different terms, 1 quarter hour total
COREG 501 Individual and Societal Perspectives on Adulthood, 3 quarter hours
COREG 502 Organizational Cultures, 3 quarter hours

Music Education Requirements
MUE 581 Introduction to Research in Music Education, 5 quarter hours
MUE 584 Master of Arts in Teaching Seminar in Music Education, 3 quarter hours

Note: Upon admission to the program students must consult with a music advisor to design an appropriate program, including the sequence of courses they will take, and, in the case of M.A.T. students, to discuss subject area electives.
ADMISSION REQUIREMENTS FOR PRESERVICE PROGRAMS

Elementary Teaching Programs

The elementary preservice programs are designed to attract students with a strong liberal arts background and experience working with children. Candidates are expected to demonstrate strength in the areas listed below. Strength may be demonstrated by academic records; test performance; honors or awards received; evidence of successful teaching, coaching, or volunteer experience, or of distinctive performance; or presentation of a portfolio.

1. One or more areas relevant to the elementary school curriculum, whether demonstrated through academic coursework, life experience, or a combination of the two. For example, an applicant with a strong college science background may have shared his or her artistic talent with young children.

2. Strength in the liberal arts in each of the following four areas:
   - Fine arts, including music.
   - Humanities, including evidence of writing skill.
   - Natural sciences and mathematics, including evidence of strength in mathematical reasoning and computational skill. In the absence of a strong math background, applicants must complete a yearlong sequence of mathematics for elementary teachers at an institution offering such a sequence.
   - Social sciences, including history.

Applicants who do not demonstrate strength in one of these areas but otherwise qualify for admission may be admitted to the program on condition that they take additional courses in the area of need. Electives offered during summer and winter terms may be chosen to satisfy this requirement.

3. Knowledge of health, safety, and physical education.

Note: Certification programs may require coursework in music, health, or physical education.

Secondary Teaching Programs

Applicants to the secondary preservice programs are expected to have a strong liberal arts background and specific strength in the subject field they plan to teach. Strength may be demonstrated by academic records, test performance (e.g., the CBEST and the specialty area test of the NTE), honors or awards received, evidence of successful teaching or coaching experience or of distinctive performance, or presentation of a portfolio.

APPLICATION PROCEDURES FOR PRESERVICE PROGRAMS

1. Applicants to the elementary and secondary preservice programs are expected to have a baccalaureate degree, a minimum cumulative grade point average of 2.75, and a strong background in the areas they plan to teach. Two official transcripts from each college attended at the undergraduate or graduate level must be submitted as part of the application.

2. All applicants should request testing information and register to take the National Teacher Examination (NTE) at the earliest possible time. The examination may be taken again if the applicant does not pass the first time.

Elementary Teaching Applicants

Passing scores on the NTE Communications Skills Test and the NTE General Knowledge Test are required for full admission to the elementary preservice programs and to student teaching or intern teaching.

Secondary Teaching Applicants

A passing score on the Specialty Area Test of the NTE in the subject area the applicant plans to teach is required for full admission to the secondary preservice program and to student teaching or intern teaching. Current passing scores for each specialty area are listed in the application materials for this program.

Note: Neither the Graduate Record Examination nor the Miller Analogies Test is required for admission to graduate preservice programs.

3. All Oregon applicants for graduate preservice programs must submit a transcript with passing scores from the California Basic Educational Skills Test (CBEST) to qualify for full acceptance into the programs. Out-of-state applicants may substitute passing scores on the NTE Communications Skills and General Knowledge tests for the CBEST.

4. A completed Application for Graduate Study in Education: Preservice Programs must be received by January 15. Admission after this date is on a space-available basis. Submit applications to the Program Secretary, Teacher Education Program, Campus Box 14, Lewis & Clark College, Portland, Oregon 97219.

5. A $55 nonrefundable application fee payable to Lewis & Clark College must accompany the application.

6. Applicants must request three letters of recommendation, at least one of which attests to the quality of the applicant's work with youth, whether in a formal employment or voluntary role. Letters of recommendation should also address academic and teaching potential.

7. Candidates seeking financial aid should request a graduate financial aid application packet from the consultant for graduate students in the Financial Aid Office.

8. All requests for course credits to be transferred from other institutions or for specific course requirements to be waived must be made in writing at the time of application with the consultation of a faculty advisor in the appropriate subject field.

9. Admission to the M.A.T. intern program is a two-step process. The first step is admission to the program by the Program Faculty and Graduate Admissions Committee; the second is acceptance by a school district for an internship. Internship applications are due to the Teacher Education Office by January 15. Some school districts require a personal interview. Interns seeking a paid internship must complete a Financial Aid Form.
APPLICATION DEADLINES FOR PRESERVICE PROGRAMS
Applications due for intern and full-time elementary programs:
January 15
Applications accepted on space-available basis until:
April 1
Applications reviewed for all other applicants:
Monthly (submission by April 1 recommended)
Notification of admission decision for January 15 applicants:
March 1
Orientation for new full-time M.A.T. students:
June 17

Individuals who apply after January 15 should consult the coordinator of the program to which they are applying to plan a schedule for completing their prospective program.

INSERVICE MASTER OF ARTS IN TEACHING PROGRAMS
Inservice M.A.T. programs at Lewis & Clark are for elementary and secondary teachers wishing to extend and integrate their intellectual, personal, and professional development. When appropriate, teachers may also acquire Oregon Standard Teaching Certification. The program's curriculum continues the tradition of the degree by requiring approximately equal numbers of liberal arts and professional education courses.

The elementary program focuses on coursework and experience appropriate for the teacher of the self-contained classroom, grades K-9, and offers opportunity for study in a variety of subject areas.

The secondary program is designed to develop exceptional competence in teaching one of several academic disciplines, grades 5-12. Standard subject matter endorsement areas available to secondary program students are: English language arts, foreign languages, science (biology, chemistry, or physics), and social studies. In addition, K-12 endorsements are offered in art, music, and speech.

A student may wish to complete a second basic subject matter endorsement as part of the M.A.T. Program instead of a standard subject matter endorsement. Basic endorsement programs are offered in art, English language arts, foreign languages, mathematics, music, reading, science (biology, chemistry, or physics), social studies, and speech.

Lewis & Clark's varied inservice options in teacher education are detailed below. Students who seek additional information are encouraged to consult a Lewis & Clark faculty advisor in the Teacher Education Program.

MASTER OF ARTS IN TEACHING AND OREGON STANDARD ELEMENTARY CERTIFICATION (K-9)
Students in this program complete a mix of required education, liberal arts, and elective courses to earn the degree. The program satisfies Oregon requirements for a Standard Elementary Teaching Certificate. Students who have already completed graduate education coursework with essentially the same content as that of any required course may substitute education electives with the consent of their advisors. Students choose other education electives and subject matter courses to meet professional and intellectual needs.

Programs of study are planned in consultation with a graduate education advisor.

Degree Requirements
A minimum of 55 quarter hours, distributed as follows.

Professional Course Requirements
ED 500 Researching Teaching Goals and Strategies, 3 quarter hours
ED 501 Evaluating the Outcomes of Teaching, 3 quarter hours
ED 503 Student Development and Learning (or other course in the psychology of learning), 3 quarter hours
ED 504 Individuals in the Classroom, 3 quarter hours
ED 505 Teaching and Learning in Elementary Schools, 4 quarter hours
ED 506 Practicum in Elementary Teaching, 3 quarter hours
ED 509 M.A.T. Seminar, 3 quarter hours
ED 511 Education and Society: Continuities and Discontinuities, 3 quarter hours

Liberal Arts Course Requirements
A minimum of 20 quarter hours chosen jointly by the advisor and student. These courses have liberal arts prefixes and may apply to added certification endorsements.

Graduate Core Requirements
A minimum of 7 quarter hours.

Electives
A minimum of 3 quarter hours, chosen from education or liberal arts offerings.

MASTER OF ARTS IN TEACHING AND OREGON STANDARD SECONDARY CERTIFICATION (5-12)
Students in this program complete education, liberal arts, and elective courses. The program satisfies Oregon requirements for a Standard Secondary Teaching Certificate.

Students who have already completed graduate education coursework with essentially the same content as that of any required course may substitute education electives with the consent of their advisors. Students choose other education electives and liberal arts courses to meet professional and intellectual needs. Each student develops an individual program in consultation with a faculty advisor.

Degree Requirements
A minimum of 55 quarter hours, distributed as follows.

Professional Course Requirements
ED 500 Researching Teaching Goals and Strategies, 3 quarter hours
ED 501 Evaluating the Outcomes of Teaching, 3 quarter hours
ED 503 Student Development and Learning (or other course in the psychology of learning), 3 quarter hours
ED 504 Individuals in the Classroom, 3 quarter hours
ED 503 Student Development and Learning (or other course in psychology of learning), 3 quarter hours
ED 504 Individuals in the Classroom, 3 quarter hours
ED 507 Teaching and Learning in Secondary Schools, 4 quarter hours
ED 508 Practicum in Secondary Teaching, 3 quarter hours
ED 509 M.A.T. Seminar, 3 quarter hours
ED 511 Education and Society: Continuities and Discontinuities, 3 quarter hours
Liberal Arts Course Requirements
A minimum of 20 quarter hours of graduate study in a subject field.
LA, SCI, or SS 501 (for students in these subject fields), 3 quarter hours
Electives from liberal arts disciplines.
The subject field may be one in which the student already holds a basic endorsement or a new field in which the candidate seeks a basic endorsement.
Lewis & Clark can recommend candidates for basic endorsement in art, drama, English language arts, foreign languages, mathematics, music, sciences (biology, chemistry, or physics), social studies, and speech/communications.
Graduate Core Requirements
A minimum of 7 quarter hours.
Electives
A minimum of 3 quarter hours, chosen from education or liberal arts offerings.

MASTER OF ARTS IN TEACHING: LIBERAL STUDIES
This degree is for educators who seek advanced study in the liberal arts and in teaching but do not seek standard elementary or secondary Oregon certification. Elementary teachers and teachers in other states, community colleges, independent and parochial schools, or informal learning centers often choose this degree. It provides flexibility and allows degree candidates to identify their individual learning needs and select appropriate courses in education and the liberal arts.
Students design an individual course of study in consultation with a faculty member in the M.A.T. Program. The M.A.T. Liberal Studies degree may include special endorsements or endorsements in areas such as educational administration or reading (the Language and Literacy Program).
The program includes professional education and subject matter courses chosen in consultation with a faculty advisor.

Degree Requirements
A minimum of 54 quarter hours, distributed as follows.

Professional Course Requirements
ED 500 Researching Teaching Goals and Strategies, 3 quarter hours
ED 509 M.A.T. Seminar, 3 quarter hours
A minimum of 18 quarter hours selected from the 501-599 sequence of courses.
Note: ED 505 and 506 or 507 and 508 are required of regular classroom teachers. Some educational administration credits may be applied to these course requirements.

Subject Matter Requirements
A minimum of 23 quarter hours in courses in the liberal arts appropriate to individual needs, as agreed in consultation with a faculty advisor.

Graduate Core Requirements
A minimum of 7 quarter hours.

MASTER OF ARTS IN TEACHING: MUSIC
The Lewis & Clark graduate program in music leads to the M.A.T. degree and certification for the teaching professional. Programs are designed with a high degree of individuality and seek to achieve a balance between musical, philosophical, and practical growth.
The curriculum includes a full range of courses in musicianship, performance, pedagogy, theory, research, and methodology.
Full-time and summer-session students come to study with specific members of the distinguished faculty, each a recognized expert in one or several fields.

Resources for Nondegree Students and Special Programs
The graduate program in music encourages studies by music professionals who wish to improve their skills but may not wish to enroll in a formal degree program. Enrollment requires the program director’s approval for graduate-level courses. Open-enrollment courses and institutes are available to all interested students.
The second half of the summer term is traditionally devoted to institutes and workshops serving the music professional. Past offerings have included Orff and Kodaly workshops, choral symposia, jazz study with George Shearing, electronic music, music therapy, and summer instrumental workshops.

Degree Program
This program gives the candidate extended knowledge, understanding, and skills that contribute to professional effectiveness as a teacher-musician in elementary and secondary schools. The master of arts in teaching music fulfills all requirements for Oregon standard certification, K-12.

Admission
1. A bachelor of music education or equivalent degree with music as a major.
2. Teaching experience or evidence of demonstrated aptitude.
3. Interview with the director of graduate studies in music.
4. Admission to graduate study. See inservice admission requirements.

Degree Requirements
A minimum of 55 quarter hours, distributed as follows.
Note: Although the program listed here is typical, precise degree requirements for each student are determined by the student’s graduate advisor in consultation with the student.
Required Courses
MUE 581 Introduction to Research in Music Education, 5 quarter hours
MUE 582 Historical Developments and Current Trends in Music Education, 5 quarter hours
MUE 584 Seminar in Music Education, 3 quarter hours
MUE 585 Music Teaching Practicum, 3 quarter hours
ED 501 Evaluating the Outcomes of Teaching, 3 quarter hours
ED 503 Student Development and Learning (or other course in the psychology of learning), 3 quarter hours
ED 504 Individuals in the Classroom, 3 quarter hours
Subject Matter (Professional Music) Requirements
A minimum of 20 quarter hours, selected from graduate music courses.
Graduate Core Requirements
A minimum of 7 quarter hours.
Electives
A minimum of 3 quarter hours.

INSERVICE CERTIFICATION AND ENDORSEMENT PROGRAMS
Three postbaccalaureate programs are available to practicing teachers who wish to obtain teaching certificates or subject matter endorsements but not advanced academic degrees.
1. The Basic Subject Matter Endorsement Program is for elementary and secondary teachers who already hold an Oregon Basic Teaching Certificate and who wish only to obtain an additional basic subject matter endorsement. Programs leading to basic subject matter endorsements are offered in art, biology, chemistry, drama, foreign language, English language arts, social studies, mathematics, music, physics, reading, social studies, and speech/communications. Interested teachers may request more information and the Application for Graduate Study in Education: Inservice Programs from the Teacher Education Office.

Oregon teachers may add endorsements in many subject areas by passing the specialty area examination of the National Teacher Examination and submitting transcripts of the passing score directly to the Teacher Standards and Practices Commission. Interested candidates may request NTE information and the registration bulletin from the Teacher Education Office.
2. The Language and Literacy (Basic Reading Endorsement) Program is offered as a separate program or in conjunction with basic and standard teacher certification. The Language and Literacy Program builds on the belief that language, in all its richness of form and function, is the foundation from which effective literacy evolves. Interested teachers may request the Application for Graduate Study in Education: Inservice Programs and a brochure about the Language and Literacy Program from the Teacher Education Office. An appointment with the coordinating program is recommended.
3. The Standard Teaching Certificate Program is for elementary and secondary teachers wishing to obtain an Oregon Standard Teaching Certificate but not an advanced degree. Interested teachers may request information and the Application for Graduate Study in Education: Inservice Programs.

Program Requirements: Elementary or Secondary Standard Certification
A minimum of 45 quarter hours, distributed as follows.
Professional Course Requirements
ED 500 Researching Teaching Goals and Strategies, 3 quarter hours
ED 501 Evaluating the Outcomes of Teaching, 3 quarter hours
ED 504 Individuals in the Classroom, 3 quarter hours

Elementary Certification Courses
ED 505 Teaching and Learning in Elementary Schools, 4 quarter hours
ED 506 Practicum in Elementary Teaching, 3 quarter hours
Secondary Certification Courses
ED 507 Teaching and Learning in Secondary Schools, 4 quarter hours
ED 508 Practicum in Secondary Teaching, 3 quarter hours

Liberal Arts Course Requirements
A minimum of 20 quarter hours selected from liberal arts courses.
Electives
A minimum of 6 quarter hours, at least 3 of which are in education.

ADMISSION REQUIREMENTS FOR INSERVICE PROGRAMS
Applicants to any of the inservice programs should complete the Application for Graduate Study in Education: Inservice Programs. Application standards and procedures are identical for all of these programs. Once admitted to graduate study in education at Lewis & Clark, students have up to five years to complete the certification and/or master's degree requirements. Candidates for any certificate or endorsement programs at Lewis & Clark College must complete a minimum of nine quarter hours at Lewis & Clark. On the recommendation of a faculty advisor, an individual may petition to waive this requirement.

APPLICATION PROCEDURES FOR INSERVICE PROGRAMS
1. Applicants to the inservice programs are expected to have a baccalaureate degree, a minimum cumulative grade point average of 2.75, and specific strength in the subject areas in which they teach. Applicants must submit two official transcripts from each institution they have attended as an undergraduate or graduate student.
2. Applicants should complete the Application for Graduate Study in Education: Inservice Programs and send it with a nonrefundable application fee of $35 to the Program Secretary, Teacher Education Program, Campus Box 14, Lewis & Clark College, Portland, Oregon 97219.
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3. Three letters of recommendation are required. Forms for these letters are attached to the application. Letters should attest to the applicant's teaching performance and potential academic performance in an advanced certificate or degree program.

4. Applicants to any of the inservice programs must arrange to take the Miller Analogies Test or the Graduate Record Examination. Scores submitted should be no older than five years. The Miller Analogies Test is given by appointment at the Student Counseling Center at Lewis & Clark College and Portland State University. The Graduate Record Examination is given four times yearly. Inservice applicants holding a master's or other advanced degree may waive the test requirement.

5. Applicants who plan to attend half time or more and who seek financial aid should contact the assistant director for graduate financial aid in the Financial Aid Office and ask for a current FAF form and information about the availability of loans and scholarship assistance.

APPLICATION DEADLINES FOR INSERVICE PROGRAMS

Applicants for inservice certification and M.A.T. degree programs are reviewed each month. Applicants are encouraged to keep in touch with the Teacher Education Office regarding the completion of their application.

SPECIAL STUDENT STATUS

Applicants who have been unable to supply complete admission information before the opening of a term may take up to 12 quarter hours of study as a Special Student.

Individuals who wish to take coursework for personal or professional development but are not applying to a degree or certification program are not subject to the 12-quarter-hour maximum.

ADVANCEMENT TO DEGREE CANDIDACY

After no more than 15 quarter hours, each student's work is evaluated by the program director to determine whether the student is allowed to advance to candidacy for the chosen degree. The candidacy advancement application procedure provides an opportunity for the student's advisor to review progress and determine if the student is moving satisfactorily toward completion of degree requirements. Graduate programs in teacher education are governed by the policies and procedures described in this catalog. All degree or certification candidates are expected to be familiar with those policies.

Students are expected to file the application for degree candidacy two terms prior to the term they plan to graduate. Students who plan to complete their degree program in the summer may participate in the college commencement in early June of that summer. Students completing degree requirements in December or March may participate in commencement the following June. In either case, degree candidates must file for their degree and notify the Teacher Education Program secretary of their intention to participate in commencement by the published deadlines.

ACADEMIC ADVISING

Each accepted degree student is assigned to an academic advisor from among the full-time teacher education faculty to assist in planning a program of study. Faculty advisors in the Teacher Education Program are prepared to answer questions about specific programs in teacher education and about teaching as a career. Interested individuals should call the program office to schedule an advising appointment or to request information about monthly information sessions held with program faculty. It is the responsibility of each student to develop an approved course of study with his or her advisor, to stay informed about registration and course schedule changes, and to obtain approval for any change from the appropriate program. The course of study approved for each of the preservice programs is available in the Teacher Education Office or at the time that applicants meet with faculty advisors in their field of interest.

To accommodate the work schedule of most students, program advisors are available on request for late afternoon appointments Monday through Thursday.

FINANCIAL AID

The college participates in the Perkins Loan Program (formerly the National Direct Student Loan Program) and the Stafford Student Loan Program (formerly the Guaranteed Student Loan Program). Students must be enrolled in a degree program to be eligible for loan assistance. Applicants should note that the deadline for application to the Perkins Loan Program is in mid-February. For further information about these programs, consult the Financial Aid Office.

In addition to loans, a limited number of intern stipends may be available on a competitive basis. Scholarships for certification or M.A.T. students in science may be available on a competitive basis.

OFFICES AND HOURS

Located in Albany Quadrangle, the Teacher Education Office is open from 8:30 a.m. to noon and 1 to 5 p.m., Monday through Friday. Offices are not open on holidays, Saturdays, or Sundays.

CERTIFICATION

Students seeking Oregon certification who successfully complete any of the preservice certification program options receive institutional recommendation to the Teacher Standards and Practices Commission (TSPC) for the Basic Teaching Certificate. Students seeking Oregon certification who successfully complete the Inservice M.A.T. Program receive institu-
TIONAL RECOMMENDATION TO THE TSPC FOR THE STANDARD CERTIFICATE. STUDENTS SHOULD NOTE THAT THEY MUST INDIVIDUALLY APPLY TO THE TSPC BY SUBMITTING A COMPLETED C-2 FORM TO THE DIRECTOR OF TEACHER PLACEMENT. THE TEACHER PLACEMENT OFFICE IS LOCATED IN ALBANY QUADRANGLE.

WASHINGTON TEACHERS WHO NEED A FIFTH-YEAR CERTIFICATE MUST SUBMIT THEIR LEWIS & CLARK PLANNED PROGRAM OF STUDY TO THE WASHINGTON STATE DEPARTMENT OF PUBLIC INSTRUCTION IN OLYMPIA OR, IF THEY RECEIVED THE BACHELOR'S DEGREE FROM A WASHINGTON COLLEGE OR UNIVERSITY, TO THE EDUCATION PROGRAM FROM WHICH THEY GRADUATED.

CORE CURRICULUM

Each of the master's degree programs at Lewis & Clark includes coursework in an interdisciplinary core curriculum that engages students and faculty in the exploration of ethical, intellectual, cultural, and personal challenges that face all professionals. This curriculum incorporates the institution's commitment to intercultural and international understanding; to a balanced exploration of the contributions of women and men from diverse traditions; and to reflection on the ethical dimensions of living in a complex, interdependent world.

FACULTY

The Teacher Education Program faculty is composed of individuals who believe that a combination of liberal arts courses and education classes develops the strongest teachers and educators. All of the full-time faculty have doctoral degrees, as do many of the adjunct faculty. Individuals are selected for their teaching abilities as well as for their scholarship. Special care has been taken to see that "teachers who teach teachers" are among the very best.

CURRICULUM

Note: Some of the courses listed below may not be offered during the current academic year. Current course offerings are presented in the graduate school's Registration Announcements bulletin.

ART

ART 501
INTRODUCTION TO ASIAN ART
The aesthetic principles of East Asian art in the context of stylistic and historic development. Study concentrates on aspects of religious and cultural beliefs that figure significantly in the art of India, China, and Japan.
Prerequisite: None
Credit: 5 quarter hours

ART 515
DRAWING
Advanced drawing techniques and concepts. This is a studio class in which experimental tools and composition are stressed.
Prerequisite: None
Credit: 5 quarter hours

ART 516
CERAMICS
Individually planned. Emphasis can be advanced glazing study and experimentation, firing techniques, study of form and design, and a historical and contemporary study of ceramics.
Prerequisite: None
Credit: 5 quarter hours

ART 520
PHOTOGRAPHY: ADVANCED
The interrelation of subject matter, concept, and technique. Students are encouraged to experiment with a variety of aesthetic and technical considerations, including various camera formats, scale, sequence, color or alternative processes, and portfolio presentation.
Prerequisite: None
Credit: 5 quarter hours

ART 534
PRINTMAKING: SILK SCREEN
Crayon-tusche and glue, paper, photo stencils, and other techniques. Emphasis is on multi-color and larger-scale prints.
Prerequisite: None
Credit: 5 quarter hours

ED 501
EVALUATING THE OUTCOMES OF TEACHING
The principles of test construction and the role of evaluation in the educational process. Students construct classroom tests and less traditional assessment tools for student and program evaluation. They learn to choose the education format that best matches their purpose for testing and instruction, use standardized tests, and interpret test scores. The course covers current issues in testing, limitations and strength of testing, and the correct use of tests and test scores. Also listed as EDAD 505.
Prerequisite: None
Credit: 3 quarter hours

ED 502
THE PERSONAL AND SOCIAL DIMENSIONS OF TEACHING
An opportunity for individual reflection about one's role as a teacher. Topics include reasons for choosing teaching as a profession, criteria for quality teaching, the relationships between a philosophy of education and
approaches to classroom instruction, and the societal and institutional contexts of teaching.  
Prerequisite: None  
Credit: 3 quarter hours

ED 503  
STUDENT DEVELOPMENT AND LEARNING  
The range of human development, both normal and exceptional, across the developmental domains of cognition, motor development, social and emotional development, and language. Focus includes areas of exceptionality and the problems of definition and labeling, legislation and litigation, and education services for children.  
Prerequisite: ED 501 or consent of instructor  
Credit: 3 quarter hours

ED 504  
INDIVIDUALS IN THE CLASSROOM: FOCUS ON STUDENTS AT RISK  
The most effective practices for working with at-risk students in the areas of classroom management, instruction, social and study skill development, behavior change, and schoolwide management. Students review current research and develop individual and school programs for assisting at-risk students.  
Prerequisites: ED 501 and 503 recommended  
Credit: 3 quarter hours

ED 505  
TEACHING AND LEARNING IN THE ELEMENTARY SCHOOLS  
Evaluating teaching and making desirable changes based on an increased understanding of instructional models appropriate to students. Instruction is evaluated through observation, case studies, and videotaping of teaching.  
Prerequisite: ED 500-504 highly recommended  
Credit: 4 quarter hours

ED 507  
TEACHING AND LEARNING IN THE SECONDARY SCHOOL  
Evaluating teaching and making desirable changes based on an increased understanding of instructional models appropriate to students and educational goals. Instruction is evaluated through observation, case studies, and videotaping of teaching. The course includes methodologies of reading and writing instruction in various content areas.  
Prerequisite: ED 500-504 highly recommended  
Credit: 4 quarter hours

ED 508  
ADVANCED PRACTICUM IN TEACHING (SECONDARY)  
Implementation of the models of teaching studies in ED 507. Students use their own classes or work in an arranged placement. Each student videotapes sessions in which a specific model is employed. Segments of tapes are viewed and evaluated during class sessions.  
Prerequisite: ED 507  
Credit: 3 quarter hours

ED 509  
M.A.T. SEMINAR  
The culmination of the M.A.T. Inservice Program. Students have the opportunity to integrate what they have learned throughout the program. In consultation with the instructor, students design a project that defines and answers a question related to their teaching or intellectual and professional development.  
Prerequisite: To be taken at end of M.A.T. program  
Credit: 3 quarter hours

ED 511  
EDUCATION AND SOCIETY: CONTINUITIES AND DISCONTINUITIES  
A critical macroanalysis of the dialectical relationship between education and our society. Themes examined include: reproduction and resistance; stability and change; excellence and equity; private and public interests; realism and idealism; ethics and pragmatism; teacher empowerment; reform and transformation; race, class, and gender in education; critical pedagogy; and the school as panacea and contested terrain. Required for the Inservice M.A.T. Program.  
Prerequisite: None  
Credit: 3 quarter hours

ED 514  
STUDENT TEACHING/INTERNSHIP PRACTICUM (ELEMENTARY)  
Student teaching or intensive intern teaching experience. Each student teacher or intern assumes full-time teaching responsibility under the supervision of a cooperating teacher or mentor and a college faculty supervisor. This experience builds on the student teaching or intern teaching begun during the previous term. Includes scheduled seminars.  
Student teaching/intern placement fee: $50  
Prerequisite: Enrollment in the Preservice Elementary Program and acceptance into student teaching or intern teaching.  
Credit: 15 quarter hours

ED 515  
MATH FOR EARLY CHILDHOOD  
Creating, organizing, and planning an activity-centered, goal-directed math program that allows children to experience math at the concrete, transitional, and symbolic levels. Based on the text Mathematics Their Way, by Mary Baratta-Lorton, and what is currently known about how children learn mathematics, the course addresses both the philosophy and practice of teaching mathematics to young children.  
Prerequisite: None  
Credit: 3 quarter hours
ED 522
TEACHING WRITING TO ADOLESCENTS
The writing process as it relates to thinking and learning in adolescence. The course includes composition practice, writing from literature, poetry, personal writing, the essay, use of response groups, and conferencing. Also listed as LA 523.
Prerequisite: None
Credit: 3 quarter hours

ED 529
LANGUAGE ACQUISITION AND DEVELOPMENT
Same as LA 500.

ED 530
FOUNDATIONS OF LITERACY
The developmental nature of literacy learning, with emphasis on the vital role of language and the interrelatedness and interdependence of listening, speaking, reading, and writing as language process. The course describes the holistic perspective in literacy learning.
Prerequisite: None
Credit: 3 quarter hours

ED 531
DEVELOPING READING SUCCESS
The nature of readers termed “at risk,” and of the programs that serve them. The course examines the factors that contribute to reading difficulty as well as important issues regarding standardized testing, observational diagnosis, readability formulas, and the effectiveness of published programs for at-risk students. Participants evaluate traditional methods of assessing and working with these students and explore more holistic methods of instruction. Visitation allow students to observe, compare, and discuss the effectiveness of classroom programs currently operating in the public schools.
Prerequisite: None
Credit: 3 quarter hours

ED 532
ASSESSING READING STRATEGIES: PRACTICUM
Diagnosis of reading problems, the causes and correlates of reading difficulties, assessment procedures in reading, and strategies to facilitate readers’ improvement. The course is a combined seminar and practicum for the classroom teacher or reading specialist with a language orientation. Each student assesses a reader, develops a profile of personal strategies, and designs and implements an instructional plan to help the reader develop effective, efficient reading strategies.
Prerequisite: None
Credit: 5 quarter hours

ED 533
INNOVATIONS IN READING, K-12
Organizing, managing, and evaluating both classroom and schoolwide K-12 reading programs. Students examine the textbook adoption process, take part in the development and use of a tool for evaluating reading texts, assess components of reading and writing programs, and learn to integrate reading and writing processes throughout the school grades. The course is designed to be taken at the end of the Language and Literacy Program. Also listed as LA 502.
Prerequisites: Foundational courses in language and literacy
Credit: 3 quarter hours

ED 534
A THEORETICAL APPROACH TO READING COMPREHENSION
In-depth exploration of current models and trends in reading comprehension and its cognitive and linguistic components. Students read widely from journals, examine their personal reading processes, and do theoretical and practical projects to further their understanding. Also listed as LA 534.
Prerequisite: None
Credit: 3 quarter hours

ED 535
CULTURAL JOURNALISM: AN INQUIRY INTO THE FOXXFIRE TEACHING PROCESS
Same as LA 535.

ED 542
RACISM AND THE LAW
Same as SS 542.

ED 543
LAW AND PUBLIC EDUCATION
Law as it affects school boards, administrators, teachers, and students. Cases, lectures, and discussions concentrate on the legal rights and responsibilities of all attending or employed by the public schools. The course meets the Teacher Standards and Practices Commission requirement of demonstrating knowledge of Title VI, Title IX, and federal and state laws prohibiting discrimination. Also listed as EDAD 543.
Prerequisite: None
Credit: 4 quarter hours

ED 544
PRACTICUM
Credit: 1-5 quarter hours

ED 545
THE PSYCHOLOGY OF EXCEPTIONAL CHILDREN
Major categories of exceptionalities found in public schools. These include students who are emotionally handicapped, behaviorally disordered, learning disabled, gifted, mentally retarded, hearing impaired, visually impaired, or health impaired; non-English-speaking students; and students with communication disorders. The course examines the methods specialists employ to identify and evaluate exceptional children and the resources available for helping them function effectively.
Prerequisite: COREG 501 recommended
Credit: 4 quarter hours

ED 547
RACE, CULTURE, AND POWER
Same as SS 547.
**TEACHER EDUCATION**

**ED 550**  
SOCIAL, HISTORICAL, AND ETHICAL PERSPECTIVES ON EDUCATION  
A comprehensive and critical analysis of the American sociocultural system and of education as a central institution. Students examine the school as an organization and as a means of cultural transmission, as well as the interdependence between the educational system and the sociocultural milieu in which it operates. Students critically examine personal and social values and educational practices in the context of sociocultural forces that influence them.  
Prerequisite: None  
Credit: 5 quarter hours

**ED 551**  
LITERACY, CULTURE, AND LEARNING  
Reading and writing across the curriculum from a developmental perspective and a whole-language orientation. The course examines problems in writing and reading, peer teaching, and media competency using qualitative methods for understanding the learning environment and the meaning-making systems of students. Participants conduct and observe interviews and apply ethnographic methods and observation systems. Participants work with a secondary student to diagnose his or her meaning-making strategies and help improve literacy skills.  
Prerequisite: Enrollment in Preservice Secondary Program  
Credit: 4 quarter hours

**ED 552**  
adolescent physiological, psychological, cognitive, social, and moral development. Students also develop an understanding of how social, cultural, and institutional factors influence adolescent development.  
Prerequisite: None  
Credit: 5 quarter hours

**ED 553**  
CLASSROOM INSTRUCTION AND LEARNING I  
Integration of previous courses with students' emerging ideas of themselves as teachers. The course enables preservice teachers to develop a student-centered philosophy of teaching; learn teaching methodologies and materials compatible with that philosophy and appropriate to particular groups of students; and develop a rationale and methodology for integrating reading, writing, and visual literacy into the curriculum. Students observe and engage in collaborative teaching with an excellent secondary school teacher.  
Prerequisite: Enrollment in the Preservice Secondary Program  
Credit: 2 quarter hours

**ED 554**  
CLASSROOM INSTRUCTION AND LEARNING II  
In-depth study for M.A.T. interns in teaching methodologies relevant to their subject matter and students. Interns apply this knowledge in a full quarter of both independent and collaborative teaching. They assist students in developing reading and writing skills as well as visual literacy. Teaching is analyzed through observation and videotaping to refine methods and curricular approaches.  
Student teaching/intern placement fee: $50  
Prerequisite: Enrollment in the Preservice Secondary Program  
Credit: 12 quarter hours

**ED 555**  
EXPERIENCE AND MEANING  
Information and ideas derived from the previous 12 months of the program are synthesized and examined in the light of educational research. Students review their learning in the schools and in their education and content courses as they develop seminar papers that integrate and critique this learning. The course returns to some of the issues studied the previous summer—including equity, school finance, educational politics, teacher organizations, and professionalism—and reexamines them with the perspective of experience in M.A.T. courses and in the schools.  
Prerequisite: Enrollment in Preservice Program  
Credit: 2 quarter hours

**ED 561**  
CHILD DEVELOPMENT, LEARNING, AND EXCEPTIONALITY  
Discussion, critique, and applications of theories of child development and the psychology of teaching and learning. The course enables prospective teachers to integrate field experience, psychological research, and perspectives from other disciplines in examining children's psychological, cognitive, social, and moral development. Topics include intelligence, creativity, motivation, cognitive styles, measurement and evaluation, and how social, cultural, and institutional factors influence child development and learning. School and classroom practices in response to exceptional needs of children are explored.  
Prerequisite: None  
Credit: 5 quarter hours

**ED 562**  
ELEMENTARY SCHOOL MATHEMATICS  
Review of mathematical concepts, geometry, rational numbers, ratio, and percent; measurement; problem solving; teacher-made and commercial diagnostic tests; perspective teaching; scope and sequence of whole number operations; enrichment and supportive materials.  
Prerequisite: None  
Credit: 4 quarter hours
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisite</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 563</td>
<td>Classroom Management</td>
<td>Placing classroom management in perspective, understanding students’ personal and academic needs, creating positive teacher-student and peer relationships, creating classroom rules and procedures, teaching methods that prevent discipline problems, problem solving, behavioristic interventions, and working with parents. Also listed as TTD 586.</td>
<td>None</td>
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</tr>
<tr>
<td>ED 565</td>
<td>Reading I: Literacy Development, K-8</td>
<td>The nature of literacy processes and children’s language and literacy development from preschool through the middle grades. The course focuses on theoretical foundations of literacy, early reading and writing behavior, and basic knowledge and instructional practice relating to work recognition skills and comprehension processes. The course introduces students to a range of instructional approaches and materials to promote literacy learning. The concept of media literacy is also introduced.</td>
<td>None</td>
<td>3</td>
</tr>
<tr>
<td>ED 566</td>
<td>Reading II: Literacy Development, K-8</td>
<td>Current research and theory related to instructional practices in literacy development. Students learn a variety of instructional strategies to promote work recognition and comprehension and to connect reading and writing instruction. Focus on classroom organization and program implementation includes greater attention to diagnosis and assessment of individual needs, instructional materials to meet specific goals, and practice implementing lessons in a classroom setting.</td>
<td>None</td>
<td>3</td>
</tr>
<tr>
<td>ED 567</td>
<td>Language Arts and Literature, K-8</td>
<td>Listening, speaking, writing, usage, grammar, creative and expository writing, punctuation, spelling, handwriting, and biases in writing topics. A section on child and adolescent literature includes a survey of books, illustrators, authors, magazines, and motivation techniques.</td>
<td>None</td>
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</tr>
<tr>
<td>ED 568</td>
<td>Art for Educators</td>
<td>Introduction to art education theory and practice for the elementary classroom teacher. Students participate in art lessons that integrate art history, art criticism, aesthetics, and studio art. They examine and use curriculum materials, develop plans for instruction, and model art instruction.</td>
<td>None</td>
<td>3</td>
</tr>
<tr>
<td>ED 569</td>
<td>Advanced Teaching Strategies for the Whole Language Classroom</td>
<td>A whole-language approach to teaching. Participants look closely at integrating reading and writing across the curriculum. The course focuses on extending and refining conferencing skills in both the reading and writing processes, using a theme approach to teaching; and successful strategies for implementation, management, and evaluation. Also listed as LA 570.</td>
<td>None</td>
<td>3</td>
</tr>
<tr>
<td>ED 570</td>
<td>Seminar in Moral Development, Ethics, and Education</td>
<td>Exploration of a variety of problems and ways of knowing about the moral and ethical realm, particularly as they relate to educational thought and practice. Issues include whether morality is a social or an individual phenomenon, the relationship between moral reasoning and behavior, ethical theories, emotivism, relativism, universalism, and indoctrination. Morality as justice and as care, including gender issues, is a central focus of the course. Narratives of fiction and autobiography from individuals of different backgrounds and case studies will be the key modes of inquiry. Also listed as LA 575 and SS 575.</td>
<td>None</td>
<td>3</td>
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<tr>
<td>ED 575</td>
<td>Health and Independent Study</td>
<td>Health and Physical Education</td>
<td>None</td>
<td>3</td>
</tr>
<tr>
<td>HPE 500</td>
<td>Physiology of Exercise</td>
<td>Movement and muscles, impact of growth and development, cardiovascular system, diet and exercise, neuromuscular considerations, modalities and rehabilitation, and women and exercise. The course considers the role of exercise in programs designed to improve youth and adult fitness.</td>
<td>None</td>
<td>3</td>
</tr>
</tbody>
</table>
HPE 508
SOCIOLOGY OF SPORT
Sport as a social activity worthy of serious study. As a microcosm of the larger society, sport offers a challenging field to discuss and test sociological theories. Students discuss how sport reflects, reinforces, or contradicts commonly accepted values, beliefs, and ideologies of American society.
Prerequisite: None
Credit: 3 quarter hours

HPE 509
PSYCHOLOGY OF COACHING
Athletes' personalities and the value orientation of today's youth as it applies to athletics. The course covers coaching philosophies that bring about greater communication, motivation, and individual attention.
Prerequisite: None
Credit: 3 quarter hours

HPE 510
ADAPTIVE PHYSICAL EDUCATION
Theoretical information and practical experience in working with exceptional children.
Prerequisite: None
Credit: 3 quarter hours

HPE 511
APPLIED KINESIOLOGY
Application of kinesiological principles to physical education and athletics. Topics include force, balance, projectiles, rotations, and efficient basic skills.
Prerequisite: None
Credit: 3 quarter hours

HPE 513
COACHING OF AQUATICS
Principles of program development, offensive and defensive strategies, lead-up activities, drills, training methods, procedures for analysis, and equipment purchasing.
Prerequisite: None
Credit: 3 quarter hours

HPE 514
FITNESS: EVALUATION AND PRESCRIPTION
Techniques and interpretation of results of individual physical fitness programs.
Prerequisite: None
Credit: 3 quarter hours

HPE 515
PROJECT ADVENTURE WORKSHOP
The skills and activities necessary to add an adventure component to an existing physical education, recreation, or recreational counseling program. The course includes activities designed to develop trust, cooperation, and teamwork appropriate for all levels of students. This weekend workshop is based on the nationally recognized Project Adventure Physical Education Program.
Prerequisite: None
Credit: 3 quarter hours

HPE 516
COACHING OF FOOTBALL
Training and technique applied to the developing performer. Drills and progressions for beginners as well as typical problem areas for the advanced performer are covered.
Prerequisite: None
Credit: 3 quarter hours

HPE 517
COACHING OF BASKETBALL
The numerous study areas of basketball. Instruction includes lectures, visiting coaches and trainers, films, and court demonstrations.
Prerequisite: None
Credit: 3 quarter hours

HPE 518
COACHING OF BASEBALL AND SOFTBALL
Training and technique applied to the developing performer. Drills and progressions for beginners as well as typical problem areas for the advanced performer are covered.
Prerequisite: None
Credit: 3 quarter hours

HPE 519
COACHING OF TRACK AND FIELD
Training and technique applied to the developing performer. Drills and progressions for beginners as well as typical problem areas for the advanced performer are covered.
Prerequisite: None
Credit: 3 quarter hours

HPE 520
LIFETIME SPORTS
Sports for people who have left the structure of student life.
Prerequisite: None
Credit: 3 quarter hours

HPE 521
COACHING OF VOLLEYBALL
Volleyball principles on which to build a competitive program. The course considers various strategies and philosophies of team offense and defense.
Prerequisite: None
Credit: 3 quarter hours

HPE 530
MEASUREMENT/EVALUATION IN HEALTH AND PHYSICAL EDUCATION
Techniques and interpretation of results of individual physical fitness programs.
Prerequisite: None
Credit: 3 quarter hours

HPE 540
PERCEPTUAL AND MOTOR LEARNING
Areas of learning that affect the acquisition of motor skills. Discussion covers factors affecting motor learning from infancy to old age, the nature of learning, types and theories, methods in early stages of skill learning, motor learning at advanced skill levels, and the effects of motivation, emotion, and stress.
Prerequisite: None
Credit: 3 quarter hours

HPE 550
SCHOOL HEALTH ORGANIZATION AND ADMINISTRATION
Investigation of contemporary curriculum patterns and theories of organization and administration as they relate to overall health education programs.
Prerequisite: None
Credit: 3 quarter hours

HPE 552
HEALTH EDUCATION SEMINAR
Current issues in health education. Experts in the field provide updated information and activities.
Prerequisite: None
Credit: 3 quarter hours
HPE 554 METHODS OF TEACHING HEALTH EDUCATION
Exploration and evaluation of health education methods, resources, and materials. Hands-on experimentation is emphasized. Topical areas include: strategies for health promotion and disease prevention, emotional health (including strategies for prevention of drug abuse), nutrition, and ethics in health education.
Prerequisite: None
Credit: 3 quarter hours

HPE 560 COMMUNITY HEALTH ORGANIZATION
An investigation of the structure and function of the health care system including the medical delivery system and the health and wellness approaches to community health. The course includes analysis of public, private, and voluntary health agencies.
Prerequisite: None
Credit: 3 quarter hours

HPE 562 COMMUNITY HEALTH PROBLEMS
Community health problems and the agencies that cope with these problems. The course is designed for inservice teachers.
Prerequisite: None
Credit: 3 quarter hours

HPE 565 ENVIRONMENTAL HEALTH
Environmental topics including human ecology, environmental pollution, environmental law, and individual responsibility. Study of consumer health encompasses services and claims of products, investigation into claims, government regulation, and the scope of problems.
Prerequisite: None
Credit: 5 quarter hours

HPE 570 MENTAL HEALTH
The fluid concepts and definitions of mental health, and the mental health of the individual as both defined and affected by sociocultural role expectations, settings, and time periods. The course examines these issues from the perspective of the individual and of the community as a whole.
Prerequisite: None
Credit: 3 quarter hours

HPE 572 HUMAN SEXUALITY
Human sexuality from cultural, psychosocial, and biological perspectives. Students examine their philosophy about the role of sexuality in their lives and in society. The course also covers the content, development, and implementation of a human sexuality curriculum in the public schools. Up-to-date information on AIDS is discussed.
Prerequisite: None
Credit: 3 quarter hours

HPE 598 SPECIAL STUDIES
HPE 599 INDEPENDENT STUDY

LANGUAGE ARTS
LA 500 LANGUAGE ACQUISITION AND DEVELOPMENT
How children acquire their first language and what they know when they have learned a language. Emphasis is on the relationships among meaning, function, and form in language acquisition. This understanding is used to suggest a school environment that maximizes language learning potential. Language Acquisition and Development is the initial course in the Basic Reading Endorsement sequence and is recommended preparation for other language arts offerings. Also listed as ED 529.
Prerequisite: None
Credit: 3 quarter hours

LA 501 RESEARCHING AND TEACHING THE LANGUAGE ARTS
Development of a framework, based on a wide range of research findings, from which to make informed decisions about curriculum and methodology in listening, speaking, reading, and writing. Other curriculum disci-
prose to their peers and receive feedback. The course responds to teachers' understanding of the writing process and, through firsthand experience, introduces them to techniques that can be used in their classrooms.

**Prerequisite:** None  
**Credit:** 3 quarter hours

**LA 545**  
**BRITISH AND AMERICAN NOVELISTS**  
An exploration of British and American fiction, considering such questions as: How has the novel changed and developed from Dickens's era to our own? How do authors from different traditions treat similar themes? How do the specifics of setting and style affect a novel's meaning? Readings include Dickens's *Great Expectations*, Twain's *Huckleberry Finn*, Forster's *A Passage to India*, James's *The Europeans*, Woolf's *To the Lighthouse*, and Morrison's *Beloved*.

**Prerequisite:** None  
**Credit:** 3 quarter hours

**LA 546**  
**TEACHING AFRICAN FICTION (GRADES 8-12)**  
Selected readings in Anglophone and Francophone African fiction, folklore, and mythology that teach the elements of fiction and cross-cultural links in experience.

**Prerequisite:** None  
**Credit:** 3 quarter hours

**LA 547**  
**19TH CENTURY WOMEN WRITERS**  
Works by Jane Austen, Charlotte Bronte, Elizabeth Gaskell, George Foxfire, and contributions to the "woman question" by Mary Wollstonecraft and John Stuart Mill. Students consider the portrayal of women in the novels studied as well as the interests and achievements of the individual authors.

**Prerequisite:** None  
**Credit:** 3 quarter hours

**LA 548**  
**DIRECTING FORENSICS**  
Coaching, budgeting, public relations, finances, and judging for high school and college teachers of debate and individual public speaking.

**Prerequisite:** None  
**Credit:** 5 quarter hours

**LA 550**  
**SHAKESPEARE IN ASHLAND**  
A special summer study of Shakespeare's plays, some of which are offered in Ashland. Students keep a journal of their reading of the plays and the productions viewed in Ashland.

**Prerequisite:** None  
**Credit:** 5 quarter hours

**LA 560**  
**CULTURE AND LITERACY**  
The relationship between culture and the development of reading and writing skills. Topics include identification of cultural influences, the impact of cultural factors on attitudes, standards and uses for reading and writing, and strategies for increasing literacy in a multicultural setting.

**Prerequisite:** None  
**Credit:** 3 quarter hours

**LA 563**  
**TEACHING AND WRITING POETRY AND FICTION**  
The nature of poetry and fiction, contemporary work in particular. Developing ways to teach these genres is integrated with writing poems and fiction.

**Prerequisite:** None  
**Credit:** 3 quarter hours

**LA 565**  
**LITERATURE FOR CHILDREN AND ADOLESCENTS**  
An exploration of literature for children and adolescents as a healthy, growing body of work and as an important resource for teachers. Class members investigate available literature, specific authors and illustrators, and their processes of composing. Participants also explore ways to incorporate a rich diet of literary experiences into their students' learning environments.

**Prerequisite:** None  
**Credit:** 3 quarter hours

**LA 570**  
**ADVANCED TEACHING STRATEGIES FOR THE WHOLE-LANGUAGE CLASSROOM**  
Same as ED 570.
LA 575
SEMINAR IN MORAL DEVELOPMENT, ETHICS, AND EDUCATION
Same as ED 575.

LA 579
STRUCTURE OF KNOWLEDGE AND THE CURRICULUM
Same as ED 579.

LA 598
IMAGINATIVE WRITING SEMINAR
Development of a community of writers working in a professional context. This seminar serves as a basis for the genre workshops and other courses where participants develop a portfolio of works in progress. The group reads contemporary fiction, poetry, and creative nonfiction as writing models and considers the issues and opportunities of writing professionally in a variety of fields through discussion of participants’ writing.
Enrollment limit: 15
Prerequisite: Letter of application and submission of a writing sample
Credit: 3 quarter hours per term (total of 9 required)

LA 598
MULTICULTURAL LITERATURE (GRADES 7-12)
Exploration of multicultural literature as a tool for creating mutual understanding between groups. Literary and social themes of multicultural literature are addressed through reading, research, discussion, writing, curriculum design, and developing teaching strategies.
Prerequisite: None
Credit: 3 quarter hours

LA 598
SPECIAL STUDIES

LA 599
INDEPENDENT STUDY
MUSIC EDUCATION

MUE 580
INSTRUMENTAL ENSEMBLE SEMINAR/LAB
Advanced rehearsal techniques for teaching band and orchestra in the schools. The course includes in-depth study of rehearsal techniques, literature selection, performance preparation, administrative strategies, instrumental pedagogy, and current trends in curriculum in a performance lab setting.
Prerequisite: None
Credit: 1 quarter hour

MUE 581
INTRODUCTION TO RESEARCH IN MUSIC EDUCATION
The five areas of music education research: aesthetic, philosophical, historical, descriptive, and experimental. Basic statistics is studied, and each student writes a formal research proposal and outline in either descriptive or experimental research. Assessment tools in music are sampled and analyzed. Emphasis is on extending research reading and relating it to practical improvements in music teaching.
Prerequisite: None
Credit: 5 quarter hours

MUE 582
HISTORY, DEVELOPMENT, AND CURRENT TRENDS IN MUSIC EDUCATION
Major curriculum developments in music education from the 1700s to the present, including goal setting, problem solving, alternative teaching methods, and evaluation. Discussion includes current issues and problems important to the school music teacher, including organizational techniques and planning budgets, curriculum, and music in relation to the entire school system. The course covers integration of reading and writing instruction in the music curriculum.
Prerequisite: None
Credit: 5 quarter hours

MUE 583
CLASSROOM INSTRUCTION AND LEARNING: MUSIC PERFORMANCE
Strategies and materials for teaching instrumental and vocal performance classes from upper elementary grades through high school. The course helps the music specialist develop attitudes, skills, resources, and problem-solving techniques, particularly for teaching instrumental and vocal music. Topics covered include rehearsal techniques, recruiting, motivation, evaluation, budget and administration, sequential instruction, scheduling, and public performance. Emphasis is on tailoring curricular priorities and selecting instructional materials compatible with student needs and abilities, local program goals, and the philosophy of a music educator.
Prerequisite: Enrollment in Pre-service Music Program
Credit: 6 quarter hours

MUE 584
M.A.T. SEMINAR IN MUSIC EDUCATION
An opportunity for inservice M.A.T. music students to integrate what they have learned throughout the program. In consultation with the instructor, students design a project that defines and answers a question related to their teaching or intellectual development.
Prerequisite: To be taken at end of program
Credit: 3 quarter hours

MUE 585
PRACTICUM IN MUSIC TEACHING
Practical experience in the students’ own classes or in arranged placements. Students videotape sessions, and instruction is evaluated through observation and project-developed materials. The practicum provides a context to integrate into practice the materials discussed in MUE 584.
Prerequisite: MUE 584
Credit: 3 quarter hours

MUE 598
SPECIAL STUDIES
Same as MUS 598.

MUS 585
ADVANCED CONDUCTING SEMINAR
Opportunity for improvement of conducting skills beyond undergraduate conducting courses. Individualized instruction allows students to focus in specific areas such as shit technique, use of the left hand, advanced patterns and meters, rehearsal strategies, score preparation, conducting accompaniments, conducting musical theatre and
vocalists, transpositions, and unusual notation. Students may elect to study with a choral, orchestral, or band specialist and may have opportunities to conduct one of the college’s undergraduate ensembles. The course is offered in workshop form during alternate summers, with individualized instruction available each term.
Prerequisite: 4 or more quarter hours of undergraduate conducting or comparable experience
Credit: 2 quarter hours

MUS 586
ADVANCED BRASS AND PERCUSSION PEDAGOGY
Instruments of the brass family and their fundamentals—fingerings, embouchures, hand positions, and performance. Students observe the teaching of brass instruments during class and learn the relationship of one brass instrument to another.
Prerequisite: None
Credit: 3 quarter hours

MUS 587
ADVANCED STRING PEDAGOGY
Principles of playing stringed instruments, maintenance of instruments, and evaluation of methods and materials.
Prerequisite: None
Credit: 2 quarter hours

MUS 588
ADVANCED WOODWIND PEDAGOGY
Instruments of the woodwind family and their fundamentals—fingerings, embouchure, hand positions, acoustics, breathing, maintenance and repair, equipment, accessories, methods and materials, discography for flute, oboe, clarinet, bassoon, and saxophone.
Prerequisite: None
Credit: 3 quarter hours

MUS 589
ADVANCED VOCAL PEDAGOGY
Methods and materials for the school choral director, with emphasis on diagnostic skills for correcting vocal problems of the solo voice, rather than the ensemble.
Prerequisite: None
Credit: 3 quarter hours

MUS 595
CONDUCTING
Basic beat patterns, the function of the left hand, gestures, tempo, dynamics, and fundamental score reading.
Prerequisite: None
Credit: 2 quarter hours

MUS 596
COMPOSITION
Musical gesture, repetition, and contrast. Students compose exercises and pieces, perform works, and study contemporary music and ideas.
Prerequisite: None
Credit: 2 quarter hours

MUS 598
SPECIAL STUDIES
Special-interest courses in music, such as advanced instrumental or choral methods, jazz history, music theory, and advanced musicianship, oriented to the needs of public school music educators. Also listed as MUE 598.
Prerequisite: None
Credit: 2 quarter hours

MUS 599
INDEPENDENT STUDY

SCIENCE AND SCIENCE EDUCATION

SCI 501
THE SCIENCE OF LEARNING SCIENCE
Theoretical and research bases for addressing the question, What makes learning science concepts so difficult for so many learners? Students examine their own assumptions about science learning and study conceptual problems encountered by children throughout the elementary and secondary school science curricula. The course covers questioning strategies for uncovering fundamental science misconceptions and practices for improving laboratory instruction and test comprehension.
Prerequisite: None
Credit: 3 quarter hours

SCI 502
NORTHWEST SCIENTISTS AND TECHNOLOGIES
The range of scientific enterprises in the Pacific Northwest, especially the Portland area.

Students encounter a variety of scientists and engineers and learn of their work from both guest presentations and site visits. Technologies are examined conceptually and ethically, as focal points of social issues, and as resources for classroom teachers.
Prerequisite: None
Credit: 3 quarter hours

SCI 503
THE NATURE OF INFORMAL SCIENCE AND TECHNOLOGY EDUCATION
How informal science learning affects people's science understanding and attitudes toward science and technology. The course also surveys other sources of science education experience outside the classroom. Students learn to evaluate how well visitors grasp museum and zoo exhibits messages, then apply these insights to helping children learn science through exploration in a variety of settings. Staff from the Oregon Museum of Science and Industry help participants create informal science exhibits for classroom display. A materials fee is collected in class.
Prerequisite: None
Credit: 3 quarter hours

SCI 504
SCIENCE ENRICHMENT IN THE HIGH SCHOOL
Special concerns in secondary science: opportunities for advanced study or research by very capable students, preparation for science and technology competitions and expositions, and inclusion of social issues and ethical questions in science courses for all students. The course considers how to build a network of resources for help in directing student research and how to discuss controversial science and technology issues in the classroom. Students pursue independent study to update their knowledge of a topic relevant to advanced secondary science and present this information in class. Readings include items on the role of science and society issues in science curriculum and problem-solving approaches to instruction.
Prerequisite: Science background
Credit: 3 quarter hours
**SCI 506**  
SCIENCE LAB AND MICROCOMPUTERS FOR INSTRUCTION  
Organizing and using a science laboratory in keeping with principles of pedagogy, curriculum, and safety. The course also explores uses of microcomputers and other instructional technologies throughout the science curriculum.  
*Prerequisite: None*  
*Credit: 5-5 quarter hours*

**SCI 510**  
SCIENCE, TECHNOLOGY, AND SOCIETY FIELD PLACEMENT  
Field placement and accompanying series of seminars on technology and science in the local community, with special regard for the interaction between social and scientific values. According to their interest, students are assigned to a science, technology, and society placement site from a list of participating corporate, governmental, educational, and research institution sponsors. Scientists and inservice teacher mentors are invited to attend the seminars.  
*Prerequisite: None*  
*Credit: 3 quarter hours*

**SCI 550**  
ENVIRONMENTAL SCIENCE IN EDUCATION  
Concepts used to interpret the state of an ecosystem. Topics include effective use of environmental sites and newly developed environmental curricula in classroom teaching. The course addresses aesthetic appreciation of nature as well as value-laden environmental issues from a global perspective. Teachers develop skills for conducting inquiry-style teaching through simulation exercises and field studies. The class takes natural history excursions to the Oregon coast and Mount St. Helens.  
*Prerequisite: None*  
*Credit: 3 quarter hours*

**SCI 560**  
THEMATIC INQUIRY IN THE ELEMENTARY SCHOOL  
Concepts about hypotheses, variables, data, and inquiry in the natural and social sciences curricula of the elementary school. Focus is on children's intuitive notions about natural phenomena, carefully considered approaches to topics of social concern, and 'concept/process' instructional activities for Oregon's recently mandated Common Curriculum Goals. The aim of using science and social studies as a vehicle for helping children learn to reason links all aspects of the course.  
*Prerequisite: None*  
*Credit: 4 quarter hours*

**SCI 565**  
SCIENCE AND HEALTH WITH CHILDREN  
Investigations with everyday materials and common creatures that will enrich teaching in the primary through intermediate elementary years. Teachers examine their own as well as children's intuitive science notions, and integrate health concepts and topics in science teaching. The course fosters confidence in teaching hands-on science by attending to teacher understanding of background knowledge and safe, successful use of classroom science equipment.  
*Prerequisite: None*  
*Credit: 3 quarter hours*

**SCI 575**  
FIELD GEOLOGY OF OREGON FOR TEACHERS  
Introductory field study techniques and the interpretation of geologic maps. The course covers topics such as Oregon fossil history and landscape change at a brisk intellectual pace and includes strenuous outdoor activity. Base camp for the weeklong resident program is at the Hancock Field Station (owned by the Oregon Museum of Science and Industry) in central Oregon's John Day River Valley. Participants depart on Sunday evening and return to Portland the following Saturday.  
*Prerequisite: None*  
*Credit: 3 quarter hours*

**SCI 579**  
STRUCTURE OF KNOWLEDGE AND THE CURRICULUM  
Same as ED 579.

**SCI 595**  
PHYSICAL SCIENCE  
Imaginative inquiry with simple materials, science concepts, and interesting connections among everyday experiences. Topics may include force and balance, sound and vibration, light and shadow, simple electrical circuits, and material properties. The course provides guidance in preparing classroom science activities and emphasizes the enjoyment of doing science with children.  
*Prerequisite: None*  
*Credit: 3 quarter hours*

**SCI 596**  
EARTH/SPACE SCIENCE  
Investigations of changes in the sky and on the earth occurring on scales beyond ordinary experience. Inquiry focuses on classroom practices for teaching about celestial events, orbital motion, local landscapes, rock and mineral identifications, simple weather instruments, and Oregon's geologic history. Class design provides guidance in preparing science activities and stresses the enjoyment of doing science with children.  
*Prerequisite: None*  
*Credit: 3 quarter hours*

**SCI 597**  
LIFE SCIENCE  
Survey of topics and activities from cell biology, ecology, and genetics appropriate for school science. The course reviews alternatives and supplemental life sciences curricula for K-8 classrooms. Emphasis is on exploration of life science concepts, teaching strategies, and innovative classroom practices.  
*Prerequisite: None*  
*Credit: 3 quarter hours*
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Description</th>
<th>Prerequisite</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>SCI 598</td>
<td>SPECIAL STUDIES</td>
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<tr>
<td>SCI 599</td>
<td>INDEPENDENT STUDY</td>
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<tr>
<td>SS 500</td>
<td>NEW PERSPECTIVES IN THE SOCIAL STUDIES</td>
<td>An introduction to recent scholarship in history and the social sciences, including geography. Course readings consider treatment of women and other minority groups from sociological, historical, economic, and political perspectives. Students are expected to reflect critically on the curricula they teach their own students and to critique textbooks and other instructional materials for their underlying conceptualization, organizational principles, and themes.</td>
<td>None</td>
<td>3 quarter hours</td>
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<tr>
<td>SS 511</td>
<td>AFRICAN-AMERICAN HISTORY</td>
<td>The distinct experiences of people of African descent in America, the creation of African-American culture, and the development of Black liberation movements. The course analyzes the interaction among race, class, and culture in African-American communities. Readings include first-person narratives and political manifestos as well as secondary sources.</td>
<td>None</td>
<td>3 quarter hours</td>
</tr>
<tr>
<td>SS 512</td>
<td>AMERICAN HISTORY, 17TH AND 18TH CENTURIES</td>
<td>The period from the founding of the American colonies to creation of the new nation. The course focuses on such topics as the impact of Puritanism, the development of indigenous local governments and social life, the emergence and destruction of the first British Empire, and the founding of the new nation out of the revolution. The major theme for tying the course together is the transition of the Atlantic community from the traditional to the modern world.</td>
<td>None</td>
<td>3 quarter hours</td>
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<tr>
<td>SS 513</td>
<td>SOCIAL CHANGE AND PROTEST MOVEMENTS IN 19TH CENTURY AMERICA</td>
<td>Economic and social changes during the 19th century and their relationship to ideological and cultural developments. Emphasis is on gender, race, ethnicity, and social class.</td>
<td>None</td>
<td>5 quarter hours</td>
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<tr>
<td>SS 514</td>
<td>SURVEY OF 19TH CENTURY U.S. HISTORY</td>
<td>The main themes of 19th century history, focusing on currents of political, economic, and social development. Special emphasis is given to the movement westward, slavery, the causes of the Civil War, the rise of cities and industrialism, and political reform movements.</td>
<td>None</td>
<td>5 quarter hours</td>
</tr>
<tr>
<td>SS 515</td>
<td>U.S. SINCE WORLD WAR II</td>
<td>The changing character of American society from the 1940s to the 1980s, the changing responsibilities the United States has undertaken abroad, and the way Americans have seen themselves as reformers at home. The course examines political reforms, social change, civil rights, the women's movement, and nuclear arms control.</td>
<td>None</td>
<td>5 quarter hours</td>
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<tr>
<td>SS 516</td>
<td>20TH CENTURY U.S. HISTORY: READINGS AND CURRICULUM</td>
<td>Intended for teachers of U.S. history, or those who wish to renew previous acquaintance with focal events in 20th century American history. Students consider changes in history as a discipline, the impact of micro or quantitative techniques, and Barrington Moore's thesis that the United States is a &quot;predatory democracy.&quot; The course examines U.S. reasons for entering World War I, changes in women's work wrought by World War II, the Cuban Missile Crisis, and desegregation and the civil rights movement.</td>
<td>None</td>
<td>5 quarter hours</td>
</tr>
<tr>
<td>SS 520</td>
<td>VIETNAM AND THE UNITED STATES</td>
<td>The ways the United States became involved in Vietnam, the experiences of the U.S. war in Vietnam, and the aftermath as expressed by American writers and historians. Particular attention is paid to the Vietnamese viewpoint and to the experience of women, Vietnamese and American. Also listed as LA 520.</td>
<td>None</td>
<td>5 quarter hours</td>
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SS 525  
RUSSIA: PAST AND PRESENT  
Change and continuity in modern Russian history, explored through such topics as land and peoples, state and society, peasantry and agriculture, workers and industrialization, gender roles, educated Russia, and national culture.  
Prerequisite: None  
Credit: 5 quarter hours

SS 532  
FILM AND AMERICAN SOCIETY  
A survey of American history in the 20th century as reflected in motion pictures. Students view films that express broad social concerns; lectures explore the interrelationships between film and society.  
Prerequisite: None  
Credit: 5 quarter hours

SS 542  
RACISM AND THE LAW  
Manifestations and effects of racism in U.S. society, examined from a legal, historical, and sociocultural perspective. Beginning with the formulation of a working definition of racism, class members explore their own attitudes and beliefs about race and learn ways to sensitize students at all grade levels to the presence and effects of racism in American society. Also listed as ED 542.  
Prerequisite: None  
Credit: 3 quarter hours

SS 547  
RACE, CULTURE, AND POWER  
Exploration of the concepts of race, culture, and power: Are they simple, separate, and natural facts of life in a heterogeneous, rational, achievement-oriented, and egalitarian society, or are they interrelated social and ideological constructs with profound implications for one's status, well-being, access, and legitimacy in a diverse and stratified world? The course addresses the serious and real tensions in our society, where by the year 2000, 42 percent of the school-age population will be minorities. Also listed as ED 547.  
Prerequisite: None  
Credit: 3-5 quarter hours

SS 550  
TEACHING CITIZENSHIP  
Theories of citizenship education and appropriate teaching strategies. Law-related education curriculum projects, mock trials, courtroom tours, and literature are used. Special emphasis is on teaching the United States Constitution. The course enables teachers to help students become more active and involved citizens. May be applied toward certification requirements for coursework in state and local government.  
Prerequisite: None  
Credit: 3 quarter hours

SS 557  
FEMINISM: HISTORICAL PERSPECTIVES  
The historical development of modern feminism in England and America. Readings include the primary texts of feminist theory from 1792 to the present and historical analyses of feminist movements. The seminar focuses on the interaction between the social-historical situations of women and the development of feminist thought.  
Prerequisite: None  
Credit: 5 quarter hours

SS 559  
ECONOMIC ANALYSIS  
The functioning of a modern market economy. The first part of the course, microeconomics, concentrates on issues of resource allocation, the role of prices and markets, theories of consumer choice, production, and income distribution. The second part of the course, macroeconomics, considers aggregate economic behavior, factors determining the level of national income and economic activity, problems of unemployment, inflation, business cycles, and appropriate national policy responses.  
Prerequisite: None  
Credit: 5 quarter hours

SS 580  
GLOBAL INEQUALITY  
Issues in the relationships between First and Third World societies, including the impact of colonialism and multinational corporations, food and hunger, women's roles in development, and approaches to overcoming global inequalities.  
Prerequisite: None  
Credit: 5 quarter hours

SS 585  
THE MIDDLE EAST IN CRISIS  
The mideast as one of the most significant and explosive areas of the world, with the potential for becoming theatre for a major conflagration. The course explores the civil war in Lebanon; the Iran-Iraq conflict; the war in Afghanistan; the Israeli-Palestinian conflict; U.S. policy in the area from Truman to Bush; the intersection of religion, ideology, culture, politics, and economics in the Third World; and the mideast in the context of the emerging north-south global formation.  
Prerequisite: None  
Credit: 5 quarter hours

SS 590  
WOMEN AND RELIGION: WESTERN  
Positions within feminist theology, from reform within existing traditions to reclaiming old traditions and creating new traditions. Students examine these and other questions: Is God a man or a woman? Was Jesus a feminist? Should women be ordained? Is traditional religion responsive to women's needs? What happened to the Goddess?  
Prerequisite: None  
Credit: 5 quarter hours

SS 575  
SEMINAR IN MORAL DEVELOPMENT, ETHICS, AND EDUCATION  
Same as ED 575.

SS 579  
STRUCTURE OF KNOWLEDGE AND THE CURRICULUM  
Same as ED 579.
ADMISSION TO GRADUATE STUDY
Each graduate program has unique admission requirements and procedures, listed in the appropriate program section of this catalog. Application information for graduate study is available on request at each program office.

Meeting the minimum entrance requirements of a given program does not guarantee admission. Conditional Admission may be granted to applicants who meet certain admission requirements at the minimal level if other indicators suggest probable success in the program.

Each program requires applicants to take the Miller Analogies Test, the Graduate Record Examination, the National Teachers Examination, and/or the California Basic Educational Skills Test (CBEST). The Miller Analogies Test may be taken by appointment at the Lewis & Clark Student Counseling Center or at Portland State University, Smith Memorial Center, Room M-342, 1825 S.W. Broadway, Portland, Oregon 97201. Information about Graduate Record Examination testing dates and sites may be obtained at the Lewis & Clark Career Planning & Placement Center. The CBEST is administered by Portland State University, Portland Community College, and the University of Portland.

ADMISSION OF INTERNATIONAL STUDENTS
Lewis & Clark College is authorized under federal law to enroll nonimmigrant alien students. Graduates of American colleges and universities or of recognized degree-granting institutions abroad are eligible to apply for a program of graduate study.

It is frequently difficult to properly evaluate an international student’s preparation in terms of American requirements for advanced degree programs. Most graduates of institutions abroad are routinely admitted with the understanding that they may be required to undertake certain work in order to make up deficiencies in preparation and that no commitment can be made regarding the time required to complete the course of study. Students should write directly to the appropriate program to obtain an admission package and to inquire about specific requirements and procedures.

International students should have sufficient knowledge of the English language to follow their proposed program of study. All international students whose native language is other than English and who have not completed an undergraduate degree in the United States must submit scores from the Test of English as a Foreign Language (TOEFL). For information and arrangements for taking the TOEFL, students should write to the Educational Testing Service, Princeton, New Jersey 08540. A score of 550 is usually necessary to begin a graduate program, but there is flexibility in that score level. That is, other factors of achievement and aptitude enter into an admission decision. Students who do not have sufficient skills in the English language may apply to the Institute for the Study of American Language & Culture, Lewis & Clark College, Portland, Oregon 97219. When they have attained 550 on the TOEFL, they may apply for admission to graduate studies.

All students from abroad are required to have a medical examination before they come to the United States. They must also show proof of major medical coverage or enroll in the college insurance plan before registration.

ADMISSION DATES
Applications for admission are processed on a monthly basis. However, to assure consideration for a specific term, applicants should observe the following dates.

Fall admission:
Apply by August 1
Winter admission:
Apply by December 1
Spring admission:
Apply by February 1
Summer admission:
Apply by May 1
Students wishing to be considered for grants and financial aid should complete Financial Aid Forms by March 15. Earlier application is advisable. Those applying after this date are considered if funds are available. Some programs begin in specific terms. Consult the program office regarding admission dates for each program.

**ADMISSION APPEAL PROCESS**

Any applicant denied admission to a graduate program may reapply for admission according to published procedures, available in each program office. On receipt of a letter denying admission, the applicant should contact the director of the program into which he or she sought admission. The director will convey to the applicant the reason(s) for the Graduate Admission Committee's decision and explain the appeal process. If for any reason the applicant wishes to seek information about the reason(s) for denial or the process of reapplication from the chair of the committee—the dean of the graduate school—he or she may do so.

**STUDENT STATUS: DEGREE/CERTIFICATE SEEKING STUDENT**

A Degree/Certificate Seeking Student is defined as anyone who has been formally admitted to graduate study leading to a master's degree, a teaching or administrative certificate, or both.

**STUDENT STATUS: SPECIAL STUDENT**

A Special Student is defined as:
1. A student who is not seeking a Lewis & Clark degree or certificate and does not intend to do so. This student is taking courses solely for personal or professional enrichment.
2. A student who is interested in pursuing a Lewis & Clark degree or certificate but has not been formally admitted to graduate study. If a degree or certificate is desired, no more than 12 quarter hours may be taken under Special Student status, unless consent is given by the program director.

Special Student enrollment does not guarantee subsequent admission to any graduate program or that the coursework taken will be accepted for degree or certification requirements.

**ADVISORS**

The director of each graduate degree program is responsible for assigning advisors to students in that program. The assignment of a permanent advisor occurs immediately following admission to graduate study. Preadmission advice is given by the appropriate program director.

**SEQUENTIAL RESPONSIBILITIES OF CANDIDATES IN A MASTER'S DEGREE PROGRAM**

These steps apply for all degree programs.

1. **Apply for admission to graduate study.** Applicants should complete graduate study admission requirements before registering for any coursework at the college, unless consent is granted by the appropriate program director. All materials submitted in connection with application for admission become the property of the college. If for valid reasons a student is unable to complete application prior to the opening of the term, the student is granted Special Student status (see section on student status). All Public Administration Program students retain the Special Student status until formally admitted to degree candidacy, usually after completing three courses in the program. (See Public Administration section on admission.)

2. **Design a formal study program with an advisor.** Students should design a formal program with a graduate advisor soon after being admitted to degree status but no later than the completion of three courses as a degree candidate.

3. **Complete the approved course of study.** Programs must be completed within five years from date of matriculation.

4. **Apply for degree.** Students must complete the degree application according to the schedule outlined under “Degree Application and Conferral.” Degree applications are available in the office of each graduate program.

**ADVANCEMENT TO DEGREE CANDIDACY**

After a student has been admitted to graduate study and has completed 9 quarter hours, but not more than 18 quarter hours, the individual's performance is reviewed by the appropriate program director. At this point a final decision is made whether to allow the student to complete requirements for the degree.

The following steps are taken during the review:

1. **Course grades are examined to determine whether a 3.0 grade point average is being maintained, whether more than two grades below B- have been earned, and whether any grade lower than C- has been earned.**

2. **The courses taken are compared to those listed on the student's formal program to ensure that the student is progressing as planned.**

3. **Information relevant to each degree/certification program is solicited from advisor(s), professors, and other sources.**

If progress is unsatisfactory, the student is notified by mail and is required to meet with the program director to determine appropriate action. Unsatisfactory performance at any time may require extraordinary review with the possibility of dismissal.

**Note:** All courses applicable to the master's degree must have been completed within the five years preceding the granting of the degree. Special exceptions to this rule may be provided within individual graduate programs.
CREDIT SYSTEM
Lewis & Clark's academic year is composed of three terms, plus a summer term. Lewis & Clark College transcripts of a student's work completed prior to fall 1986 reflect course credits, with one credit equivalent to five quarter hours. Courses were assigned one credit or partial credit, as designated in each program's curriculum. Beginning fall 1986 courses are assigned credit in quarter hours.

TRANSFER OF CREDIT
Transfer of graduate credit from other institutions is evaluated on an individual basis. Credit transferring to a degree is limited to the equivalent of 15 quarter hours under normal circumstances. Only credits earned within five years prior to admission are usually considered for transfer credit. Only courses with a grade of A or B are considered for transfer, and only those courses that carry letter grades may be transferred. Transfer credit is not granted for correspondence coursework.

Transferable coursework is determined at the time a degree program is formally designed with a graduate advisor. The advisor evaluates and authorizes transfer credit. Less specific requirements apply to credit transferred into nondegree certification programs.

CREDIT BY EXAMINATION
Students in the Graduate School of Professional Studies who are interested in credit by examination need to consult the director of the program in which they are enrolled to determine the individual program policy regarding credit by examination.

GRADUATE TUITION AND FEES
Cost for the 1990-91 academic year is $155 per quarter hour. The college reserves the right to change tuition, fees, or both. The standard tuition schedule applies to all graduate courses, except special education: hearing impaired and special programs. Contact the appropriate program offices for this information. Moreover, some courses charge additional fees for laboratory or off-campus work. The fee for auditing a course is the regular fee charged to students who are taking the course for credit.

WITHDRAWALS
Students are financially and academically responsible for all courses in which they enroll. Ceasing to attend a class, whether or not the instructor has been notified, does not relieve students of this responsibility. Students must complete changes of registration in person in the Registrar's Office or by mail postmarked within the course withdrawal time limit.

REFUND POLICY
The general policy for graduate tuition refunds is as follows. If a student withdraws from a course during the first week of the term, he or she receives an 80 percent cancellation of tuition; second week, 60 percent; third week, 50 percent; fourth week, 25 percent; fifth week, 10 percent. Refund policies vary during the summer terms.

SPECIAL FEES
The following fees apply only to graduate students.

Application to graduate study: $35
Graduation fee: $40
Registration with Teacher Placement Bureau (optional): $35
Some graduate programs may charge additional fees for field work and practice.

The Teacher Certification Office of the Oregon Teacher Standards and Practices Commission charges a separate fee for teachers, administrators, counselors, and school psychologists applying for new certificates and endorsements and the renewal of current certificates.

FINANCIAL ASSISTANCE
Lewis & Clark College provides financial aid for students who are admitted to a graduate program leading to a master's degree or a graduate teaching certificate. Some funds such as the Perkins Loan and college work-study are limited and therefore early application is recommended. Other aid, such as the Stafford Student Loan and Supplemental Loan, may be available to students enrolled at least half time (five quarter hours each term), depending on individual lender policies.

Aid recipients must be admitted as regular students to Lewis & Clark College, be U.S. citizens or have an immigrant visa, and be making normal progress toward their degree (as described in this catalog).

Students receiving aid from federal programs are required to sign a statement of registration compliance with the Selective Service Program and may not be in default or owe a refund on any prior federal loan or grant funds from any college or university.

NEED-BASED AID
Stafford Student Loans (formerly Guaranteed Student Loans): Students enrolled in a graduate program leading to a degree or a graduate teaching certificate may borrow a maximum of $7,500 per year through their local lending institution. The aggregate maximum that a graduate student may borrow is $54,750 including loans borrowed as an undergraduate. The interest rate is 8 percent for new borrowers during the first four years of repayment and 10 percent starting the fifth year. Interest and payments are deferred until six months after the student ceases to be enrolled at least half time. Students who have previously borrowed a Stafford Student Loan at 7, 8, or 9 percent and have outstanding loans will continue to borrow at 7, 8, or 9...
percent interest. The Financial Aid Office must assess the student’s eligibility for the Stafford Student Loan Program based on the information submitted on the Financial Aid Form. The student must then submit an additional separate loan application and have lender approval to obtain the funding.

Students who do not complete at least a half-time course load in any term are ineligible to receive a subsequent loan disbursement. Students in this situation must contact the Financial Aid Office for reevaluation of their loan eligibility for future enrollment. If eligible, the student may then need to submit a new loan application to be processed for that subsequent period of enrollment.

_**Perkins Loans (formerly National Direct Student Loans):**_ This federal loan program is awarded to students on the basis of financial need. Since funds are limited, students eligible for need-based aid who apply by Lewis & Clark’s priority deadline will be given first consideration. (See “Applying for Need-Based Aid?”)

Interest and payments begin six or nine months after the borrower graduates, withdraws from school, or enrolls less than half time. The interest rate at the time of publication of this catalog (spring 1990) was 5 percent. Students are required to borrow a maximum Stafford Student Loan before being considered for the Perkins Loan. Students who are in default or have been in default on previous federal loans will not receive Perkins Loan money.

**College Work-Study:** Graduate students whose financial need makes them eligible for college work-study may apply for jobs in the graduate programs. Graduate students may not be employed in undergraduate departments through the College Work-Study Program. Wages range from minimum wage to $5.50 per hour; students may work a maximum of 20 hours per week.

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**APPLYING FOR NEED-BASED AID**

Application packets for 1990-91 (summer, fall, winter, and spring terms) are available in the Financial Aid Office. To be considered for need-based funds, students must complete the Financial Aid Form, Lewis & Clark Application for Financial Aid, and Financial Aid Transcript/Record, and be admitted to a program leading to a graduate degree or certificate. The priority deadline for funds that are most limited (such as the Perkins Loan) is February 15. Students are encouraged to apply after the priority deadline and will be considered for all available funds. Students should allow a minimum of 4-6 weeks to process their financial aid application and 4-8 weeks to process their Stafford Student Loan application.

Additional information on the forms and procedures is provided in the financial aid application packet.

**OTHER TYPES OF AID**

**Supplemental Loans:** The major source of financial aid for graduate students is the student bank loan. The Stafford Student Loan (described above), which is the most commonly known, is a need-based program. A non-need-based loan program for students pursuing a master’s degree or graduate certification is the Supplemental Loan for Students (SLS). Through the SLS, graduate students may borrow a maximum of $4,000 through their local lending institution. The interest rate is set annually at the Treasury Bill rate plus 3.25 percent with a 12 percent cap and begins from the time the funds are issued. Students may qualify for student deferment of payments on the loan principal but the interest will continue to accrue. Lenders have the option of collecting the interest during a deferment period or adding the deferred interest to the principal at the time repayment begins. Students are now required to complete a Financial Aid Form to determine potential eligibility for lower interest rates before an SLS application can be certified by the school.

**Grady/Excel Loan:** This private loan program is sponsored by the New England Educational Loan Marketing Corporation (NELLIEM). The maximum Grady/Excel Loan is $20,000 per year with a co-signer. The amount a student may borrow is limited by the cost of education and other financial aid received for the loan period. Repayment is flexible and includes the option to defer both principal and interest during periods of enrollment.

**Short-Term Emergency Loans:** Full-time students may borrow a maximum of $150 through the college. Emergency loans may be used for any educationally related expenses and must be paid by the end of the term. The student may not have outstanding bills at the college. A small service charge/interest will be assessed to borrowers.

Promissory notes may be arranged in the Cashier’s Office when applications are pending, and students must proceed with registration prior to receiving grants or loans.

**ACADEMIC PROGRESS REQUIREMENTS**

Financial aid recipients are required to maintain normal progress toward a degree. Full-time students (enrolled for a minimum of 9 quarter hours each term) are expected to complete at least 27 quarter hours by the end of a three-term academic year. Part-time students (enrolled for 5-8 quarter hours each term) are expected to successfully complete a minimum of 5 quarter hours in order to maintain eligibility for federal student aid.

Students must maintain a minimum GPA of 2.0.

Withdrawal, a grade of F, or a No Credit designation is not considered satisfactory completion of a course. An Incomplete is considered only if course requirements are completed within the time prescribed by the college. Deferred grades are
acceptable until the sequence of courses is completed. Repeated courses are accepted to meet normal progress, though repeated courses do not carry credit for graduation. The student's progress is reviewed at the end of each academic year. Failure to meet the minimum standard may result in cancellation of aid for subsequent terms or years. Should aid be withheld for academic reasons, the student is required to explain in writing the reasons for not achieving the minimum standard. A decision as to continuation of aid will be made by the Financial Aid Office.

FINANCIAL AID REFUND AND REPAYMENT POLICIES

Students who receive financial aid and who withdraw from the college are subject to refund and repayment policies based on federal guidelines.

Federal law requires that schools must return a prorated portion of loan funds received by the student prior to withdrawal. For example, a student applies for a Supplemental Loan for Students (SLS) loan in the amount of $1,500 intended for fall/winter/spring enrollment and receives one-half ($750) of that loan during fall term. Then the student withdraws from school at the end of the fall term. The school is required to return two-thirds of the original $1,500 ($1,000), which was intended for winter/spring terms, to the lender. If this results in a deficit in the student's account with the college, the student will be billed by the Cashier's Office.

Refund: Students who have a tuition refund, according to the college's schedule of refunds, are required to return a portion of the refund to the financial aid programs. The portion returned to federal programs equals the amount of federal funds (minus college work-study) divided by the total aid received (minus college work-study). The portion returned to institutional funds equals the amount of institutional funds divided by the charges for the term. The balance of the refund will be returned to the student and/or parent.

Repayment: Students who receive a cash disbursement (the cash disbursement is received after tuition is paid) and who withdraw from the college are required to repay a portion of the cash disbursement to the financial aid programs. The amount of cash disbursement repayment is:

First week: 80 percent
Second week: 60 percent
Third week: 40 percent
Fourth week: 20 percent
Fifth week: none

If students drop below full-time status during the refund period for tuition but continue to be enrolled at the college, the total amount of the refund will be returned first to the financial aid programs.

Further details on refunds and repayments may be obtained from the Financial Aid Office.

APPLYING FOR FINANCIAL AID

Applications for financial aid are processed through the college's Financial Aid Office. Students qualifying for Veterans Administration benefits should consult the Registrar's Office.

REGISTRATION

Registration for graduate students is by mail. There is no formal mass registration, but students may register in person at the Registrar's Office at the times indicated in the Registration Announcements bulletin as On Campus Registration.

COURSE NUMBERING SYSTEM

100-299 Lower-division undergraduate courses.
300-499 Upper-division undergraduate courses.
500-599 Graduate courses.
600-649 Graduate continuing professional education courses that may be applicable to a Lewis & Clark College master's degree or certification program upon approval of advisor.

650-699 Graduate continuing professional education courses not applicable to a Lewis & Clark College graduate degree without written approval of the appropriate program director.

Students should check with their program advisors before enrolling in any continuing professional education course to determine whether the course desired may apply to their planned program.

GRADING SYSTEM

Letter grades may be accompanied by a plus or minus to be calculated into a student's GPA as follows:

\[
\begin{align*}
A+ &= 4.0 \\
A &= 3.7 \\
A- &= 3.3 \\
B+ &= 3.0 \\
B &= 2.7 \\
C+ &= 2.3 \\
C &= 2.0 \\
C- &= 1.7 \\
D+ &= 1.3 \\
D &= 1.0 \\
F &= 0.0
\end{align*}
\]

GRADING POLICY

Students must maintain a B average (3.0) to be eligible for graduation. No more than 10 quarter hours of C work (C+, C, or C-) can be counted toward a degree. Students who receive a grade lower than C- in any course must repeat the course or replace it with another course.

Under special circumstances, courses can be taken on a Credit/No Credit basis, but no more than 15 quarter hours of coursework taken for Credit/No Credit may be applied toward a graduate degree program.

Students in a graduate nondegree program in teacher education must maintain a 2.75 GPA. Students in administrative certification programs must maintain a 3.0 GPA.

INDEPENDENT STUDY

Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for Independent Study, the student and faculty member consult before registration to define the course content, title, amount of credit, and academic evaluation.
A graduate student may apply no more than a total of three courses of Independent Study toward a graduate degree or certification program.

**Scholastic Standing**
Graduate students must maintain satisfactory scholastic standing. Each program has specific policies and procedures regarding satisfactory scholastic standing and academic probation.

**Veterans**
Lewis & Clark is required by law to report to the Veterans Administration any graduate student receiving VA benefits whose cumulative GPA falls below 3.0 for two consecutive terms.

**Incomplete Grades**
A grade of Incomplete may be given at the discretion of the instructor when a student has been unable to complete the coursework in the normal period of time. It is the responsibility of the individual faculty member—in consultation with the student—to decide whether the student has a legitimate reason for not completing the work on time. In general, the Incomplete grade is used when circumstances beyond the control of the student prevent completion of the course.

When the instructor decides that an Incomplete grade is appropriate, an Incomplete Grade Form, obtained from the Registrar's Office, is filled out and signed by both the faculty member and, whenever possible, the student. Stated on the form is the reason for granting the Incomplete and the date by which the Incomplete is to be made up. This date may be no later than one year following the last day of the final examination period of the term. This form will be submitted to the registrar along with final grades for the term.

The instructor may change the Incomplete by the agreed date to the appropriate grade, based on the instructor's evaluation of the coursework. Those grades not changed remain Incomplete.

In exceptional circumstances a student may petition for an extension of an Incomplete due date. This petition must receive approval by the instructor and the dean of the graduate school. Any request for an extension must be filed prior to the established deadline date recorded on the Incomplete Grade Form. It is the responsibility of the student to initiate the request for an extension.

**Course Waivers**
A student pursuing teacher, administrator, counselor, or school psychologist certification or an endorsement may waive a course or course requirement in one or more of these ways:

1. Through a written or oral examination by a professor in the area in which competence is to be tested (with consent of instructor).

2. Through demonstration of skill, behavior, or other knowledge that clearly reveals mastery in the area in which competence is to be tested.

3. Through a written recommendation from an outside authority recognized by the college (e.g., a certified principal or superintendent), followed by a thorough review of the recommendation by a professor in the area in which competence is to be tested.

A course successfully waived is noted on the student's transcript in these ways: by "competence examination," "demonstration," or "recommendation" (or any combination). Lewis & Clark does not grant credit for courses waived. Petition to Waiver forms and information about specific waiver procedures are available in each graduate program office.

**Degree Application and Conferral**
The degree application, together with the $40 graduation fee, should be filed with the appropriate program director before the applicable deadline.

- **Fall Graduation:** September 1
- **Winter Graduation:** November 1
- **Spring Graduation:** February 1
- **Summer Graduation:** June 1

Degrees are conferred at the end of each term. Commencement ceremonies are held in June each year for November, March, June, and August graduates. A student intending to complete a program in August may participate in June commencement exercises if the degree application is submitted by March 15.

**Emergency Information**
The best source of help in an emergency is the Security Office. From a campus phone, dial 0. An officer will either respond directly or call for necessary assistance from the police department, Student Health Center, or an ambulance. Always allow the Security Office to coordinate response to emergencies. To obtain emergency assistance from off-campus agencies, dial 911.

In case of a fire, please call the Security Office, and Security will call the fire department.

**BAD WEATHER EMERGENCY PROCEDURES**
During bad weather, students and faculty are notified of graduate evening class closures through notices on local radio stations. Several radio stations routinely include class closure announcements in their morning broadcasts. Additional evening closures may be broadcast between 2 and 5 in the afternoon. At the first meeting of winter term classes, instructors may also establish a telephone network among class members.
Students in the Graduate School of Professional Studies enjoy access to a variety of resources and services on campus.

REGISTRAR
The Registrar's Office, located on the main floor of Odell Manor, is open from 9 a.m. to 4 p.m., Monday through Friday. During the first two weeks of each term, the office remains open until 5 p.m.

CASHIER
The Cashier's Office, located in the basement of Odell Manor, is open from 9 a.m. to 4 p.m., Monday through Friday. During the first two weeks of each term, the office remains open until 5 p.m. Consult the office to get information on costs, to pay tuition and fees, to inquire about your account, to change an address to which billing should be sent, and to pick up your paycheck if you are working on campus. If payment of tuition and fees presents a problem, the Cashier's Office can help you develop a payment plan. You may cash checks at the office with presentation of a current, valid Lewis & Clark ID card. If you wish to cash a check of $100 or more, please give the office 24 hours' notice.

BOOKSTORE
The bookstore is located in Templeton College Center. Bookstore hours are set to fit the needs of students and may vary based on the academic calendar.

LIBRARY
The Aubrey Watzek Library is open 24 hours a day from Sunday at 10 a.m. until Friday at 10 p.m. It is open on Saturdays from 9 a.m. to 8 p.m. During college vacation periods the library is open from 8 a.m. to 5 p.m. Monday through Friday. Summer hours are 8 a.m. to 9 p.m. Monday through Friday. Summer weekend hours will be posted.

ELECTRONIC & MEDIA SERVICES
The Electronic & Media Services Center offers many services to students and faculty. Various types of equipment may be checked out, such as projectors, record players, tape recorders, and video recorders. Valid ID must be presented when equipment is checked out. Equipment may be reserved in advance.

The department also produces teaching materials, including filmstrips, slides, overhead transparencies, and laminated and mounted materials.

If you wish to rent a film or search through film catalogs, the media services assistant can help you. Rented or borrowed films may be arranged through the department, which also maintains a large collection of film catalogs.

COMPUTING SERVICES
Computing services at Lewis & Clark meet a range of academic and administrative needs and are available to both students and faculty.

WRITING CENTER
The Writing Center provides individual writing instruction through conferences with a tutor. The staff encourages students to seek help on papers and assignments for regular courses. Available to any Lewis & Clark student, the service is staffed by professional writing instructors and carefully selected student tutors. The center is located in Albany 103 and is normally open from 9 a.m. to 5 p.m. weekdays.

MATH SKILLS CENTER
The Math Skills Center, adjacent to the Writing Center in Albany Quadrange, has drop-in hours that vary from term to term depending on staff availability. Hours are posted on the door of the center.

DUPLICATING SERVICES
The Duplicating Center offers a variety of services and has the capacity to handle most duplicating requirements. The center is open from 8 a.m. to 5 p.m. weekdays.

The library provides coin-operated photocopy machines. A photocopy machine is also located at the Information Desk in Templeton College Center.
FOOD SERVICES
Fields Dining Room, located in Templeton College Center, is the main dining room for resident students. Breakfast, lunch, or dinner meal tickets may be obtained from the Food Services Office in the Trail Room, also located in Templeton College Center.

The Trail Room offers a variety of foods throughout the day and evening. During the school year, hours are from 7 a.m. to 8 p.m., Monday through Thursday; 7 a.m. to 7 p.m., Friday; and 9 a.m. to 2 p.m., Saturday. Food services are available during fall, winter, and spring terms in the lobby of BoDine Hall, 6 to 7:30 p.m., Monday through Thursday. Vacation schedules may vary.

Vending machines for food and drink are located near the graduate school offices in BoDine Hall.

ATHLETIC FACILITIES
All college athletic facilities are available to graduate students. Pamplin Sports Center has three Tartan-surfaced basketball courts, a carpeted weight training room, three squash courts, saunas, and locker rooms. Adjacent to the gym is the 25-yard swimming pool with one-meter and three-meter diving boards.

Griswold Stadium has an eight-lane, quarter-mile, all-weather track. Completing the sports facilities are six tennis courts, a practice field, and the Huston Sports Complex with additional space for baseball, softball, soccer, and intramural sports.

HEALTH SERVICES
Located on the lower level of Templeton College Center, the Student Health Center provides a variety of health services. Services are available for all students. Graduate students may participate in a group health plan. Brochures and application forms for the health plan are available in the Graduate Dean's Office and in the Dean of Students Office.

EMERGENCIES
Any emergency should be reported to the campus Security Office by dialing 0. The campus switchboard is open 24 hours a day, seven days a week. Give the operator information about the type of emergency and its location.

COUNSELING CENTER
The Student Counseling Center, located on the lower level of Templeton College Center, is a broad-based service designed for facilitating student learning and growth. The center is open from 8:30 a.m. to 4:30 p.m. daily.

The center also provides vocational, personal, and intellectual testing services. A small fee is charged for some tests; all other services are free to Lewis & Clark students. A referral is not necessary.

CAREER PLANNING & PLACEMENT
The Career Planning & Placement Center is located in the Gatehouse at the main entrance to campus. The center maintains an excellent circulating library containing information on hundreds of employers. Professional career counselors are available to talk with you about career interests.

PROFESSIONAL EDUCATION PLACEMENT AND CERTIFICATION OFFICE
Located in Albany Quadrangle, this facility provides information on education-related job vacancies, sets up placement files, and is the only place on campus where Oregon TSPC certification applications can be processed. The office is open 8:30 a.m. to 5 p.m., Monday through Friday.

FURTHER INFORMATION
For additional information on graduate programs, policies, or college resources, consult the appropriate office listed below. Correspondence may be addressed to any office at Lewis & Clark College, Portland, Oregon 97219.

LEWIS & CLARK COLLEGE
President, Michael Mooney

GRADUATE SCHOOL OF PROFESSIONAL STUDIES
Dean, Carolyn Bullard
Administrative Assistant, Judith Davis
Assistant Dean, Richard Steiner
Assistant Dean, Suzanne Feeney
Director of Counseling Psychology, Richard Wollert
Director of Educational Administration, Patricia Schmuck
Director of Public Administration, Douglas Morgan
Director of Special Education: Hearing Impaired, H. William Breije
Director of Teacher Education, Carol Witherell
Director of Continuing Professional Education, Susan Flagel
Director, Northwest Writing Institute, Kim Stafford
Director of Teacher Placement and Certification, Carol Cooper


Susan Flagel, director, Continuing Professional Education. B.A. 1981 Marylhurst College.


Richard Steiner, assistant dean of the graduate school and associate professor of education. M.S. 1961 University of Nebraska. B.S. 1954 Nebraska State Teachers College. 


GRADUATE SCHOOL OF PROFESSIONAL STUDIES
Lewis & Clark College
0615 S.W. Palatine Hill Road
Portland, Oregon 97219
Phone:
Until July 1, 1990:
503-293-2656
After July 1, 1990:
503-768-7700
Free parking is available on campus. Lewis & Clark can also
be reached via Tri-Met, bus line
#39. Call 503-233-3511 for sched-
ule information.
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Albany Quadrangle 14
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Edna Holmes Gardens 27
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Faculty Office Building 5
Fir Acres Theatre 15
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