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. Graduate programs in education and psychology are fully approved and accredited by appropriate associations and agencies, including the Oregon Teacher Standards and Practices Commission (TSPC), the Oregon Board of Licensed Professional Counselors and Therapists, 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 adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

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CONTENTS

5 Introduction

7 Core Curriculum

9 Counseling Psychology

18 Educational Administration

24 Public Administration

32 Special Education: Hearing Impaired

36 Teacher Education

57 Special Programs

57 Continuing Professional Education

57 Northwest Writing Institute

59 Policies and Procedures

59 Admissions

61 Tuition and Fees

61 Financial Assistance

66 College Resources

69 Faculty

71 Campus Map

72 Route to Campus
The Graduate School

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 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 1,300 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 adult 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**
  - Certification-only program in School Counseling
  - Certification-only program in School Psychology (prior master's degree required)

- **Public Administration**
  - Master of Public Administration
  - Joint Degree: Counseling Psychology and Public Administration
  - Joint Degree: Law and Public Administration

- **Special Programs**
  - Continuing Professional Education
  - Northwest Writing Institute

- Specialty emphases in Public Policy, Human Resources Management, Finance and Budgeting, Health Policy and Administration, and Nonprofit Management

- **Special Education:** Hearing Impaired
- Master of Education in Special Education: Hearing Impaired
- Parent-Infant Specialist

- **Teacher Education**
  - Programs in art, drama, French, German, Spanish, language arts, language and literacy, mathematics, music, science education (biology, chemistry, integrated science, and physics), social studies, speech, and elementary education
  - Basic and Standard Certification
  - Master of Arts degree and preservice certification
  - Master of Arts degree and standard certification

Special Programs
- Continuing Professional Education
- Northwest Writing Institute

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.
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 design a seven-quarter-hour program from any of the following components.

Curriculum

COREG 500
CRITICAL ISSUES SEMINARS
Issue-focused seminars organized around an annual theme that addresses current sociocultural problems faced by professionals in the greater community. Students; practitioners; international, national, and regional experts; and members of the community spend one to two days exploring issues through presentations, exercises, small-group conferences, and faculty-guided projects. These seminars not only address current issues from multiple perspectives but provide a learning laboratory for all participants.

Seminar topics have included: Mutual Aid and Self-Help; Living and Working in Small and Rural Communities; Ethical Dilemmas of the Modern Professional; Caring as a Moral Dimension of the Professions; Comparable Worth as a Gender Issue in the Workplace; The Culture of the Deaf; Writing for Critical Inquiry in the Professions; Balancing Work and Family Life; and Cross-Cultural Perspectives on Peace.

Critical Issues seminars are offered at least one weekend per term. Graduate students may complete up to three seminars for the Core requirement. In some cases students may choose to earn and apply additional seminar credits toward degree completion.

Prerequisite: None
Credit: 1 quarter hour per seminar

COREG 503
INDIVIDUAL, ETHICAL, AND ORGANIZATIONAL DEVELOPMENT
A course that could be called "The Examined Life." Participants explore ideas about adult and organizational development by considering the interplay of cultural norms with the norms of their families and peers and their work organizations. This involves an examination of individual choices and commitments in the context of organizational life. Because professionals must model the highest standards of ethical behavior, they must confront and resolve the ethical dilemmas and conflicts that arise between personal values, goals, and standards and those of the workplace. Through diverse approaches to learning, including discussions, collaborative group work, dialogue, journal writing, case studies, essay writing, and student presentations, students consider the continuities, discontinuities, and paradoxes of balancing personal and professional life. Course readings are drawn from a variety of related disciplines including anthropology, sociology, psychology, literature, education, and organizational theory.

Prerequisite: None
Credit: 4 quarter hours
COREG 577, 598
INNOVATIVE AND EXPERIMENTAL COURSES
Special, focused courses that reflect the particular interests and expertise of faculty as well as those of the graduate students. Through the examination of particular topics, these courses enhance interdisciplinary study, foster reflective inquiry and dialogue across the professions, enhance intercultural and international understanding, and address issues of social justice in the realms of equity, difference, gender, and class as these relate to professional practice. Examples of Innovative Core Courses are:
- Breaking Stereotypes: Middle East Through Films and Literature
- Cross-Cultural Perspectives on the Family: Focus on Islamic and Middle East Culture
- Cross-National Perspectives on Organizational Culture — Study in Mexico
- Ecological Knowledge for Environmental Problem Solving
- Leadership and Collaboration

- Narrative and Voice: Themes of Gender and Culture
- Origins and Effects of Conversational Style in Communication
- Professional Ethics and Organizational Authority
- Racism and the Law
- Ways of Seeing, Ways of Knowing
- Women at Midlife
- Writing for Critical Inquiry in the Professions
Prerequisite: None
Credit: 2-6 quarter hours
Lewis & Clark’s Program in Counseling Psychology prepares 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 establish a foundation for the pursuit of doctoral training. 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 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, and ethnic minorities in specialized areas such as drugs and behavior, gerontology, health psychology, and pastoral counseling.

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 in College seminars.

The thoroughness of this approach is rewarded by a strong employment demand for Lewis & Clark counseling psychology graduates.

Admission
Complete admissions information and application forms are available by writing or phoning the program office. In general, the admission requirements for graduate study in counseling psychology are:

1. A baccalaureate degree from an accredited institution.

Admission to the Master of Arts Program requires an undergraduate GPA of 2.75. Admission to the Master of Science Program requires a GPA of 3.0. Two official transcripts from each institution attended (undergraduate and graduate) must be sent as part of the application. Under special circumstances, students who do not meet the minimum GPA requirements may be admitted on probationary status.

2. Satisfactory scores within the last five years on the Graduate Record Examination Aptitude 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 graduate school's general admission deadlines for graduate study.

Special Student Status
Nonadmitted students may complete up to 12 hours of credit before applying to the program but must obtain Special Student status in order to do so. The application process for Special Student status requires submitting an application form, resume, transcripts of all academic work (copies of transcripts are acceptable), a statement of purpose, and two letters of recommendation. Prospective students who wish to apply for this status should submit their application materials as early as possible, at least two weeks before the start of the term in which they desire to enroll. Application materials and information may be obtained from the program office.

Special Student status allows students to take a maximum of 12 credits and is valid for 12 months. Courses denoted with an asterisk in the course description section are open to Special Students as space is available.

Orientation
Anyone wishing additional information regarding programs or application procedures is encouraged to attend an orientation session, which provides an opportunity to meet the faculty and ask questions. Orientation sessions are held once each term. It is not necessary to sign up in advance for these meetings.

Waivers and Transfers
All students are required to attain a thorough grasp of the natural and social science aspects of psychology. Those who have not taken sufficient coursework to meet this requirement prior to admission to the program must complete a two-course, variable-credit sequence, CPSY 500-501. Although up to eight credit hours may be taken as part of CPSY 500-501, none of these hours may be counted toward the requirements for the master's degree because of the preparatory nature of this sequence. Students who believe their previous coursework overlaps the content of CPSY 500-501 (see the description of these courses below) may petition to waive all or part of this sequence.

Students seeking master's degrees may petition to waive courses based on competence or experience. All required or elective courses that are waived must be replaced by elective coursework with equivalent credit.

Students seeking master's degrees may petition to transfer credits from another institution. The maximum number of transfer credits allowed is 15 quarter hours. This restriction on transfers does not apply to 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. The Oregon Board of Licensed Professional Counselors and Therapists has determined that students who graduate with the master of arts in counseling psychology have met the educational requirements for licensure.

Degree Requirements
A minimum of 75 quarter hours, distributed as follows.

Preliminary Courses
(Credit hours are not applicable to the degree.)
500 Foundations of Counseling Psychology: Social, Personality, Clinical, and Developmental, 1-4 quarter hours
501 Foundations of Counseling Psychology: Biological, Cognitive, Learning, and Perception, 1-4 quarter hours

Required Courses: Counseling Psychology
502 Statistics, 3 quarter hours
503 Introduction to Counseling Individuals, 4 quarter hours
504 Child and Adolescent Development, 3 quarter hours, or alternative developmental psychology course
505 Group Counseling, 4 quarter hours
506 Introduction to Counseling Families, 4 quarter hours
507 Theories of Personality and Counseling, 4 quarter hours
508 Psychopathology, 4 quarter hours
510 Clinical Work With Children and Adolescents, 4 quarter hours, or
512 Clinical Work With Adults, 4 quarter hours
525 Introduction to Assessment, 4 quarter hours.
542 Career Development and Life-Style Counseling, 4 quarter hours
560 Statistics and Research Design I, 4 quarter hours
561 Statistics and Research Design II, 4 quarter hours
590 Preinternship Training in Counseling Techniques, 4 quarter hours
One internship sequence, 9 quarter hours total, selected from the following:
591 Mental Health Internship: Adult Psychopathology, 3 terms, or
592 Mental Health Internship: Child and Family Problems, 3 terms, or
593 Mental Health Internship: Marriage and Family Problems, 3 terms
Graduate Core Requirements
A minimum of 7 quarter hours
Elective Courses
A minimum of 9 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 fully approved by the Oregon Teacher Standards and Practices Commission. In addition to fulfilling the following requirements, students wishing to be certified must submit passing scores on the California Basic Educational Skills Test (CBEST) to the Teacher Standards and Practices Commission. The Oregon Board of Licensed Professional Counselors and Therapists has determined that students who graduate with the M.A. in school counseling have met the educational requirements for licensure.

Because of the length of time required to complete the basic certification requirements, teachers who expect to pursue coursework during a sabbatical year should seek admission to the program sufficiently in advance of their sabbatical so that they will be able to finish their coursework on schedule. To meet this goal, it has usually been necessary for students to complete at least three terms of coursework on a part-time basis before becoming full-time students during their sabbatical year.

Eligibility for Basic Certification
Applicants who hold a valid Oregon Teaching Certificate and have completed two years of successful teaching are eligible for recommendation for an Oregon Basic Certificate in school counseling upon successful completion of the following course of study. The program includes a minimum of 50 quarter hours, distributed as follows.

Preliminary Courses
(Credit hours are not applicable to the degree.)
500 Foundations of Counseling Psychology: Social, Personality, Clinical, and Developmental, 1-4 quarter hours
501 Foundations of Counseling Psychology: Biological, Cognitive, Learning, and Perception, 1-4 quarter hours

Requirements for Basic Certification
ED 500 Research Methods, 3 quarter hours
503 Introduction to Counseling Individuals, 4 quarter hours
504 Child and Adolescent Development, 3 quarter hours
505 Group Counseling, 4 quarter hours
506 Introduction to Counseling Families, 4 quarter hours
507 Theories of Personality and Counseling, 4 quarter hours
509 Learning Theory and Approaches to Child Treatment, 3 quarter hours
510 Clinical Work With Children and Adolescents, 4 quarter hours
525 Introduction to Assessment, 4 quarter hours
532 School Counseling Seminar I, 3 quarter hours
542 Career Development and Life-Style Counseling, 4 quarter hours
545 Psychology of Exceptional Children, 4 quarter hours
594 School Counseling Internship, 6 quarter hours

Eligibility for Standard Certification
Individuals who hold the Oregon Basic Certificate in School Counseling may apply for the Standard Certificate.

They must complete the following requirements in addition to those required for Basic Certification.

508 Psychopathology, 4 quarter hours
533 School Counseling Seminar II, 3 quarter hours
594 School Counseling Internship, 6 quarter hours
Graduate Core Requirements
A minimum of 7 quarter hours
Elective Courses
A minimum of 5 quarter hours of electives
Certification-Only Program in School Counseling
Individuals who hold a master's degree in counseling or a related field may apply for admission to the Certification-Only Program in School Counseling. Upon admission, an individual program of study leading to certification will be designed.
Master of Science in Counseling Psychology

This curriculum is for students who have demonstrated interest and potential in psychological research. It is particularly appropriate for students who aspire to pursue a research doctorate in psychology. Students enrolled in this curriculum receive research training, and meet the mental health counselor licensure requirements of the Oregon Board of Licensed Counselors and Therapists. Since the thesis is a major focus of this degree, students in this track are encouraged to select a thesis advisor early in their program (within the first term of enrollment if possible) and participate in an ongoing research seminar until the completion of their degree.

Degree Requirements
A minimum of 75 quarter hours, distributed as follows.

Preliminary Courses
(Credit hours are not applicable to the degree.)
500 Foundations of Counseling Psychology: Social, Personality, Clinical, and Developmental, 1-4 quarter hours
501 Foundations of Counseling Psychology: Biological, Cognitive, Learning, and Perception, 1-4 quarter hours

Required Courses: Counseling Psychology
Clinical Courses
504 Child and Adolescent Development, 4 quarter hours, or alternative developmental course, 4 quarter hours
505 Group Counseling, 4 quarter hours
506 Introduction to Counseling Families, 4 quarter hours
507 Theories of Personality and Counseling, 4 quarter hours
508 Psychopathology, 4 quarter hours
510 Clinical Work With Children and Adolescents, 4 quarter hours, or
512 Clinical Work With Adults, 4 quarter hours
525 Introduction to Assessment, 4 quarter hours
542 Career Development and Life-Style Counseling, 4 quarter hours
590 Preinternship Training in Counseling Techniques, 4 quarter hours

One of the following three internship sequences, taken for a total of 9 quarter hours:
591 Mental Health Internship: Adult Psychopathology, 3 terms, or
592 Mental Health Internship: Child and Family Problems, 3 terms, or
593 Mental Health Internship: Integration of Adult, Child, and Family Problems, 3 terms

Research Courses
560 Statistics and Research Design I, 4 quarter hours
561 Statistics and Research Design II, 4 quarter hours
563 Research Seminar, 4 quarter hours

595 Master’s Thesis Research, 10-15 quarter hours

Graduate Core Requirements
A minimum of 7 quarter hours
Electives
A minimum of 0-5 quarter hours (depending on both the number of quarter hours taken for thesis and the Core options selected).

Master of Science in School Psychology

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.

Certification-Only Program 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 & Clark program in school psychology.

The Lewis & Clark program in school psychology is fully approved by the Oregon Teacher Standards and Practices Commission.

In addition to fulfilling the following requirements, students wishing to be certified must submit passing scores on the California Basic Educational Skills Test (CBEST).

School psychology students who wish to complete the educational requirements for licensure as determined by the Oregon Board of Licensed Professional Counselors and Therapists must complete CPSY 505 Group Counseling and CPSY 542 Career Development and Life-Style Counseling as part of their curriculum.

Preliminary Courses
(Credit hours are not applicable to the degree.)
500 Foundations of Counseling Psychology: Social, Personality, Clinical, and Developmental, 1-4 quarter hours
501 Foundations of Counseling Psychology: Biological, Cognitive, Learning, and Perception, 1-4 quarter hours
505 Group Counseling, 4 quarter hours
506 Introduction to Counseling Families, 4 quarter hours
507 Theories of Personality and Counseling, 4 quarter hours
508 Psychopathology, 4 quarter hours
510 Clinical Work With Children and Adolescents, 4 quarter hours, or
512 Clinical Work With Adults, 4 quarter hours
525 Introduction to Assessment, 4 quarter hours
542 Career Development and Life-Style Counseling, 4 quarter hours
590 Preinternship Training in Counseling Techniques, 4 quarter hours

One of the following three internship sequences, taken for a total of 9 quarter hours:
591 Mental Health Internship: Adult Psychopathology, 3 terms, or
592 Mental Health Internship: Child and Family Problems, 3 terms, or
593 Mental Health Internship: Integration of Adult, Child, and Family Problems, 3 terms

Research Courses
560 Statistics and Research Design I, 4 quarter hours
561 Statistics and Research Design II, 4 quarter hours
563 Research Seminar, 4 quarter hours

595 Master’s Thesis Research, 10-15 quarter hours

Graduate Core Requirements
A minimum of 7 quarter hours
Electives
A minimum of 0-5 quarter hours (depending on both the number of quarter hours taken for thesis and the Core options selected).
504 Child and Adolescent Development, 3 quarter hours
506 Introduction to Counseling Families, 4 quarter hours
507 Theories of Personality and Counseling, 4 quarter hours
508 Psychopathology, 4 quarter hours
509 Learning Theory and Approaches to Child Treatment, 3 quarter hours
510 Clinical Work With Children and Adolescents, 4 quarter hours
526 Psychological Measurement, 3 quarter hours
545 Psychology of Exceptional Children, 4 quarter hours
548 Consultation I, 3 quarter hours
549 Consultation II, 3 quarter hours
560 Statistics and Research Design I, 4 quarter hours
561 Statistics and Research Design II, 4 quarter hours
580 Intellectual Assessment, 4 quarter hours
581 Personality Assessment and Intervention Strategies, 3 quarter hours
582 Advanced Assessment of Exceptional Children, 4 quarter hours
583 Psychoeducational Assessment, 3 quarter hours
585-586-587 Internship in School Psychology I, II, and III, 12 quarter hours
588 Practicum in Child and Family Problems, 3 terms, 6 quarter hours
590 Preinternship Training in Counseling Techniques, 4 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 of depression, treatment of anxiety and stress disorders, treatment of substance abuse, social skills assessment and training, social judgment, midlife transition, religious and sociocultural variables in the psychotherapy process, group interventions, gender and self-esteem in children, learning disabilities, assessment procedures, and behavior disorders. Faculty members encourage student involvement in their research. The program seeks to balance applied clinical training with a rigorous approach to psychological inquiry.

Curriculum

CPSY 500*
FOUNDATIONS OF COUNSELING PSYCHOLOGY: SOCIAL, PERSONALITY, CLINICAL, AND DEVELOPMENTAL
Introductory course providing a foundation for graduate work in counseling psychology. Intended for students with minimal previous coursework in psychology, the course introduces students to the basic concepts and methods of inquiry of psychology. The course is divided into four modules; students may complete all or part of these depending on their previous coursework. Course credit is not applicable to the Lewis & Clark counseling psychology degree program. Prerequisite: None Credit: 1-4 quarter hours

CPSY 502*
STATISTICS
Basic concepts and skills in statistics. Descriptive and inferential statistics, normal distribution, Z-test, t-test, use of computers, and elements of research design are covered. Prerequisite: None Credit: 3 quarter hours

CPSY 503*
INTRODUCTION TO COUNSELING INDIVIDUALS
The basic concepts and skills of counseling individuals, and practice in applying those concepts in counseling situations in class. Emphasis is on conditions for an effective helping relationship, attending and interviewing skills, basic theoretical assumptions, ethical principles, and professional orientation. Prerequisite: None Credit: 4 quarter hours

CPSY 504*
CHILD AND ADOLESCENT DEVELOPMENT
The psychological, social, cognitive, and physical development of children and adolescents. Prerequisite: CPSY 500 and 501 Credit: 3 quarter hours

CPSY 505*
GROUP COUNSELING
Areas of knowledge related to group counseling: 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 inter-
Counseling Psychology

ventions. The course provides practical experience in applying group knowledge skills.
Prerequisite: None
Credit: 4 quarter hours

CPSY 506
INTRODUCTION TO COUNSELING FAMILIES
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 influence the therapist's own family of origin might exert on therapy.
Prerequisite: CPSY 503 or 505
Credit: 4 quarter hours

CPSY 507*
THEORIES OF PERSONALITY AND COUNSELING
The major theories of personality and counseling and the empirical research that bears on their validity.
Prerequisite: CPSY 500 and 501
Credit: 4 quarter hours

CPSY 508
PSYCHOPATHOLOGY
Basic information about the etiology, diagnosis, and treatment of the major forms of adult and child psychopathology. Topics include schizophrenia, substance abuse, affective disorders, personality disorders, anxiety disorders, and childhood disorders.
Prerequisite: CPSY 507
Credit: 4 quarter hours

CPSY 509*
LEARNING THEORY AND APPROACHES TO CHILD TREATMENT
Introduction to behavioral assessment and intervention procedures, including 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: CPSY 500 and 501
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 503 and 509 or consent of instructor
Credit: 4 quarter hours

CPSY 512
CLINICAL WORK WITH ADULTS
Contemporary theories, strategies, and techniques for the assessment and treatment of emotional, interpersonal, and behavior disorders in adults. Emphasis is on the development of a multifaceted, individually tailored approach to treatment that integrates diverse theoretical perspectives.
Prerequisite: CPSY 503 and 508 or consent of instructor
Credit: 4 quarter hours

CPSY 525
INTRODUCTION TO ASSESSMENT
Principles of psychological assessment as employed in clinical and applied settings. Topics include reliability and validity and a survey of intelligence, personality, career, interest, aptitude, and achievement tests. Alternative methods of assessing competence and person-situation interactions are reviewed.
Prerequisite: CPSY 502 or ED 500
Credit: 4 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 the evaluation of psychometric properties of test procedures.
Prerequisite: CPSY 560 and 561
Credit: 3 quarter hours

CPSY 532
SCHOOL COUNSELING PROSEMINAR I
Foundations of school counseling. Specific topics include: consultation, interviewing, developing counseling and guidance programs, social and cultural foundations of counseling and guidance programs in schools, and ethical issues. This course must be taken prior to enrolling in the School Counseling Internship.
Prerequisite: CPSY 509, CPSY 510, admission to School Counseling Program, and advisor approval.
Credit: 3 quarter hours

CPSY 533
SCHOOL COUNSELING PROSEMINAR II
Advanced school counseling course for students who are completing their standard endorsement. Specific topics include: legal and professional issues, program development and evaluation, management of school counseling services, and the application of computers to school counseling.
Prerequisite: Completion of basic requirements, CPSY 542, ED 500, CPSY 525, and advisor approval.
Credit: 3 quarter hours

CPSY 542
CAREER DEVELOPMENT AND LIFE-STYLE COUNSELING
Career development theories; career 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 503
Credit: 4 quarter hours

CPSY 543
CLINICAL WORK WITH DIVERSE POPULATIONS
Social and cultural foundations of counseling, with emphasis on working with diverse populations. Specific topics may
include ethnic minorities, gender, and the elderly. Emphasis is on helping students become capable therapists in culturally diverse environments. Students learn to become aware of their own perceptions of social, cultural, and physical diversity, and to develop techniques conducive to effective counseling with diverse populations. 

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

**CPSY 545**  
**PSYCHOLOGY OF EXCEPTIONAL CHILDREN**  
Major categories of exceptionalities found in public schools. These include the emotionally handicapped and behavior disordered, 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  
**Credit:** 4 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 experimental 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 503  
**Credit:** 2 quarter hours

**CPSY 551**  
**HEALTH PSYCHOLOGY**  
The study of the impact of psychological factors (such as stress, coping styles, personality, and family environments) on 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 and 507 or consent of instructor  
**Credit:** 4 quarter hours

**CPSY 552**  
**ADULT DEVELOPMENT AND GERONTOLOGICAL COUNSELING**  
The biological, social, and cultural factors in adult development and aging, plus strategies for working with elderly people.  
**Prerequisite:** CPSY 503 and 508  
**Credit:** 4 quarter hours

**CPSY 554**  
**ADVANCED FAMILY COUNSELING**  
Major issues in treating families with moderate to severe dysfunctions. Topics include family violence, spouse abuse, physical and sexual abuse, and neglect; drug and alcohol addiction in the family; families with conduct-disordered and delinquent children; families and chronic illness; multicultural, gender, and ethical issues; research on the effectiveness of family interventions. Emphasis is on selecting effective strategies for assessment and intervention.  
**Prerequisite:** CPSY 506; CPSY 510 or 512  
**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, opiate addiction, stimulants, marijuana, cocaine, and hallucinogens. The course also focuses on the uses and abuses of psychoactive prescription drugs such as tranquilizers, antidepressants, and anti-psychotic substances.  
**Prerequisite:** CPSY 500 and 501  
**Credit:** 4 quarter hours

**CPSY 556**  
**PASTORAL COUNSELING**  
Theory 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:** Consent of instructor  
**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 on sexual preference; common sexual dysfunctions experienced by rape and incest victims and modes of treatment.  
**Prerequisite:** CPSY 510 or 512  
**Credit:** 3 quarter hours

**CPSY 558**  
**CLINICAL WORK WITH WOMEN: THEORY AND PRACTICE**  
Contemporary models of working with women in counseling. Focus is on gender identity, consciousness raising, and
clinical skills appropriate to disorders prevalent among women. Prerequisite: CPSY 510 or 512 or consent of instructor. Credit: 4 quarter hours.

**CPSY 559 AFFECTIVE DISORDERS**
The etiology, diagnosis, 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 510 or 512 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 also attain competence using a major statistical computer package. Prerequisite: CPSY 502 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 563 RESEARCH SEMINAR**
Methodology appropriate for clinical and counseling psychology research. Topics vary depending on participants' thesis subjects. Emphasis is on helping students generate and complete an approved thesis. Research methodology and literature searches are covered. Students receive instruction and support in their thesis work, and students and faculty report on their research. This is an ongoing course with monthly meetings. Students enroll in the course upon acceptance to the M.S. program, and continue enrollment until completion of their thesis. Prerequisite: Enrollment in the M.S. program. Credit: 4 quarter hours.

**CPSY 565* PERCEPTION AND THOUGHT**
Issues and present knowledge concerning human perception, including recent breakthroughs in the neurobiology of sensation and perception as well as the roles these processes play in color vision, form, and depth perception. Prerequisite: CPSY 500 and 501. Credit: 4 quarter hours.

**CPSY 580 INTELLECTUAL ASSESSMENT**
Theory, techniques, and contemporary issues regarding the assessment of intelligence. Students receive 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 program. 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 583. Credit: 4 quarter hours.

**CPSY 583 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: 3 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 certified school psychologist in the field and under indirect supervision by the instructor. Students provide assessment, consultation, and intervention services for exceptional and normal children. In addition, students meet in a seminar to examine legal, ethical, and professional issues. Prerequisite: Successful completion of school psychology coursework and consent of instructor. Credit: 12 quarter hours.

**CPSY 588 PRACTICUM IN CHILD AND FAMILY PROBLEMS**
Didactic class instruction, practicum placement, and clinical training. The course covers the
CPSY 591
MENTAL HEALTH INTERNSHIP: EMPHASIS ON ADULT PSYCHOPATHOLOGY
An internship in a community setting that serves clients in need of mental health intervention. Participants engage in 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 590
Credit: 3 quarter hours

CPSY 592
MENTAL HEALTH INTERNSHIP: EMPHASIS ON CHILD AND FAMILY PROBLEMS
Didactic class instruction, internship placement, and clinical training. The course covers the application of psychological therapies with children, adolescents, and families, and presents a seminar reviewing research, theory, and practice.
Prerequisite: CPSY 590
Credit: 3 quarter hours

CPSY 593
MENTAL HEALTH INTERNSHIP: INTEGRATION OF ADULT, CHILD, AND FAMILY PROBLEMS
A systems-oriented practicum for students who desire clinical experience with or exposure to a diverse client population, including adults, children, families, and couples. Students' practicum sites may encompass one or more of these client populations. Students write reports and present cases and videotapes as part of their clinical work. Techniques for intervention are emphasized.
Prerequisite: CPSY 590
Credit: 3 quarter hours

CPSY 594
SCHOOL COUNSELING INTERNSHIP
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 532
Credit: 3 quarter hours

CPSY 595
MASTER'S THESIS RESEARCH
Individually arranged.
Prerequisite: Consent of thesis chair
Credit: Variable
*Open to students admitted to Special Student status.
The Program in Educational Administration 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, instruction, restructuring, equity, 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.

Noncertification 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 Program in Educational Administration or from the Office of Continuing Professional Education.

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 completion of a master's degree program.
2. Satisfactory test scores from the California Basic Educational Skills Test, Graduate Record Examination, or Miller Analogies Test.
3. A completed Application for Admission to Graduate Study.
4. An official transcript from each undergraduate and graduate institution attended. Minimum standards are a 2.75 GPA for undergraduate work and 3.0 for graduate work.
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. Successful completion of EDAD 501, Introduction to School Administration.
8. 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.

Basic Certification Program: Administrator
A minimum of 21 quarter hours, distributed as follows.

Required courses
501 Introduction to School Administration, 5 quarter hours
502 Development, Evaluation, and Supervision of Educational Staff, 5 quarter hours
504 Management of Financial Resources, 3 quarter hours
509 Oregon Practicum for Principals, 4 quarter hours
543 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, or
529 Assessment of Student Learning
503 The School and Its Communities, 3 quarter hours
513 Leadership Seminar, 3 quarter hours
531 Leadership in the Teaching-Learning Process, 3 quarter hours
533 Communication Skills for Administrators, 3 quarter hours
COREG 503 Individual, Ethical, and Organizational Development, 4 quarter hours

Elective Courses
550 Program for New Administrators, 4 quarter hours
PA 542/EDAD 553 Program Evaluation, 3 quarter hours
598 Education and Gender, 3 quarter hours
556/557 Working With the Marginal Performer, 4 quarter hours

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: 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 Law, 3 quarter hours
Note: Enrollment in the Institute for Executive Leadership for five terms meets the requirements for the Basic Superintendent Certificate. Institutes will begin in spring 1993 and spring 1995.

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
533 Communication Skills for Administrators, 3 quarter hours
COREG 503 Individual, Ethical, and Organizational Development, 4 quarter hours
Elective Courses
One elective, selected from:
596 Education and Gender, 3 quarter hours
PA 508/EDAD 552 Administrative Ethics, 3 quarter hours
PA 542/EDAD 553 Program Evaluation, 3 quarter hours

Practicum
The Program in Educational Administration 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 ambience 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.

Cooperation With the University of Oregon
A cooperative doctoral program with the University of Oregon's Department of Educational Policy and Management allows students in the Program in Educational Administration to apply credits to a doctorate at the University of Oregon. The Wednesdays Program includes nine quarter hours of basic coursework and fulfills the residency requirement.

Faculty
To achieve a balance of theoretical structure and practical application, the program recruits faculty members from academic circles and from the ranks of practicing school administrators. Additional academic faculty — drawn on a regular basis from the social sciences, business, and humanities — provide a truly interdisciplinary approach to preparing leaders.

Curriculum
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
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: 5 quarter hours

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

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

EDAD 509  
OREGON PRACTICUM  
FOR PRINCIPALS  
Supervised, on-site, pre-designed 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

EDAD 510  
PRACTICUM FOR  
SUPERINTENDENTS  
Supervised, on-site, pre-designed 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

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 legal liability, transportation, capital investment, and depreciation are analyzed. The course is required for those seeking the Standard Superintendent Certificate.  
Prerequisite: None  
Credit: 3 quarter hours

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
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. Prerequisite: None. Credit: 3 quarter hours.

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.

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.

EDAD 529
ASSESSMENT OF STUDENT LEARNING
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 531
LEADERSHIP IN THE TEACHING-LEARNING PROCESS
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 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 other year. Prerequisite: None. Credit: 3 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 509.) Prerequisite: None. Credit: 4 quarter hours.

EDAD 546
ADMINISTRATIVE 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 556-557
WORKING WITH THE MARGINAL PERFORMER
The knowledge, skills, and support for school administrators to work with adults, primarily teachers, whose performance is not acceptable. Class activities include readings, whole group discussions, guest presentations, journal writing, and sharing in peer support groups. EDAD 556 and EDAD 557 must be taken in sequence for certification credit.

Prerequisite: Completion of Basic Certificate
Credit: 2 quarter hours each

EDAD 598
EDUCATION 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 and Teacher Education.
Public Administration

The Master of Public Administration degree program builds on Lewis & Clark College's 125-year tradition of preparing students to assume positions of leadership and responsible citizenship. The program specifically prepares students for careers in the public and nonprofit sectors of society, where creative leadership is essential to deal with the challenges of shrinking resources and disenchantment with past approaches to social problems. M.P.A. students come to Lewis & Clark from a variety of academic and career backgrounds. Most bring to their classes a decade or more of experience as direct-service providers, such as engineers, social workers, or volunteers in nonprofit agencies. Others are seeking to begin a public service career. The faculty welcomes recent college graduates with backgrounds in any of the traditional academic disciplines, including English, music, history, biology, physics, chemistry, philosophy, and the social science disciplines, such as political science, economics, and sociology. The M.P.A. degree provides unequaled opportunity for professional growth and advancement, whether students are experienced practitioners or just launching their careers. Lewis & Clark's M.P.A. students also enjoy stimulating exchanges with those pursuing studies in other disciplines and programs — law, counseling psychology, educational administration, special education of the hearing impaired, teacher education, the Northwest Writing Institute, and Continuing Professional Education. Courses throughout the Graduate School of Professional Studies are open to all graduate students. Most courses at Lewis & Clark's Northwestern School of Law are also open to graduate students with prior consent of the instructor.

At the heart of the M.P.A. curriculum is a set of core courses that develop basic knowledge of the history of American public service, and skills in budgeting, administrative law, organizational theory, human resources management, research methodologies, administrative ethics, and policy analysis. Students then tailor their M.P.A. program by selecting courses from the following specialty areas: policy development and implementation, human resources management and development, financial management and analysis, nonprofit management, and health policy and administration. Lewis & Clark provides a highly flexible selection of electives, responding to student interests and current issues in the professions.

Career Options

Lewis & Clark's M.P.A. graduates hold a variety of positions in public, nonprofit, and private settings. Graduates work for state, federal, and city agencies throughout the United States. Many pursue careers in the expanding nonprofit service sector — in education, environmental advocacy, health, arts and culture, and human and social services.

Program Options

The M.P.A. program requires the completion of 61 quarter hours of credit, 6 of which
can be waived for those who demonstrate significant practical experience. Approximately 75 percent of each student's coursework consists of a set of basic M.P.A. program and graduate school core requirements that provide the essential knowledge and skills to function as an effective public service professional. While program requirements can be completed in 15 months of continuous full-time study, most students choose to take more time, intermixing professional work experience with their academic coursework.

In recognition of the diverse needs of its students, Lewis & Clark provides a variety of scheduling and curricular options to meet the M.P.A. degree requirements.

**Part-Time Program**

Most courses are offered during the evenings and on weekends to enable working adults to pursue their degree on a part-time basis. Some courses are taught in an intensive seminar format in which classes are completed over a series of weekend sessions. This format allows Lewis & Clark to bring students together with distinguished American and international visiting scholars and practitioners.

**Field Experience**

Outside the classroom, Lewis & Clark students can take advantage of the M.P.A. program's extensive opportunities for practice, internships, and comparative and international field studies. Such opportunities help students acquire relevant work experience and develop technical skills, giving them a competitive advantage in their careers. Stipends for many of these internships and practica also help students finance their education.

For students who have little work experience or are beginning a career in public service, the M.P.A. program requires participation in supervised internships and practica. These students also work closely with experienced mentors, who help them integrate theory with practice and introduce them to a professional network. Coursework focuses on the acquisition of practical tools and skills needed for successful employment.

Off-campus and international field study opportunities include an intensive one-week seminar, National Policy Process, conducted each fall in Washington, D.C. A second course, Comparative Political Process in the Pacific Northwest, studies government in the state capitals of Salem, Oregon, and Olympia, Washington, and in Victoria, British Columbia. Finally, at least one opportunity is available each year for a one-to-three-week intensive period of study in a foreign setting such as England, Scotland, Canada, Latin America, or the Pacific Rim, where members of the faculty have extensive contacts with local practitioners.

**Joint Degrees, Certificates, and Specialty Options**

Lewis & Clark offers joint degree programs leading to two combinations:
- J.D. and M.P.A. degrees
- Master's degrees in public administration and counseling psychology.

These options enhance career flexibility while providing a substantial savings in time and tuition.

For those wishing to pursue coursework but not a degree, basic and advanced certificates are available in each of the following specialty areas: public management, human resources management, and financial management and analysis.

A student may earn up to one basic certificate (15 quarter hours) prior to being accepted as a formal degree candidate.

The following specialty areas are also available for students who wish to focus and combine their electives to create a concentration:
- Policy Development and Implementation
- Human Resources Management and Development
- Financial Management and Analysis
- Nonprofit Management
- Health Policy and Administration.

**Resources for Professional Development**

The M.P.A. faculty encourages interested students to enroll in courses, intensive weekend seminars, and workshops at any time to enhance their personal and professional development. Those who later decide to seek degree candidacy may apply up to 15 hours of previous graduate coursework toward the M.P.A. degree.
Faculty
A diverse selection of instructors with expertise in their subject matter expose 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.

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 Program in Public Administration 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 of at least 500 words, including professional career goals and how the Lewis & Clark program is expected to further them.

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 Test of English as a Foreign Language (TOEFL).
8. Submit a current resume.

Special Admission
Under exceptional circumstances the Program in Public Administration admits students 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
A minimum of 61 quarter hours is required for graduation, distributed as follows:
1. Successful completion of the following M.P.A. Core courses (33 credit hours): PA 500, 501, 502 or 543, 503, 504, 505, 506, 507, 508, 510, 512.
2. Successful completion of PA 509-Capstone or six quarter hours of elective coursework that can be combined with at least one of the four electives specified in #3 below to form a concentration of the student’s choosing. At least three quarter hours of the nine required for the concentration must include an off-campus comparative course experience (such as PA 525, 527, 595). Both the initial concentration proposal and the final report must be approved by the faculty advisor.
3. Successful completion of four elective courses, 12 quarter hours.
4. Successful completion of at least six quarter hours of practica and/or internships. After admission a student may petition to waive this requirement based on substantial previous work experience.
5. Successful completion of seven quarter hours of graduate Core Curriculum coursework.

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 Program in Public Administration 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 various stages of development, starting as an idea and ending with administrative implementation.
Prerequisite: None
Credit: 2 quarter hours
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 macroeconomic 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. Through extensive use of simulations, including computer applications, students gain 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 processes, 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:** Completion of 39 quarter hours  
**Credit:** 2 quarter hours

**Policy Development and Implementation**

**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 policymaking process, policymaking 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, later modified by new factors and challenged by financial and environmental problems. Central focus is on the 1980 Regional Power Act and its implementation by BPA and the regional power planning council.
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.
Prerequisite: None
Credit: 3 quarter hours
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 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 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 issues. 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

General Electives

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

Health Policy and Administration

PA 560
SELECTED TOPICS IN ALLIED HEALTH
Current problems and issues facing allied health managers and practitioners.
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 IMPSSE 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 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 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 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 Program in Special Education: Hearing Impaired has been a major regional resource since 1952 for the preparation of preschool, elementary, and secondary teachers of students who are deaf and hard-of-hearing. In addition, a program is offered in conjunction with Infant Hearing Resource to prepare parent-infant specialists. The program enjoys a placement record of nearly 100 percent, with successful graduates finding challenging work in the field throughout the United States and in several foreign countries. 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 Program in Special Education: Hearing Impaired 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 encouraged to apply. A full range of services is available for graduate students with hearing impairments, including interpreters and note takers. A limited number of federally funded scholarships, private scholarships, and loans may be 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. The degree requires a minimum of 50 quarter hours.

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 individuals who are deaf and hard-of-hearing throughout the Northwest.

Resources for Nondegree Study

Lewis & Clark is one of the Northwest's major inservice resources in the education of students who are deaf and hard-of-hearing. 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 children who are deaf and hard-of-hearing.

Admission Requirements

1. Applicants to the Program in Special Education: Hearing Impaired must have a bachelor's degree from an accredited institution of higher education.
2. Students must submit acceptable scores from either the Graduate Record Examination or the Miller Analogies Test.
3. Three references are required, two of which must be either professional or academic.
4. Courses in the following areas are prerequisites for the degree: social, cultural, and historical foundations of education, educational psychology, child or adolescent psychology, the exceptional child, and sign language.
5. A personal interview is strongly recommended.

Application Procedures and Deadlines
1. File program application with $35 nonrefundable application fee.
2. Submit test scores, and an official transcript from each college or university attended.
3. Reference forms will be sent to persons listed on the application.
4. Completed application files are reviewed as follows: December 15, Early Decision; February 15, Regular Decision.

A maximum of 20 full-time and a few part-time students are enrolled each year. 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 for the parent-infant specialist track begins in late September. The sequence for the elementary and secondary tracks begins in June. The elementary and secondary tracks require 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.

Practice opportunities are varied. Observation, instructional assistant experiences, tutoring, microteaching, and student teaching experiences are available with individuals who are deaf or hard-of-hearing from infant through high school and college age. Practice 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 information they need for effective decision making. Students gain understanding of the research process, and are then able 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, cultural, and educational implications of deafness and the history of the education of the deaf.
Prerequisite: None
Credit: 3 quarter hours

TTD 505 ORAL AND AURAL COMMUNICATIONS I
Methods of developing speech, speech reading abilities, and existing residual hearing.
Prerequisite: None
Credit: 3 quarter hours

TTD 506/507 ORAL AND AURAL COMMUNICATIONS 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: 2 quarter hours

TTD 508 PRACTICUM I
Participation in classes for the deaf and hard-of-hearing. Students perform instructional assistant functions under supervision. Skills in observation, communication, language, and speech instruction are emphasized.
Prerequisite: To be taken concurrently with TTD 505 and 515
Credit: 2 quarter hours

TTD 509/510 PRACTICUM II: ELEMENTARY OR SECONDARY
Participation in classes for the deaf and hard-of-hearing. 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: 3 quarter hours
TTD 515
LANGUAGE DEVELOPMENT I
Basic principles of language development to use in assessing the linguistic needs of children who are deaf and hard-of-hearing. Strategies for integrating theory and practice are also considered.
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 children who are deaf and hard-of-hearing.
Prerequisite: TTD 515
Credit: 2 quarter hours

TTD 520
AUDILOGY 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
AUDILOGY 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 individuals who are deaf and hard-of-hearing.
Prerequisite: None
Credit: 3 quarter hours

TTD 536/537
LITERACY DEVELOPMENT: ELEMENTARY OR SECONDARY
Basic concepts of literacy development; content of an elementary/secondary reading program; and instructional strategies, methods, and materials used with students who are deaf and hard-of-hearing.
Prerequisite: Consent of instructor
Credit: 4 quarter hours

TTD 546/547
STUDENT TEACHING: ELEMENTARY OR SECONDARY
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 program faculty members.
Prerequisite: Completion of specialized methods courses
Credit: 15 quarter hours

TTD 563
USE OF MEDIA IN THE CLASSROOM
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.
Prerequisite: None
Credit: 3 quarter hours

TTD 580-583, 587
SIGN SYSTEMS, I, II, III, IV, V
Competency in the expressive and receptive use of American Sign Language (ASL) and sign systems that follow English syntax. The courses also include content on the culture of the deaf community.
Prerequisite: For TTD 580 (Sign System I), none; for Sign Systems II-V, competency at previous level.
Credit: Sign Systems I-III, 3 quarter hours each; Sign Systems IV and V, 2 quarter hours each.

TTD 586
CLASSROOM MANAGEMENT
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 ED 563.
Prerequisite: None
Credit: 2 quarter hours

GRADUATE CORE CURRICULUM
In addition to the courses listed above, students are required to complete the 7-quarter-hour graduate Core Curriculum.

Curriculum:
Parent-Infant Specialist Track
Instruction for the Parent-Infant Specialist Track takes place at Infant Hearing Resource, 3930 S.W. Macadam Avenue, Portland, Oregon 97201. In addition to the 28-quarter-hour parent-infant specialist course of study, students wishing to earn a master of education degree may enroll for an additional 22 hours of coursework at Lewis & Clark to complete the 50-quarter-hour program.

TTD 544
EXTENDED PRACTICUM: SKILLS OF THE PARENT-INFANT SPECIALIST
Offered three consecutive terms as a series, and designed to foster and develop additional roles required by the parent-infant specialist for the hearing impaired.
Prerequisite: None
Credit: 6 quarter hours total
TDD 551
PEDIATRIC AUDIOLOGY
Maturation of auditory perceptual skills, measurement of hearing in children, parameters of speech reception, and the effect of hearing loss on sound-speech reception.
Prerequisite: Course in basic audiology
Credit: 3 quarter hours

TDD 552-554
SEMINAR IN PARENT-INFANT HABILITATION I, II, III
Relating coursework, theory, and observation experience to parent-infant habilitation.
Prerequisite: None
Credit: 5 quarter hours total

TDD 555-557
OBSERVATION AND PRACTICUM I, II, III
Relating theory to actual evaluation and teaching of children and instruction of their families enrolled in the habilitation program.
Prerequisite: None
Credit: 2 quarter hours each

TDD 558
HEARING AID AMPLIFICATION
Basic background information on hearing aids as they are used with very young children, procedural applications, use, care, and maintenance.
Prerequisite: None
Credit: 2 quarter hours

TDD 559
COUNSELING PARENTS OF HEARING-IMPAIRED CHILDREN
Basic theory of individual and family dynamics, and training in observational and interviewing skills to help students gain confidence and competence as parent counselors.
Prerequisite: None
Credit: 3 quarter hours

TDD 560
INFANT DEVELOPMENT/DEVELOPMENTAL DISORDERS
Normal infant development, including language and cognition, motor development, visual development, developmental evaluation, and genetics.
Prerequisite: None
Credit: 3 quarter hours
Teacher Education

Teacher education at Lewis & Clark combines the tradition of the liberal arts with a program of study and practice in professional education. The Program in Teacher Education 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 Program in Teacher Education and in the College of Arts and 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 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. Throughout 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.

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

The teacher education faculty is committed to educating professionals who:
- Consider teaching a commitment to lifelong learning.
- 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 below they wish to pursue.

Lewis & Clark's secondary graduate 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 request program literature and an application, register for required tests, and 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, integrated science, 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 secondary teaching and music teaching (K-12). Secondary teaching options are available in English language arts, science (biology, chemistry, integrated science, 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 secondary program includes a minimum of 57 quarter hours of 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. 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 or internship.
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 559 Math for Early Childhood, 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, K-8, 3 quarter hours
- SCI 560 Thematic Inquiry in the Elementary School, 4 quarter hours
- ED 514 Student Teaching/Intern Practicum (Elementary), 12 quarter hours
- MUS 575 Music for Elementary Teachers, 3 quarter hours
- SCI 580 Science and Health With Children, 3 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 501 Evaluating Student Learning, 3 quarter hours
- ED 555 Experience and Meaning, 2 quarter hours, or
- ED 509 M.A.T. Seminar, 3 quarter hours

**Graduate Core Requirements**
- 7 quarter hours selected from:
  - COREG 500 Critical Issues Seminars, 1 quarter hour
  - COREG 503 Individual, Ethical, and Organizational Development, 4 quarter hours
  - COREG 598 or 577 (Innovative and Experimental Courses), 3-6 quarter hours

**Preservice Secondary Fifth-Year Certification/ M.A.T. Program**

**Certification Requirements**
A minimum of 36 quarter hours, distributed as follows.

**Professional Course Requirements**
- 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 555 Literature, 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

**ED 579 Structure of Knowledge and the Curriculum**, 4 quarter hours (Interns register for LA, SCI, or SS 579.)

**M.A.T. Degree Program Requirements**
A minimum of 57 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

**Subject Area Electives**
A minimum of 3-4 courses, 9-20 quarter hours.

**Graduate Core Requirements**
- 7 quarter hours selected from:
  - COREG 500 Critical Issues Seminars, 1 quarter hour
  - COREG 503 Individual, Ethical, and Organizational Development, 4 quarter hours
  - COREG 598 or 577 (Innovative and Experimental Courses), 3-6 quarter hours

**Preservice Music (K-12) Fifth-Year Certification/ M.A.T. Program**

**Certification Requirements**
A minimum of 37 quarter hours distributed as follows.

**Professional Course Requirements**
- ED 550 Social, Historical, and Ethical Perspectives on Education, 3 quarter hours
- ED 555 Literature, 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 II, 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
7 quarter hours selected from:
COREG 500 Critical Issues Seminars, 1 quarter hour (maximum total 3 quarter hours)
COREG 503 Individual, Ethical, and Organizational Development, 4 quarter hours
COREG 598 or 577 (Innovative and Experimental Courses), 3-6 quarter hours
Music Education Requirements
MUE 581 Introduction to Research in Music Education, 5 quarter hours
MUE 584 M. A.T. 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 Program
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 as 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. See “Application Procedures for Preservice Programs,” below.), 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.
Elelmentary Teaching Applicants
Qualifying 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. Applicants may substitute qualifying scores on the NTE Communications Skills and General Knowledge tests for the CBEST.

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

5. A $35 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 Office of Student Financial Services.

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 School Admissions Committee; the second is acceptance by a school district for an internship.

Internship applications are due in 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. Please check with the Teacher Education Office to be sure you have current information regarding application deadlines, procedures, and test requirements.

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 secondary student teaching program: Monthly (submission by April 1 recommended)

Notification of admission decision for January 15 applicants: March 1

Orientation for new full-time students: Mid-June

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, integrated science, 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 Program in Teacher Education.

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 Research Methods in Education, 3 quarter hours
ED 501 Assessment of Student Learning, 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.

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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 Research Methods in Education, 3 quarter hours
ED 501 Assessment of Student Learning, 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 Secondary Schools, 4 quarter hours
ED 506 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, science (biology, chemistry, integrated science, 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.

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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 credentials or endorsements in areas such as 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 Research Methods in Education, 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.

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 History, Development, and Current Trends in Music Education, 5 quarter hours
MUE 584 M.A. T. Seminar in Music Education, 3 quarter hours
MUE 585 Practicum in Music Teaching, 3 quarter hours
ED 501 Assessment of Student Learning, 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, integrated science, mathematics, music, physics, reading, 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 coordinator of the Language and Literacy 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 Research Methods in Education, 3 quarter hours
ED 501 Assessment of Student Learning, 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 in-service 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 in-service 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, Program in Teacher Education, Campus Box 14, Lewis & Clark College, Portland, Oregon 97219.

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 in-service 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 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 Office of Student Financial Services and ask for a current FAF form and information about the availability of loans and scholarship assistance.

Application Deadlines for Inservice Programs
Applicants for in-service 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 18 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 satisfactory 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 if they file their degree application by March 1. 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 program secretary in the Teacher Education Office 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 Program in Teacher Education 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 Office of Student Financial Services.

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 institutional 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 or C-5 form to the director of educational placement. The Educational 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 faculty of the Program in Teacher Education 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 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 multicolor and larger-scale prints.
Prerequisite: None
Credit: 5 quarter hours

ART 598 SPECIAL STUDIES

ART 599 INDEPENDENT STUDY

Education

ED 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. It is recommended but not required that students take ED 501 before ED 500. Also listed as TTD 500.
Prerequisite: None
Credit: 3 quarter hours

ED 501 ASSESSMENT OF STUDENT LEARNING
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 tests and test scores. Also listed as EDAD 529.
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: None
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 school-wide management. Students review current research and develop individual and school programs for assisting at-risk students.

Prerequisite: None
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 recommended
Credit: 4 quarter hours

ED 506
ADVANCED PRACTICUM IN TEACHING (ELEMENTARY)
Implementation of the models of teaching studies in ED 505. Students use their own classes or work in an arranged placement. Each student videotapes sessions in which a given model is employed. Segments of tapes are viewed and evaluated during class sessions.
Prerequisite: ED 505
Credit: 3 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 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. Scheduled seminars are included.
Student teaching/intern placement fee: $50
Prerequisite: Enrollment in Preservice Elementary Program and acceptance into student teaching or intern teaching.
Credit: 12 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 allows 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.

**Prerequisite:** Foundation 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 FOXXIRE 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, behavior 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:** None

**Credit:** 4 quarter hours

**ED 546**

**ALTERNATIVE EDUCATION**

An examination of 20th-century alternative education from contemporary and historical perspectives, with special attention to Oregon schools and programs. Students individually or in groups gather and interpret information about alternative programs in a variety of ways: reading histories and memoirs; visiting schools; viewing videotapes; taping interviews with educators, students, former students, and parents; talking with visiting speakers; and/or developing plans for program change and improvement. They report their findings to their colleagues orally and in writing. This course may be substituted for ED 511. Also listed as SS 546.

**Prerequisite:** None

**Credit:** 3 quarter hours

**ED 547**

**RACE, CULTURE, AND POWER**

Same as SS 547.

**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:** 3 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 DEVELOPMENT, LEARNING, AND EXCEPTIONALITY
Discussion, critique, and applications of theories of adolescent development, classroom management theories, and instructional methods conducive to healthy adolescent development and learning. The course enables prospective teachers to integrate field experience, psychological research, and perspectives from other disciplines in examining adolescent biological, 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 Preservice Secondary Program Credit: 6 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 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 559 MATH FOR EARLY CHILDHOOD
The development of prenumeral concepts, quantitative reasoning, and computational skills in learning problem-solving strategies. Students acquire competence in using appropriate instructional materials for teaching primary grade mathematics.

Prerequisite: Enrollment in elementary certification program or consent of instructor Credit: 3 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 physiological, 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: ED 559 or consent of instructor Credit: 4 quarter hours

ED 563 CLASSROOM MANAGEMENT
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.

Prerequisite: None
Credit: 2 quarter hours

ED 565
READING I: LITERACY DEVELOPMENT, K-8
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, meaning construction across symbol systems, early reading and writing behavior, meaning-centered instructional practices, and basic knowledge and instructional practice relating to word 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.

Prerequisite: Enrollment in Preservice Elementary Program
Credit: 3 quarter hours

ED 566
READING II: LITERACY DEVELOPMENT, K-8
Continuation of Reading I. Focus is on curriculum and instructional practices for literacy development in grades K-8. Increased attention is paid to fluent readers; instruction in the intermediate and middle grades; classroom organization and program implementation; methods for assessing students' reading and writing performance, and diagnosis of individual needs; and strategies for linking assessment results with appropriate curriculum and instruction across the content areas.

Prerequisite: ED 565
Credit: 3 quarter hours

ED 567
LANGUAGE ARTS AND LITERATURE, K-8
Continued exploration of literature and the development of a theoretical framework and exemplary practices for teaching the language arts. The course introduces and promotes use of child and adolescent literature for enjoyment and for development of thought, language, literacy, and multicultural perspectives in the classroom. The language arts curriculum is explored with emphasis on understanding the processes and skills involved in growing language competence, and on learning a wide range of methods and techniques to foster language development, language skills, and evaluation.

Prerequisite: Enrollment in Preservice Elementary Program
Credit: 5 quarter hours

ED 568
ART FOR EDUCATORS, K-8
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.

Prerequisite: None
Credit: 3 quarter hours

ED 570
ADVANCED TEACHING STRATEGIES FOR THE WHOLE-LANGUAGE CLASSROOM
A whole-language approach to teaching. Participants look closely at integrating reading and writing across the curriculum. The course focuses on extending and refining confirmation 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.

Prerequisite: None
Credit: 3 quarter hours

ED 575
SEMINAR IN MORAL DEVELOPMENT, ETHICS, AND EDUCATION
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 are the key modes of inquiry. Also listed as LA 575 and SS 575.

Prerequisite: None
Credit: 5 quarter hours

ED 579
STRUCTURE OF KNOWLEDGE AND THE CURRICULUM
The relationship between the structure of knowledge (epistemology) in several academic disciplines and curriculum selection, construction, and evaluation. The course examines how epistemology may guide teachers in deciding what knowledge students ought to learn and in judging whether curriculum materials appropriately represent disciplinary knowledge.

Prerequisite: Enrollment in Preservice Secondary Program: Student Teaching Option (Interns register for LA 579, SCI 579, or SS 579.)
Credit: 3 quarter hours

ED 590
ADVANCED RESEARCH METHODS IN EDUCATION
Theory and conduct of educational research. Participants survey research methods, discuss
methodological issues and constraints, and design and implement a research project. 
Prerequisite: None 
Credit: 3 quarter hours

ED 598 
SPECIAL STUDIES 

ED 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 520 
VIETNAM AND THE UNITED STATES 
Same as SS 520.

LA 523 
TEACHING WRITING TO ADOLESCENTS 
Same as ED 522.

LA 530 
CHILDREN'S WRITING 
Teaching writing to children. The course introduces language experience approaches that foster creativity and help students acquire and apply basic skills. 
Prerequisite: None 
Credit: 3 quarter hours

LA 531 
WRITING AND THE WRITING PROCESS 
Writing for professionals, especially secondary teachers from all disciplines. Class sessions focus on recent research and theory in composing, typical writing problems, and the way the English language works. Weekly, students read their own 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 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 ED 534. 
Prerequisite: None 
Credit: 3 quarter hours

LA 535 
CULTURAL JOURNALISM: AN INQUIRY INTO THE FOXFIRE TEACHING PROCESS 
Workshop offered by the Northwest Writing Institute. When Foxfire Wigginton and his students launched Foxfire Magazine 20 years ago, way out in the Georgia mountains, they discovered a new kind of school: hands-on, student-directed, community-based education. Students master their school's curriculum by studying the culture of their home community. Participants in this workshop learn how to adapt this approach to a variety of student populations and subject areas. Also listed as ED 535. 
Prerequisite: None 
Credit: 3 quarter hours

LA 540 
DOSTOEVSKI 
A critical study of a few of Dostoevski's major works following his imprisonment. 
Prerequisite: None 
Credit: 5 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 Light-house, 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, and 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 attended 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 561
MULTICULTURAL LITERATURE (GRADES 7-12)
Exploration of multicultural literature as a tool for creating mutual understanding between groups. Both literary and social themes of multicultural literature will be addressed through reading, research, discussion, writing, curriculum design, and developing teaching strategies. Also listed as SS 531.
Prerequisite: None
Credit: 3 quarter hours

LA 562
MULTICULTURAL POETRY (GRADES 7-12)
Exploration of multicultural poetry with a special focus on women as a tool for creating mutual understanding between groups. Both literary and social themes of multicultural poetry are addressed through reading, research, discussion, writing, curriculum design, and developing teaching strategies. Also listed as SS 533.
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 579 is for language arts interns.

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
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 cur-
rent 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 instru-
MUS 588
ADVANCED WOODWIND PEDAGOGY
Instruments of the woodwind family and their fundamentals—fingering, 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 590
CONDUCTING
Basic beat patterns, the function of the left hand, gestures, tempo, dynamics, and fundamental score reading.
Prerequisite: None
Credit: 2 quarter hours

MUS 591
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: 3 quarter hours

MUS 599
INDEPENDENT STUDY

Science and Science Education

SCI 501
THE SCIENCE OF LEARNING SCIENCE
Theory and research in response to 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 students throughout elementary and secondary curricula. The course covers questioning strategies for determining fundamental ideas students hold in key domains such as variables and hypotheses, force and orbital motion, particle model of matter, and inheritance and natural selection. Class members conduct small-scale, task-centered interview projects within the traditions of "misconceptions" and "conceptual change" research.
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 exhibit 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 the science curriculum and problem-solving approaches to instruction.
Prerequisite: Science background
Credit: 3 quarter hours

SCI 506
LABORATORY LEARNING AND SAFETY
Organizing and using a science laboratory in keeping with principles of pedagogy, curriculum, and safety. Attention is given to coordinated study of science concepts across subject areas.
Prerequisite: None
Credit: 3 quarter hours

SCI 510
SCIENCE, TECHNOLOGY, AND SOCIETY FIELD PLACEMENT
Examination of the practice of science and technology in the local community with special regard for the interaction between social and scientific values. According to interest and available host sites, students visit corporate, governmental, and educational settings where social-values questions needing scientific or technological literacy for resolution are being addressed. Science-technology-society (STS) curriculum resources are examined in light of these experiences.
Prerequisite: None
Credit: 3 quarter hours
SCI 550
ECOLOGICAL KNOWLEDGE FOR ENVIRONMENTAL PROBLEM SOLVING
Study of perspectives from a variety of disciplines in examining environmental problems, beginning with examples of natural history writing and appreciation. Students participate in extensive field study and focus on the interaction of schools with other components of the community in fostering solutions.
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 575
FIELD GEOLOGY OF OREGON FOR TEACHERS
Introductory field techniques for conducting geological mapping. The course introduces nongeologists to the nature of geological reasoning as well as providing experienced earth science instructors with background about Oregon geology. Interpretations of geologic history, volcanic landforms, and paleo-environments preserved in the fossil record of the John Day country of north central Oregon challenge participants. The program operates from OMSI'S Hancock Field Station.
Prerequisite: None
Credit: 3 quarter hours

SCI 579
STRUCTURE OF KNOWLEDGE AND THE CURRICULUM
Same as ED 579. SCI 579 is for science interns.

SCI 580
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 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 identification, 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

SCI 598
SPECIAL STUDIES

SCI 599
INDEPENDENT STUDY

Social Studies

SS 500
NEW PERSPECTIVES IN THE SOCIAL STUDIES
An introduction to recent scholarship in history and the social sciences, including geography. Course readings consider treatment of women and other minority groups of 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.
Prerequisite: None
Credit: 3 quarter hours

SS 501
RESEARCHING AND TEACHING SOCIAL STUDIES
Examination of two central questions: What relationships exist among curriculum, instruction, and evaluation? How can we strengthen the connections among curriculum, students' learning, and teaching methods? After a historical overview of the curriculum field, a working definition of "the social studies" is created through discussion of articles on formal, informal, and hidden curriculum. Participants conduct a small research project on their
students' understanding of a key social concept.
Prerequisite: None
Credit: 3 quarter hours

SS 510
HISTORY AND CULTURE OF THE AMERICAN INDIAN
The purposes of archaeology and its contribution to the understanding of prehistory of the American Indian, the culture-area hypothesis, Indian-white relations, patterns in Indian policy and Indian responses to those programs, and American Indians today. 
Prerequisite: None
Credit: 3-5 quarter hours

SS 511
AFRICAN-AMERICAN HISTORY
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. 
Prerequisite: None
Credit: 3 quarter hours

SS 512
AMERICAN HISTORY, 17TH AND 18TH CENTURIES
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. 
Prerequisite: None
Credit: 3 quarter hours

SS 513
SOCIAL CHANGE AND PROTEST MOVEMENTS IN 19TH CENTURY AMERICA
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. 
Prerequisite: None
Credit: 5 quarter hours

SS 514
SURVEY OF 19TH CENTURY U.S. HISTORY
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. 
Prerequisite: None
Credit: 3 quarter hours

SS 515
U.S. SINCE WORLD WAR II
The changing character of American society from the 1940s to the 1990s, 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. 
Prerequisite: None
Credit: 5 quarter hours

SS 516
20TH CENTURY U.S. HISTORY: READINGS AND CURRICULUM
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 'predatory democracy.' 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. 
Prerequisite: None
Credit: 3 quarter hours

SS 520
VIETNAM AND THE UNITED STATES
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. 
Prerequisite: None
Credit: 5 quarter hours

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 531
MULTICULTURAL LITERATURE (GRADES 7-12)
Same as LA 561.

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 533
MULTICULTURAL POETRY (GRADES 7-12)
Same as LA 562.

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 546
ALTERNATIVE EDUCATION
Same as ED 546.

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, courthouse 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 570
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. SS 579 is for social studies interns.

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 Middle East as one of the most significant and explosive areas of the world, with the potential for becoming the theatre for a major confrontation. 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 Middle East in the context of the emerging north-south global formation.
Prerequisite: None
Credit: 5 quarter hours

SS 590
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 598
SPECIAL STUDIES

SS 599
INDEPENDENT STUDY
Two service programs in the Graduate School of Professional Studies offer degree-applicable courses and workshops.

**Continuing Professional Education**

The Office of Continuing Professional Education develops courses, workshops, and conferences throughout the year. To offer courses that are timely and practical and represent student needs, staff members are available to consult with individuals interested in course development. Continuing Education also offers graduate credit for courses submitted by individuals or school districts and approved by Lewis & Clark's curriculum committee.

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” in Policies and Procedures section for details.) For specific information about programs, contact the Office of Continuing Professional Education, Campus Box 85, Lewis & Clark College, Portland, Oregon 97219. Phone 503-768-7720.

**Northwest Writing Institute**

The Northwest Writing Institute of Lewis & Clark College coordinates graduate programs in writing and regional culture. Programs offered by the Northwest Writing Institute are designed to help writers find their subjects, develop their talents, and join a professional and supportive writing community. These programs include:

- The Oregon Writing Project.
- Workshops in Writing and Thinking.
- The Writers' Studio: Courses in Imaginative Writing.
- The Oregon Folk Arts Program.
- Workshops for high school writers.

**Oregon Writing Project**

The Oregon Writing Project includes two four-week summer institutes for 25 teachers, kindergarten through college, with participants coming from metropolitan-area schools (meeting at Lewis & Clark) and Portland public schools (meeting at a Portland school). Both institutes include school-year follow-up meetings for a full year of learning about teaching writing.

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 program carries 11 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 graduate summer seminars 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. Workshops include Writing to Teach Inquiry, Writing to Learn, Narrative Thinking, Teaching Poetry, Inquiry Into Essay, Writing and Thinking, and Language Power and Play. Weekend workshops, offered during the school year, carry one quarter hour of credit in LA 648 or ED 648. The weeklong summer seminars are offered for three 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 offered include the Imaginative Writing Seminar; workshops in writing essays, poetry, and fiction; weekend workshops; and special courses that investigate a particular cultural subject.

Oregon Folk Arts Program
The Northwest Writing Institute hosts the Oregon Folk Arts 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 on behalf of Oregon's ethnic communities, as well as occupational and other regional expressions of the Oregon country. An important component is the Traditional Arts Apprenticeship Program, which matches traditional artists with novice practitioners from Oregon's refugee and Native American communities. The program also sponsors courses and special events for teachers interested in using folk arts in teaching writing, social studies, and other subjects.

High School Writing Programs
The Northwest Writing Institute offers two summer programs 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. The Writer to Writer seminar is also offered in the evenings during the academic year.

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
Current course offerings, including special writing workshops, are presented in the graduate school's Registration Announcements bulletin and in quarterly flyers from the Northwest Writing Institute. For information about these and other programs, contact the Northwest Writing Institute, Campus Box 100, Lewis & Clark College, Portland, Oregon 97219. Phone 503-768-7745.
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 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 Office of Career Services and in graduate program offices. 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 who do not speak English as a native language 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 and 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 generally processed on a monthly basis. However, to assure consideration for a specific term, applicants should observe the following dates.
Full admission:
Apply by August 1
Winter admission:
Apply by December 1
Spring admission:
Apply by February 1
Summer admission:
Apply by May 1

Some programs have admission deadlines that are specific to students in certain degree and certification tracks. See program description sections of this catalog for these dates.

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.

Denial of Admission
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 may 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 School Admissions Committee's decision.

Student Status: Degree/Certificate Seeking Student
A Degree/Certificate Seeking Student is defined as one 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 students in the Program in Public Administration 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 Confirmation.” 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), instructors, 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.

Continuous Enrollment
Students who elect to interrupt their studies for a justifiable reason should obtain an approved leave of absence from their program. Students who remain unenrolled for a 12-month period and who have not been approved for a leave of absence may, at the discretion of their program, be required to seek formal readmission to the program and the graduate school.

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 transfer applying to a degree is limited to the equivalent of 15 quarter hours under normal circumstances. The amount of transfer credit accepted by individual programs may vary. 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 transfer applied to state TSPC certification programs (nondegree) may be exempt from the restrictions described above. Students should consult the appropriate program advisor.

Graduate Tuition and Fees
Cost for the 1992-93 academic year is $200 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, continuing professional education, and special programs. Contact the appropriate program office for this information. Moreover, some courses charge additional fees for laboratory or off-campus work. The fee for auditing a course is the same as the 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 Office of the Registrar 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 before the second class meeting he or she receives a full refund; before the third class meeting, 80 percent; before the fourth class meeting, 60 percent; before the fifth class meeting, 40 percent; before the sixth class meeting, 20 percent; and after the sixth class meeting, none. 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 Educational Placement Bureau: $50

Some graduate programs may charge additional fees for field work and practical application.
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 academic 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 Office of Student Financial Services 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 Office of Student Financial Services 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 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 $6.25 per hour; students may work a maximum of 20 hours per week.

Applying for Need-Based Aid

Application packets for 1992-93 (summer, fall, winter, and spring terms) are available in the Office of Student Financial Services. 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 continues 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 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.

Grad/Excel Loan: This private loan program is sponsored by the New England Educational Loan Marketing Corporation (NELLIE MAE). The maximum Grad/Excel Loan is $20,000 per year with a cosigner. 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 repaid by the end of the term. The student may not have outstanding bills at the College. A small service charge/interest is 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.

Financial aid recipients must maintain a minimum grade point average 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 may request continued aid by explaining in writing the reasons for not achieving the minimum standard. A decision as to continuation of aid will be made by the Office of Student Financial Services.

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 Office of Student Financial Services.
Applying for Financial Aid
Applications for financial aid are processed through the College's Office of Student Financial Services. Students qualifying for Veterans Administration benefits should consult the Office of the Registrar.

Registration
Registration for graduate students is by mail. There is no formal mass registration, but students may register in person at the Office of the Registrar 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.
Up to 10 quarter hours may be applicable to a Lewis & Clark College master's degree or certification program with advance approval of advisor.
650-699 Graduate continuing professional education courses not applicable to a Lewis & Clark College graduate degree.

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:
A = 4.0  C = 2.0
A- = 3.7  C- = 1.7
B+ = 3.3  D+ = 1.3
B = 3.0  D = 1.0
B- = 2.7  F = 0.0
C+ = 2.3

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. No more than 15 quarter hours of coursework taken for Credit/No Credit may be applied toward a graduate degree or certification program. This limitation does not apply to coursework required by the program and offered only on a Credit/No Credit basis.

Students in a graduate non-degree 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. As a general rule, 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 coursework in the normal period of time. It is the responsibility of the individual faculty member—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 Office of the Registrar, is filled out and signed by both the faculty member and, whenever possible, the student. Stated on the form is the reason for grant-
ing 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 is 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 (such as 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 Office of Campus Safety. (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 Office of Campus Safety to coordinate response to emergencies. To obtain emergency assistance from off-campus agencies, dial 911.

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

**Bad Weather Emergency Procedures**
During bad weather, students and faculty are notified of graduate school closure 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. Recorded school closure or reopening information is available at 503-768-7965. At the first meeting of winter term classes, instructors may also establish a telephone network among class members.
College Resources

Students in the Graduate School of Professional Studies enjoy access to a variety of resources and services on campus.

Registrar
The Office of the Registrar, located on the lower level of Templeton College Center, is open from 9 a.m. to 4 p.m. Monday through Friday. During the first two weeks of each term, the registrar's office remains open until 5 p.m.

Cashier
The Cashier's Office, located in the basement of the Manor House, is open from 9 a.m. to 4 p.m. Monday through Friday. During the first week of each term, the office remains open until 7 p.m. and during the second week of each term, 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 billings 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 and picture/signature ID such as a driver's license. 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 9:30 p.m. Monday through Thursday, 8 a.m. to 5 p.m. Friday, and 11 a.m. to 7 p.m. Saturday and Sunday. Full reference services are generally available between 9 a.m. and 9:30 p.m. Registered students have full access to a variety of CD-ROM and other electronic information resources, as well as full interlibrary loan services. See the reference librarian for complete information. Self-guided tour and bibliographic instruction materials are available in the reference area.

Media Services
The Department of Media Services offers a wide variety of services to students and faculty. Various types of equipment, including TV/VCRs, camcorders, cassette decks, and overhead projectors are available for checkout for the support of faculty and student academic projects. Equipment is available on a first come, first served basis at the discretion of the director.

Academic Computing Services
Academic Computing Services, housed in the basement of Albany, can provide students or faculty with an account to the campus academic computing system. In addition, the Aubrey Watzek Library contains an open laboratory of networked microcomputers, supplied with standard word processing and other software, for use by students. The computer laboratory is located on the first floor of the library and is open the same hours as the library.

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 the Gatehouse and is normally open from 9 a.m. to 5 p.m. weekdays.
Math Skills Center
The Math Skills Center, across the courtyard from the theatre, 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 noon and 1 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
College food services are operated by Bon Appetit Management Company. 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 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 Friday and 4 to 8 p.m. Sunday. 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 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.

For information about availability of the gym and weight room, phone 503-768-7060.

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 Cashier's Office.

Emergency Procedures
Any emergency should be reported to the Office of Campus Safety 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 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 a.m. to 4 p.m. daily with some extended evening hours. Phone 503-768-7160 for additional information.

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 Services
The Office of Career Services is located on the second floor of Ponderosa. The office maintains a circulating library with information on hundreds of employers. Professional career counselors are available to discuss individual career interests.

Educational 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
Office of the Dean
503-768-7700
Dean, Carolyn Bullard
Associate Dean, Richard Steiner
Administrative Assistant, Judith Davis
Program in Counseling Psychology
503-768-7730
Director, Doran French
Program in Educational Administration
503-768-7740
Director, Patricia Schmuck
Program in Public Administration
503-768-7750
Director, Douglas Morgan

Program in Special Education:
Hearing Impaired
503-768-7780
Director, H. William Brelje
Program in Teacher Education
503-768-7760
Director, Carol Witherell
Office of Continuing Professional Education
503-768-7720
Director, Susan Flagel
Northwest Writing Institute
503-768-7745
Director, Kim Stafford
Office of Educational Placement and Certification
503-768-7760
Director, Carole Solari
Full-Time Faculty


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


Richard Steiner, associate 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

Free parking is available on campus. Lewis & Clark can also be reached via Tri-Met, bus line #39. Call 503-233-3511 for schedule information.