

LEWIS & CLARK COLLEGE

GRADUATE  
SCHOOL OF  
PROFESSIONAL  
STUDIES

CATALOG 1994-1996

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PORTLAND, OREGON

## LEWIS & CLARK COLLEGE

GRADUATE SCHOOL  
OF PROFESSIONAL STUDIES



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 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.

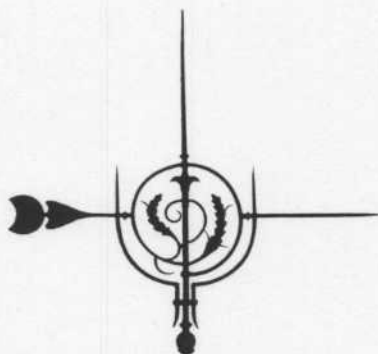
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Lewis & Clark College  
Graduate School of  
Professional Studies  
0615 S.W. Palatine Hill Road  
Portland, Oregon 97219-7899  
Telephone: 503-768-7700  
Fax: 503-768-7715

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## THE GRADUATE SCHOOL

**L**ewis & Clark's Graduate School of Professional Studies provides graduate degree and licensure 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, non-profit organizations, legislative bodies—not only locally and regionally, but nationally and internationally. The graduate school's curriculum is enriched and shaped by its partnership with practicing professionals. In addition, adjunct faculty members who are active practitioners join the regular faculty in providing a critical link between theory and practice.

### The Broader Context

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

The faculty believe these issues can be best addressed in a community that respects and values multiple insights, experiences, and perspectives, including those of women and men, minorities, and people from

other countries. Personal experience is viewed as a legitimate source of knowledge to be compared to, challenged by, and integrated with theoretical and practical learning. The faculty serve as models of professionals who sustain both personal and professional values while serving their constituencies.

### An Integrative Education

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

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

## A Diverse Student Body

Lewis & Clark's Graduate School of Professional Studies enrolls approximately 1,000 students in its degree- and license-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 Concentration Offerings

The Graduate School of Professional Studies offers the following program concentrations:

### **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

- Licensure in school counseling (prior master's degree required)

- Licensure in school psychology (prior master's degree required)

### **Education: Educational Administration**

- Basic and Standard Licensure (Administrator and Superintendent)

### **Education: 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 Licensure
- Master of Arts in Teaching and Basic Licensure
- Master of Arts in Teaching and Standard Licensure
- Master of Arts in Teaching: Liberal Studies

### **Public Administration**

- Master of Public Administration
- Joint degree: Counseling Psychology and Public Administration
- Joint degree: Law and Public Administration
- Certificates in Public Management, Budgeting and Financial Analysis, Human Resources Management, and Nonprofit Management
- Specialty emphases in Public Policy, Human Resources Management, Finance and Budgeting, Health Policy and Administration, and Nonprofit Management

### **Special Education: Deaf and Hard-of-Hearing**

- Master of Education in Special Education: Deaf and Hard-of-Hearing
- Parent-Infant Specialist

## Continuing Professional Education

Lewis & Clark's Office of Continuing Professional Education provides courses, workshops, training programs, and institutes, both as a supplement to the curriculum for current students and as a service to alumni and the community. In consultation with educators, subject-matter specialists, professional consultants, and members of the community, the office develops courses to help professionals connect theory with practice and keep up with current knowledge in their fields.

Continuing Professional Education consults on site with educators to develop action plans for better serving the needs of students. Services are individualized to match program needs. Presentations or workshops are available in various formats and carry optional college credit.

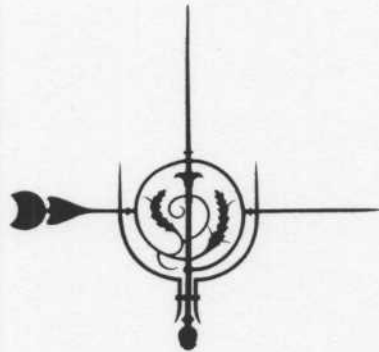
Special programs are offered for mental health professionals. Through courses, workshops, seminars, trainings, conferences, and institutes, mental health professionals earn graduate-level continuing professional education credit toward licensure renewal with their respective state boards and professional organizations.

Students working toward a graduate degree or licensure should consult their advisers before enrolling in any Continuing Professional Education course to determine whether course credit will apply.

For more information contact the Office of Continuing Professional Education, Campus Box 85, Lewis & Clark College, Portland, Oregon 97219, 503-768-7720.

## 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, department and course descriptions, policies and procedures, and other information related to a student's program in the graduate school.



## CORE CURRICULUM

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 four-semester-hour program from any of the following components.

### Curriculum

#### CORE 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, members of the community, and international, national, and regional experts 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: The Politics of Multiculturalism; 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 semester. Graduate students may complete up to one semester hour for the Core requirement. In some cases students may choose to earn and apply additional seminar credits toward degree completion.

*Prerequisite:* None

*Credit:* .5 semester hour per seminar

#### CORE 503

##### ADULT DEVELOPMENT IN ORGANIZATIONAL LIFE

Participants explore ideas about adult 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. Through diverse approaches to learning, participants 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:* 3 semester hours.

#### CORE 510, 531

##### WRITING IN THE PROFESSIONS

A workshop in how a community forms through writing and how writing motivates and sustains a professional's thinking. Basic assumptions are that effective writing in the professions is fundamentally an act of clear thinking about complex issues, and that clear thinking within a professional community follows from shared curiosity and responsibility. Topics include process, audience, purpose, collaboration, critical thinking, and personal voice. CORE 510 is a weekend workshop and CORE 531 is a weeklong workshop.

*Prerequisite:* None.

*Credit:* CORE 510, 1 semester hour. CORE 531, 2 semester hours (may be earned for both 510 and 531).

#### CORE 520

##### COMPARATIVE COMMUNITY: PROFESSIONS IN DIFFERENT CULTURES

The ramifications of power, examined through similarities and differences in how the cultures of the United States and other nations affect professional activity. The course considers how professional authority and organizational agencies combine to affect clients and consumers.

*Prerequisite:* None.

*Credit:* 2 semester hours.



**CORE 521****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 organizations with other components of the community in fostering solutions. Also listed as SCI 550 (Teacher Education).

*Prerequisite:* None.

*Credit:* 2 semester hours.

**CORE 522****GENDER AND EDUCATION**

How gender is maintained, enlivened, and perpetuated as a social category in schools in the United States. The course surveys the historical and philosophical roots of schooling and considers research and contemporary literature to explore the interaction between gender and educational practices. Also listed as EDAD 528.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**CORE 523****ETHICAL DECISION MAKING FOR PROFESSIONALS**

An analysis of ethical decision making for professionals. Participants review psychological and institutional factors that affect professionals' decisions and discuss decision-making methods frequently used by professionals to resolve ethical dilemmas.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**CORE 524****CREATING COLLABORATIVE COMMUNITIES**

How professionals can collaborate at work to achieve trust, effectiveness, and growth. Participants examine approaches to collaborative leadership and mutual empowerment. Processes and skills that facilitate shared learning and high levels of effectiveness are demonstrated and tried. Participants observe and interview professionals in the work setting, learning to apply collaborative processes.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**CORE 525, 535****LIFE SPAN: AN INTERDISCIPLINARY APPROACH**

Theoretical principles of human development and key issues related to an individual's life and growth. Drawing from fiction, biography, and autobiography and using the traditions of psychology, sociology, history, and anthropology, participants examine the notion of a "situated life" and explore relationships among such themes as adulthood, aging, morality, gender, relationships, ethnicity, exceptionality, and social class. CORE 525 takes a survey approach to the life span. In CORE 535, students also consider the interplay of organizational life and human development through additional readings and assignments.

*Prerequisite:* None.

*Credit:* CORE 525, 2 semester hours. CORE 535, 3 semester hours (may not be earned for both 525 and 535).

**CORE 526, 536****NARRATIVE AND VOICE: THEMES OF GENDER AND CULTURE**

Narrative as it is used to make meaning from the predicaments and possibilities of human life. Drawing from different cultural traditions in psychology, anthropology, literature, and biography, participants explore gender and culture as meaning systems that affect individual responses in cognitive, social, and moral realms. Participants draw connections between their own biographies, individuals they serve as professionals, and lives addressed in selected narratives. In CORE 536 students make more extensive connections to ethics and moral life through additional readings and assignments.

*Prerequisite:* None.

*Credit:* CORE 526, 2 semester hours. CORE 536, 3 semester hours (may not be earned for both 526 and 536).

**CORE 527****PACIFIC NORTHWEST MULTICULTURAL SOCIETY**

An exploration of multicultural diversity in the Pacific Northwest. The course addresses the questions: In what ways is multiculturalism reshaping the Pacific Northwest? How do professionals address the new challenges these changes imply? Participants consider elements of demographic complexity and assess how human services, including education and social services, are affected by an increasingly diverse population.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**CORE 528  
PROFESSIONAL ETHICS  
AND ORGANIZATIONAL  
AUTHORITY**

Intensive institute, usually a week long, in which participants examine their role as professionals within organizational settings. Focus is on conflicts between what we think is best, based on our professional judgment, and what the organization for which we work thinks is best. Participants examine a case study to address the following questions: What are the ethical boundaries of our professional autonomy? Who determines these boundaries? What limits can and should organizations set on our discretionary capacity? Participants prepare and present their own case in a follow-up session.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**CORE 529  
RACISM: SOCIAL, LEGAL,  
AND EDUCATIONAL ASPECTS**

Racism and its effects in U.S. society from sociocultural, legal, and educational perspectives. Topics include organizational, personal/individual, and cultural barriers to social justice. Participants survey issues

such as affirmative action, school desegregation, criminal justice, and multicultural education as they reflect the struggle against racism in our society. Also listed as SS 542 (Teacher Education).

*Prerequisite:* None.

*Credit:* 2 semester hours.

**CORE 530  
WOMEN AT MIDLIFE**

An overview of the issues faced by the current generation of midlife women. General themes of midlife, drawn from the literature on adult development, are considered as a theoretical backdrop to recent research on midlife women. Emphasis is on themes shown by recent research to be most significant to midlife women today. Students are encouraged to explore how the material applies to their personal or professional lives. Also listed as CPSY 554.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**CORE 531  
WRITING IN THE  
PROFESSIONS**  
See CORE 510, 531.

**CORE 532  
WAYS OF SEEING, WAYS OF  
KNOWING**

An exploration of how individuals construct and are formed by their cultures. Each individual's way of knowing and seeing is influenced by his or her ethnicity, gender, social class, sexual orientation, and learning history. Factors that create an individual's experience of what is valuable, aesthetic, acceptable, or taboo are examined. Readings, films, field trips, discussion, writing help participants articulate their perspectives on self and culture.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**CORE 533  
CROSS-NATIONAL  
PERSPECTIVES ON  
ORGANIZATIONAL CULTURE**

An intensive field experience in Oaxaca, Mexico, examining the context and dynamics of human services in a distinctive sociocultural setting. Through direct contact with local practitioners, academic specialists, and organizations, participants explore a range of issues and challenges in service delivery, including leadership, professional training, staff-client relations, planning, ethical dilemmas, and the management of organizational change. Spanish language study is included.

*Prerequisite:* None.

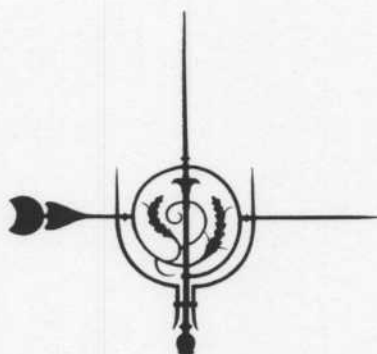
*Credit:* 3 semester hours.

**CORE 535  
LIFE SPAN: AN  
INTERDISCIPLINARY  
APPROACH**

See CORE 525, 535.

**CORE 536  
NARRATIVE AND VOICE:  
THEMES OF GENDER AND  
CULTURE**

See CORE 526, 536.



## COUNSELING PSYCHOLOGY

Lewis & Clark's Department of 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 licensure programs in counseling psychology prepare highly qualified mental health professionals in counseling, school counseling, and school psychology for employment in public agencies, community-based programs, and schools. 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. There is also a joint degree program in counseling psychology and public administration for students seeking careers in the administration of mental health agencies and similar organizations. To accommodate the working student, courses are offered in the evening as well as during the day. Coursework

responds to the varied and complex realities faced by mental health professionals. Basic courses in counseling and psychology are supplemented by electives, which include clinical work with women, children, families, and ethnic minorities and in specialized areas such as substance abuse, 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 mail or phone. In general, the admission requirements for graduate study in counseling psychology are:

1. A baccalaureate degree from an accredited institution. Two official transcripts from each institution attended (undergraduate and graduate) must be sent as part of the application.

2. Satisfactory scores within the last five years on the Graduate Record Examination. Applicants should realize there is a lag of several months between registering for the GRE and receipt of scores by the College. If an applicant chooses the option of completing the GRE on computer, the College receives scores immediately.

3. A background in psychology is a prerequisite for taking courses in counseling psychology. Completion of a bachelor's degree in psychology within the last 10 years meets this requirement.



Students who have not completed a psychology major or whose psychology degree is older than 10 years may meet this requirement by attaining an Advanced Psychology Score of 550 or higher on the GRE. Students who do not meet the psychology requirement by completion of a psychology major or by exam can meet the requirement by completing CPSY 500-501, which will provide them with the prerequisite knowledge base.

4. Completion of the application form, three academic or professional references, a personal statement of philosophy and purpose, and a resume or vita.

The Department of Counseling Psychology admits students each semester. The deadlines for application are as follows:

*Fall:* June 1

*Spring:* October 1

*Summer:* February 1

## Special Student Status

Nonadmitted students may complete up to 9 semester hours of credit before applying to the department 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 semester in which they desire to enroll. Application materials and information may be obtained from the department office.

Special Student status allows students to take a maximum of 9 semester hours 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 semester. It is not necessary to sign up in advance for these meetings.

## Prerequisites, 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 sequence, CPSY 500-501. Although 6 semester credit hours may be earned for 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 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 10 semester hours. This restriction on transfer credit does not apply to students in school psychology or school counseling licensure 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. Students should consult their adviser or the department chair for the specific Core requirements for counseling psychology.

## Master of Arts in Counseling Psychology

This degree concentration 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 50 semester hours, distributed as follows.

### *Preliminary Courses*

(Credit hours are not applicable to the degree.)

500 Fundamentals of Psychology I, 3 semester hours  
501 Fundamentals of Psychology II, 3 semester hours

### *Degree Courses*

503 Introduction to Counseling Individuals, 3 semester hours  
504 Introduction to Family Counseling, 3 semester hours  
506 Child and Adolescent Development, 3 semester hours, *or*  
509 Lifespan Development, 3 semester hours  
512 Theories of Counseling and Behavior Change With Children, 3 semester hours, *or*  
513 Theory and Philosophy of Counseling, 3 semester hours



514 Group Counseling With Children and Adolescents, 2 semester hours, or  
 515 Group Counseling With Adults, 3 semester hours  
 520 Career Counseling, 3 semester hours  
 522 Diagnosis and Treatment of Child and Adolescent Disorders, 4 semester hours, or  
 523 Diagnosis and Treatment of Adult Disorders, 4 semester hours  
 530 Statistics and Research Design I, 3 semester hours  
 531 Statistics and Research Design II, 3 semester hours  
 532 Introduction to Assessment, 3 semester hours  
 580 Preinternship Training in Counseling Techniques, 2 semester hours  
 582 Mental Health Internship: Emphasis on Adult Psychopathology, two semesters, 6 semester hours, or  
 583 Mental Health Internship: Emphasis on Child and Family Problems, two semesters, 6 semester hours  
*Graduate Core Requirement*  
 A minimum of 4 semester hours  
*Elective Courses*  
 A minimum of 7 semester hours of electives

## Master of Arts in Counseling Psychology: School Counseling

The School Counseling Master of Arts program has been fully approved by the Oregon Teacher Standards and Practices Commission (TSPC), and provides instruction for students seeking endorsement as a school counselor in Oregon. In addition to fulfilling the following requirements, students wishing to be licensed must submit to the TSPC passing scores on the California Basic Educational Skills Test (CBEST) or the

National Teacher Examination (NTE) Core Battery Tests, as well as a passing score on the NTE/Praxis Specialty Area Exam in Guidance Counseling. 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 licensure 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 is often necessary for students to complete at least two semesters of coursework on a part-time basis before becoming full-time students during their sabbatical year, as well as completing some coursework following their sabbatical year.

## Eligibility for Basic Licensure, Track I

Applicants who hold a valid Oregon teaching certificate or license and have completed two years of successful teaching are eligible for recommendation for the Oregon Basic License in school counseling upon successful completion of the following course of study.

*Preliminary Courses*  
 (Credit hours are not applicable to the degree.)

500 Fundamentals of Psychology I, 3 semester hours  
 501 Fundamentals of Psychology II, 3 semester hours  
*Requirements for Basic Licensure*  
 503 Introduction to Counseling Individuals, 3 semester hours  
 504 Introduction to Family Counseling, 3 semester hours  
 512 Theories of Counseling and Behavior Change With Children, 3 semester hours  
 514 Group Counseling With Children and Adolescents, 2 semester hours

517 The Exceptional Child in Schools, 3 semester hours  
 520 Career Counseling, 3 semester hours  
 522 Diagnosis and Treatment of Child and Adolescent Disorders, 4 semester hours  
 570 School Counseling Proseminar, 3 semester hours  
 584 School Counseling Internship, two semesters, 6 semester hours

## Eligibility for Standard Licensure, Track I

Individuals who hold the Oregon Basic License in school counseling may apply for the Standard License.

They must complete the following requirements in addition to those required for the Basic License:

506 Child and Adolescent Development, 3 semester hours  
 532 Introduction to Assessment, 3 semester hours  
 535 Research Methods in Counseling and Education, 2 semester hours  
 571 Prevention in Educational Settings, 3 semester hours  
 573 School-Based Consultation, 3 semester hours  
*Graduate Core Requirements*  
 A minimum of 4 semester hours  
*Elective Courses*  
 A minimum of 1 semester hour of electives

## Eligibility for Basic and Standard Licensure, Track II

For students who do not have two years of teaching experience in public schools, a second option for school counseling licensure is available. To be eligible for the Basic License, students in Track II must complete

a master's degree program that includes the Track I basic and standard requirements outlined above. In addition, students need to complete the Practica in Classroom Instruction I and II (CPSY 575 and 576) sequence. Upon completion of this program, students will have met requirements for the Basic License and coursework requirements for the Standard License.

## Licensure-Only Concentration in School Counseling

Individuals who hold a master's degree in counseling or a related field may apply for admission to the licensure-only concentration in school counseling. Upon admission, an individual program of study leading to licensure will be designed.

## Master of Science in Counseling Psychology

This curriculum is for students who have demonstrated interest and potential in psychological research. Students enrolled in this concentration 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 adviser early in their program (within the first semester of enrollment if possible).

### *Degree Requirements*

A minimum of 50 semester hours, distributed as follows.

### *Preliminary Courses*

(Credit hours are not applicable to the degree.)

500 Fundamentals of Psychology I, 3 semester hours

501 Fundamentals of Psychology II, 3 semester hours

### *Required Courses*

503 Introduction to Counseling Individuals, 3 semester hours

504 Introduction to Family Counseling, 3 semester hours

506 Child and Adolescent Development, 3 semester hours, or

509 Lifespan Development, 3 semester hours

512 Theories of Counseling and Behavior Change With Children, 3 semester hours, or

513 Theory and Philosophy of Counseling, 3 semester hours

514 Group Counseling With Children and Adolescents, 2 semester hours, or

515 Group Counseling With Adults, 3 semester hours

520 Career Counseling, 3 semester hours

522 Diagnosis and Treatment of Child and Adolescent Disorders, 4 semester hours, or

523 Diagnosis and Treatment of Adult Disorders, 4 semester hours

530 Statistics and Research Design I, 3 semester hours

531 Statistics and Research Design II, 3 semester hours

532 Introduction to Assessment, 3 semester hours

580 Preinternship Training in Counseling Techniques, 2 semester hours

582 Mental Health Internship: Emphasis on Adult

Psychopathology, 2 semesters, 6 semester hours, or

583 Mental Health Internship: Emphasis on Child and Family Problems, 2 semesters, 6 semester hours

595 Master's Thesis Research, 7-8 semester hours

### *Graduate Core Requirements*

A minimum of 4 semester hours

## Master of Science in School Psychology

This program is designed for students who desire Oregon Teacher Standards and Practices Commission (TSPC) licensure as a school psychologist. It can be completed in three years of full-time study, with the third year being a full-time internship in a public school.

The Lewis & Clark program in school psychology is fully approved by the TSPC.

In addition to fulfilling the following requirements, students wishing to be licensed 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 520, Career Counseling, as part of their curriculum.

### *Preliminary Courses*

(Credit hours are not applicable to the degree.)

500 Fundamentals of Psychology I, 3 semester hours

501 Fundamentals of Psychology II, 3 semester hours

### *Degree Requirements*

A minimum of 61 semester hours, distributed as follows:

### *Required Courses: Counseling Psychology*

504 Introduction to Family Counseling, 3 semester hours

506 Child and Adolescent Development, 3 semester hours

507 Introduction to School Psychology I, 1 semester hour

508 Introduction to School Psychology II, 1 semester hour

512 Theories of Counseling and Behavior Change With Children, 3 semester hours

514 Group Counseling With Children and Adolescents, 2 semester hours

517 The Exceptional Child in Schools, 3 semester hours

522 Diagnosis and Treatment of Child and Adolescent Disorders, 4 semester hours

530 Statistics and Research Design I, 3 semester hours

531 Statistics and Research Design II, 3 semester hours

534 Psychological Measurement, 2 semester hours

537 Intellectual and Academic Assessment I, 3 semester hours  
 538 Intellectual and Academic Assessment II, 3 semester hours  
 539 Personality Assessment of Children, 2 semester hours  
 573 School-Based Consultation, 3 semester hours  
 574 Advanced Consultation and Program Evaluation, 2 semester hours  
 581 Prepracticum in School Psychology, 2 semester hours  
 585 Practicum in School Psychology, 2 semesters, 6 semester hours  
 586-587 Internship in School Psychology I and II, 2 semesters, 8 semester hours  
*Graduate Core Requirements*  
 A minimum of 4 semester hours

## Licensure-Only Concentration in School Psychology

Students who enter the program with a master's degree in a related field may qualify for admission into the licensure-only concentration. 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.

## Faculty

The counseling psychology faculty is composed of 9 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, 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 department seeks to balance applied clinical training with a rigorous approach to psychological inquiry.

## Curriculum

### **CPSY 500\*** **FUNDAMENTALS OF PSYCHOLOGY I**

Introductory course providing a foundation for graduate work in counseling psychology; intended for students with minimal previous coursework in psychology. The course covers the basic concepts and methods of inquiry in social, personal, and clinical psychology.

*Prerequisite:* None.

*Credit:* 3 semester hours (not applicable toward the degree).

### **CPSY 501\*** **FUNDAMENTALS OF PSYCHOLOGY II**

Introductory course providing a foundation for graduate work in counseling psychology; intended for students with minimal previous coursework in psychology. The course covers the basic concepts and methods of inquiry in biological, cognitive, learning, and perceptual psychology.

*Prerequisite:* None.

*Credit:* 3 semester hours (not applicable toward the degree).

### **CPSY 503\*** **INTRODUCTION TO COUNSELING INDIVIDUALS**

The basic concepts and skills of counseling individuals. Emphasis is on conditions for an effective helping relationship, attending and interviewing skills, basic theoretical assumptions, ethical principles, and professional orientation.

*Prerequisite:* None.

*Credit:* 3 semester hours.

### **CPSY 504\*** **INTRODUCTION TO FAMILY COUNSELING**

An introduction to theoretical systems and to significant schools of family therapy. Theories covered include structural, behavioral, analytic,

strategic, and experiential. The course uses role-playing and demonstrations to illustrate models of therapeutic intervention and includes an introduction to marriage counseling.

*Prerequisite:* None.

*Credit:* 3 semester hours.

### **CPSY 506\*** **CHILD AND ADOLESCENT DEVELOPMENT**

Social, cultural, cognitive, and biological influences on the development of children and adolescents.

*Prerequisite:* CPSY 500 and 501 (may be taken concurrently).

*Credit:* 3 semester hours.

### **CPSY 507-508** **INTRODUCTION TO SCHOOL PSYCHOLOGY I AND II**

The history, systems, roles, and functions of school psychologists. Readings in contemporary issues and historical events provide the foundation for graduate preparation in school psychology. Students observe the work of school psychologists and discuss the profession in a seminar format.

*Prerequisite:* None.

*Credit:* 1 semester hour each.

### **CPSY 509\*** **LIFE-SPAN DEVELOPMENT**

An overview of human development from birth to death. Participants explore general theoretical principles and study specific aspects of human development: physical change and health, intelligence, play and leisure, mastery and achievement, philosophy (including issues of morality and values), self-concept and self-esteem, gender roles, and relationships (including issues of friendship, intimacy, and family life).

*Prerequisite:* CPSY 500 and 501 (may be taken concurrently).

*Credit:* 3 semester hours.



**CPSY 512****THEORIES OF COUNSELING AND BEHAVIOR CHANGE WITH CHILDREN**

Introduction to the theories guiding mental health work with children in school and clinical settings. The course reviews classical, operant, and social learning theories. Participants explore the design and implementation of contingency management programs, classroom management procedures, and review of treatment procedures. Also considered are cognitive-systems, client-centered, and psychoanalytic theories of child counseling.

*Prerequisite:* CPSY 503 and admission to counseling psychology department.  
*Credit:* 3 semester hours.

**CPSY 513****THEORY AND PHILOSOPHY OF COUNSELING**

An overview of major current and historic counseling theories relevant to clinical mental health counseling. Emphasis is on philosophical understanding of the self and the profession. Application of theory is practiced in class.

*Prerequisite:* CPSY 500, 501, and 503 and admission to counseling psychology department.  
*Credit:* 3 semester hours.

**CPSY 514****GROUP COUNSELING WITH CHILDREN AND ADOLESCENTS**

Instruction and practice in developing group treatments for children and adolescents in clinical and school settings. Students explore group dynamics, potential problems encountered when running children's groups, and generalization and maintenance of behavioral change. The course introduces curriculum for specific issues including divorce, substance use, grief, and social skills.

*Prerequisite:* CPSY 503 and admission to counseling psychology department.  
*Credit:* 2 semester hours.

**CPSY 515****GROUP COUNSELING WITH ADULTS**

Introduction to the major schools of group therapy and the common factors associated with positive outcomes. The course covers group dynamics, obstacles to success in group therapy, group consultation, and conflict mediation. Role-playing and demonstrations illustrate principles of effective group leadership.

*Prerequisite:* CPSY 503 and admission to counseling psychology department.  
*Credit:* 3 semester hours.

**CPSY 517****THE EXCEPTIONAL CHILD IN SCHOOLS**

Major categories of exceptionality in school-age children: mental retardation, learning disabilities, behavior disorders, emotional disturbances, visual impairment, health impairment, orthopedic impairment, hearing impairment, and giftedness. Topics include eligibility criteria and procedures; legal issues; evaluation methods; and educational, psychological, and medical issues of intervention.

*Prerequisite:* CPSY 522.  
*Credit:* 3 semester hours.

**CPSY 520****CAREER 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 life-style view of career and on practical application of theoretical models.

*Prerequisite:* CPSY 503 and admission to counseling psychology department.  
*Credit:* 3 semester hours.

**CPSY 522****DIAGNOSIS AND TREATMENT OF CHILD AND ADOLESCENT DISORDERS**

Diagnosis and treatment of psychopathological disorders of children and adolescents. The course focuses on antisocial behavior, depression, anxiety

disorders, attention deficit/hyperactivity, delinquency, and general adjustment disorders.

*Prerequisite:* CPSY 512.

*Credit:* 4 semester hours.

**CPSY 523****DIAGNOSIS AND TREATMENT OF ADULT DISORDERS**

Introduction to the etiology, diagnosis, and treatment of adult emotional, behavioral, and interpersonal disorders. Topics include adjustment; anxiety; and affective, addictive, sexual, personality, and psychotic disorders.

*Prerequisite:* CPSY 513.

*Credit:* 4 semester hours.

**CPSY 530\*****STATISTICS AND RESEARCH DESIGN I**

Basic statistical concepts and tests: frequency distribution, central tendency, measures of variability, correlation, simple linear regression, normal distribution, z-test, t-test, analysis of variance. The course covers elements of research design, hypothesis testing, and the use of computers and software for data analysis. An additional laboratory is required for students with limited background in statistics.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**CPSY 531\*****STATISTICS AND RESEARCH DESIGN II**

Experimental design and data analysis, parametric and non-parametric tests. Simple and complex designs, the general linear model, statistical power, analysis of variance, analysis of covariance, multiple regression, overview of multivariate analysis, chi-square, Wilcoxon, Kruskal-Wallis, and Mann-Whitney U test. An additional laboratory is required for students with limited background in statistics.

*Prerequisite:* CPSY 530.

*Credit:* 3 semester hours.



**CPSY 532**  
**INTRODUCTION TO ASSESSMENT**

Principles of psychological assessment as employed in school, clinical, and applied settings. Psychometric concepts such as validity, reliability, norms, and score interpretation are addressed. The course surveys intelligence, personality, career, interest, aptitude, and achievement tests and reviews alternative methods of assessing competence and person-situation interactions.

*Prerequisite:* CPSY 530 or 535.  
*Credit:* 3 semester hours.

**CPSY 534**  
**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 531.  
*Credit:* 2 semester hours.

**CPSY 535\***  
**RESEARCH METHODS IN COUNSELING AND EDUCATION**

Foundations of educational and psychological research. Students are introduced to qualitative and quantitative research processes and basic concepts. Ontological, epistemological, ethical, social, and political issues in research are addressed. In addition to texts on methodology, students read and evaluate examples of published research.

*Prerequisite:* None.  
*Credit:* 2 semester hours.

**CPSY 537**  
**INTELLECTUAL AND ACADEMIC ASSESSMENT I**

The first in a two-course sequence on the theory, techniques, and issues regarding intelligence and achievement

testing, including issues of cultural and linguistic diversity. Students gain extensive training in the use of mainstream intelligence measures such as the Wechsler Intelligence scales; the Stanford-Binet, Fourth Edition; the Kaufman Assessment Battery for children; and the Woodcock-Johnson measures. Students are also introduced to achievement measures such as the Woodcock-Johnson.

*Prerequisite:* CPSY 534.  
*Credit:* 3 semester hours.

**CPSY 538**  
**INTELLECTUAL AND ACADEMIC ASSESSMENT II**

The broad range of approaches to assessing learning with traditional and alternative techniques. Participants become skilled in evaluating students with a variety of learning problems and in evaluating adaptive behavior and learning environments. Particular attention is given to working with learners of culturally and linguistically diverse populations. The course focuses on the link between academic assessment and educational planning or intervention.

*Prerequisite:* CPSY 537.  
*Credit:* 3 semester hours.

**CPSY 539**  
**PERSONALITY ASSESSMENT OF CHILDREN**

Theory, techniques, and contemporary issues regarding personality assessment with children and adolescents. The course focuses on a variety of assessment devices including play and classroom observation, diagnostic interviewing, and collateral information gathering. Intensive training with selected personality tests includes practice administrations, test interpretation, and report writing.

*Prerequisite:* CPSY 538.  
*Credit:* 2 semester hours.

**CPSY 550**  
**CLINICAL WORK WITH DIVERSE POPULATIONS**

The development of counseling techniques for working with clients who are diverse in culture, gender, sexual orienta-

tion, or physical or mental ability. Focus is on helping students become capable therapists in varied environments, including becoming aware of their own beliefs.

*Prerequisite:* CPSY 503.  
*Credit:* 2 semester hours.

**CPSY 551**  
**DIAGNOSIS AND TREATMENT OF SUBSTANCE USE DISORDERS**

Patterns of substance use, abuse, and addiction to alcohol and drugs. Topics include the effects of alcohol and drugs on physical, psychological, and interpersonal functioning; diagnosis, major treatment modalities, and intervention strategies with individuals and families; and implications of recent research for developing approaches to treatment and relapse prevention.

*Prerequisite:* None.  
*Credit:* 3 semester hours.

**CPSY 552**  
**CLINICAL WORK WITH WOMEN**

Current issues in the psychotherapeutic treatment of women. The course focuses on the role of sociocultural and biological factors in disorders prevalent among women. Attention is given to clinical skills specific to women's concerns.

*Prerequisite:* CPSY 503.  
*Credit:* 2 semester hours.

**CPSY 554**  
**WOMEN AT MIDLIFE**

An overview of the issues faced by the current generation of midlife women. General themes of midlife, drawn from the literature on adult development, are considered as a theoretical backdrop to recent research on midlife women. Emphasis is on themes shown by recent research to be most significant to midlife women today. Students are encouraged to explore how the material applies to their personal or professional lives. Also listed as CORE 530.

*Prerequisite:* None.  
*Credit:* 2 semester hours.

**CPSY 556**  
**GERONTOLOGICAL**  
**COUNSELING: ISSUES IN**  
**AGING**

Issues in aging including biological, social, and cultural factors in adult development. Topics include retirement, relationships, satisfaction, depression, and therapeutic strategies for working with older adults.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**CPSY 558**  
**BRIEF THERAPIES**

A survey of the history, techniques, and future of brief therapies. The course examines criteria for selecting a brief therapy appropriate for a client's presenting problem, personal history, and diagnostic category.

*Prerequisite:* CPSY 512 or 513.

*Credit:* 2 semester hours.

**CPSY 560**  
**COUPLES THERAPY**

Advanced techniques in couples counseling. Topics include parenting, conflict resolution, spouse abuse, dual-career marriages, substance abuse issues, intimacy-enhancing techniques, and an introduction to divorce mediation and sex therapies. The course emphasizes brief therapy techniques.

*Prerequisite:* CPSY 504 and 523.

*Credit:* 2 semester hours.

**CPSY 562**  
**ADVANCED FAMILY**  
**COUNSELING**

Major issues in treating families experiencing dysfunction.

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; and research on the effectiveness of family interventions. Emphasis is on

selecting effective strategies for assessment and intervention.

*Prerequisite:* CPSY 504.

*Credit:* 2 semester hours.

**CPSY 563**  
**GESTALT THERAPY**

Didactic and experimental approaches to Gestalt therapy. Participants develop self-awareness and learn basic counseling skills used in the Gestalt method.

*Prerequisite:* CPSY 530 and CPSY 514 or 515.

*Credit:* 2 semester hours.

**CPSY 564**  
**ADVANCED GROUP**  
**COUNSELING**

Advanced skills in group counseling. Students learn the nuances of group processes and the specific approaches most useful for different diagnostic groups.

*Prerequisite:* CPSY 514 or 515 and CPSY 522 or 523.

*Credit:* 2 semester hours.

**CPSY 565**  
**HUMAN SEXUALITY AND**  
**COUNSELING**

Recent research on sexual health issues of importance to counselors. Issues include sexual health in childhood, adolescence, adulthood, and aging; review of recent research on sexual preference; and common sexual dysfunction experienced by rape and incest victims and modes of treatment.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**CPSY 567**  
**HEALTH PSYCHOLOGY**

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 examine the role of psychological providers in health care settings.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**CPSY 569\***  
**CLINICAL WORK WITH**  
**RELIGIOUS POPULATIONS**

Theory and techniques for the mental health professional or cleric working with a religious population. The course focuses on helping the practitioner develop an integrative framework combining theories of consultation, psychotherapy, and models of theology. Role-playing and demonstrations are used to teach clinical techniques.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**CPSY 570**  
**SCHOOL COUNSELING**  
**PROSEMINAR**

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 legal, ethical, and other professional issues.

*Prerequisite:* CPSY 512 and 522 and admission to school counseling program.

*Credit:* 3 semester hours.

**CPSY 571**  
**PREVENTION IN**  
**EDUCATIONAL SETTINGS**

Theory and application of prevention programs in the schools. Students learn a variety of prevention approaches targeted at the school, classroom, and individual with the common goal of preventing adverse behavioral and psychological outcomes in children and adolescents. Early detection and intervention, mental health education, competence training, social system analysis and modification, and stress reduction and coping approaches to prevention programming and evaluation are covered.

*Prerequisite:* CPSY 511 and 535.

*Credit:* 3 semester hours.

**CPSY 573**  
**SCHOOL-BASED**  
**CONSULTATION**

The theory and practice of consultation, which is fundamental to the delivery of mental health services in schools. The course covers models of behavioral and instructional consultation in schools and with families. In-school observations facilitate students' understanding of consultation in schools. Emphasis is on identifying ways to collaboratively assess and intervene in problematic behavioral and instructional situations. Issues of cultural, linguistic, and socioeconomic differences are addressed.

*Prerequisite:* CPSY 512.

*Credit:* 3 semester hours.

**CPSY 574**  
**ADVANCED CONSULTATION**  
**AND PROGRAM EVALUATION**  
The application of consultation in schools and other social service delivery systems. Topics include theoretical and practical considerations for the use of mental health consultation, advocacy consultation, process consultation, organization development, and other approaches. The course explores the application of ethical principles to consultation practice including careful consideration of issues of cultural, linguistic, and socioeconomic diversity. Students develop strong consultation skills grounded in well-articulated theory.

*Prerequisite:* CPSY 573 or consent of instructor.

*Credit:* 2 semester hours.

**CPSY 575**  
**PRACTICUM IN CLASSROOM**  
**INSTRUCTION I**

Introduction to practices of schooling and teaching. The course covers foundations of education and curriculum. Classroom instruction is complemented by a school practicum, which allows students to integrate theory and practice

through completion of observations and projects.

*Prerequisite:* Admission to school counseling program.

*Credit:* 2 semester hours.

**CPSY 576**  
**PRACTICUM IN CLASSROOM**  
**INSTRUCTION II**

Expansion of students' knowledge of instructional planning, classroom management, and assessment of learning. The course includes student teaching and preparation of a work sample.

*Prerequisite:* CPSY 575.

*Credit:* 2 semester hours.

**CPSY 580**  
**PREINTERNSHIP TRAINING**  
**IN COUNSELING TECHNIQUES**

Preparation for internships. Students clarify their expectations of the counseling role and focus attention on the importance of ethical judgment. They develop skills in assessment, intake interviewing, report writing, and planning and implementing counseling interventions. Lectures are complemented by role-playing exercises among students and use of videotape to assess students' counseling skills. Students receive assistance in identifying appropriate internship placements.

*Prerequisite:* CPSY 522 or 523 and consent of adviser.

*Credit:* 2 semester hours.

**CPSY 581**  
**PREPRACTICUM IN SCHOOL**  
**PSYCHOLOGY**

Preparation for the school psychology practicum. Students clarify their expectations of the counseling role and address legal and ethical issues in counseling. They develop skills in intake assessment, report writing, and planning and implementing counseling interventions. Lectures are complemented by role-playing exercises among students and use of videotape to assess students' counseling skills. Students receive assistance in identifying appropriate practicum placements.

*Prerequisite:* CPSY 522 and consent of adviser.

*Credit:* 2 semester hours.

**CPSY 582**  
**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 under supervision at the placement site. Students write reports on their clients, prepare case histories, and submit audio and video tapes of their counseling for supervisory review.

*Prerequisite:* CPSY 580.

*Credit:* 3 semester hours.

**CPSY 583**  
**MENTAL HEALTH**  
**INTERNSHIP: EMPHASIS ON**  
**CHILD AND FAMILY**  
**PROBLEMS**

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 under supervision at the placement site. Students write reports on their clients, prepare case histories, and submit audio and video tapes of their counseling for supervisory review.

*Prerequisite:* CPSY 580.

*Credit:* 3 semester hours.

**CPSY 584**  
**SCHOOL COUNSELING**  
**INTERNSHIP**

School counseling placement and a seminar with didactic presentations and casework analysis. Participants 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. Participants also explore approaches for working with families in the school environment.

*Prerequisite:* CPSY 570.

*Credit:* 3 semester hours.

**CPSY 585**

**PRACTICUM IN SCHOOL PSYCHOLOGY**

Didactic class instruction, practicum 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. Students present audio and video tapes of their counseling for supervisory review.

*Prerequisite:* CPSY 581 and admission to school psychology program.

*Credit:* 2 semester hours.

**CPSY 586-587**

**INTERNSHIP IN SCHOOL PSYCHOLOGY I AND II**

Supervised experience as a school psychologist. Direct weekly supervision is provided by a field-based licensed school psychologist and indirect supervision by the course instructor. Interns provide school psychology services in consultation, counseling, assessment, intervention development, and program evaluation with K-12

students in special and regular educational settings. Regular seminar meetings allow for group supervision and the examination of legal, ethical, and professional issues. A comprehensive examination of school psychology is included.

*Prerequisite:* All required school psychology courses.

*Credit:* 8 semester hours.

**CPSY 590**

**TOPICS IN COUNSELING PSYCHOLOGY**

Special topics in counseling psychology. Students should obtain a course description from the department office.

*Prerequisite:* None.

*Credit:* 2-3 semester hours.

**CPSY 595**

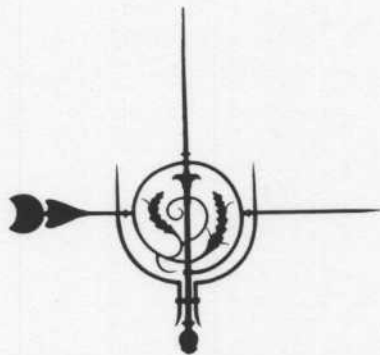
**MASTER'S THESIS RESEARCH**

*Prerequisite:* Consent of thesis chair.

*Credit:* Variable.

\*Open to students admitted to Special Student status.





## EDUCATION: EDUCATIONAL ADMINISTRATION

The Department of Education at Lewis & Clark includes the programs in Educational Administration, Teacher Education, and the Northwest Writing Institute. The Program in Educational Administration educates leaders. The program prepares candidates for positions as school vice principals, principals, superintendents, and administrative support personnel in Oregon and Washington. □ 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 and standard administrative or superintendent licensure. □ Classes are kept small, conducted as seminars, and taught by talented faculty. Drawing heavily from the liberal arts tradition, courses focus on broadening students' understanding of the cultural and historical context in which schooling takes place. Students enthusiastically support the program's flexibility, the individual options, and the numerous opportunities to field-test concepts taught in class. □ A master's degree is a

prerequisite for receiving administrative licensure from the Teacher Standards and Practices Commission.

### Nonlicensure 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 licensure program may wish to take courses in new developments in organization theory, budget management, models of change, or other subjects. Individuals interested in the Special Student option are encouraged to consult the department office 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 (offered through Continuing Professional Education) convenes each summer on the Lewis & Clark campus and covers timely educational issues for practicing administrators.
- Essential Readings (EDAD 505) meets five times during the year to consider books ranging from the education classics to

recent important works on educational leadership. Different books are studied each year.

- The innovative Institute for Executive Leadership (EDAD 561-564) provides prospective superintendents and central office administrators with an exciting alternative to conventional coursework. Students participate as a class for four consecutive semesters.

Details on these programs are available from the Department of Education or from the Office of Continuing Professional Education.

## Admission

Admission to the concentration in basic licensure entails the steps listed below. Admission to the concentration in standard licensure requires the same steps, plus proof of basic licensure. Candidates must submit the following:

1. Proof of completion of a master's degree program.
2. A completed Application for Admission to Graduate Study.
3. 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.
4. Three letters of recommendation from former professors, employers, or both.
5. An interview with a faculty adviser detailing career plans and educational philosophy.
6. A letter indicating leadership experiences in schools.
7. For candidates for administrative licensure, successful completion of EDAD 501, Introduction to School Administration.
8. A \$40 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 admission requirements at minimal levels, or to those who fall below minimums on one or two criteria if other indicators suggest probable success.

Applications are reviewed monthly.

## Special Student Status

See Nonlicensure Studies, page 21.

## Core Curriculum

The Core Curriculum, a requirement for all graduate students, is described in detail in this catalog. However, students should consult their adviser or the department chair for the specific Core requirements for educational administration.

## Eligibility for Basic Licensure

Lewis & Clark recommends for the Basic Administrative License those candidates who have fulfilled the following requirements:

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

## Eligibility for Standard Licensure

Lewis & Clark recommends for the Standard Administrative License those candidates who have fulfilled the following requirements:

1. Successful completion of the Basic Administrative License at Lewis & Clark or an approved institution.
2. Completion of the required hours of graduate coursework appropriate to the desired license. Recommendation for licensure is based on meeting hour and content requirements of the Teacher Standards and Practices Commission.

## Basic Licensure: Administrator

A minimum of 15 required course semester hours, distributed as follows.

### *Required Courses*

- 500 Leadership Profile Center, .5 semester hour
- 501 School Organization, 3 semester hours

- 502 Instructional Leadership, 3 semester hours
- 503 Legal Rights and Responsibilities, 3 semester hours
- 504 Practicum for Principals, 4 semester hours
- 505 Essential Readings, 1 semester hour
- 506 Student Portfolio, .5 semester hour

## Standard Licensure: Administrator

A minimum of 13 required course semester hours and 2 elective course semester hours, distributed as follows, *plus* the basic program (for a total of 30 semester hours).

### *Required Courses*

- 520 Essential Readings, 1 semester hour
- 521 Organizational Leadership and Decision Making, 2 semester hours
- 522 School Revenues, 1 semester hour
- 523 Communication Skills for Administrators, 1 semester hour
- 524 Implementing Curricula, 1 semester hour
- 525 School-Community Relations, 1 semester hour
- 529 Models of Organizational Change, 2 semester hours
- 550 Educational Research and Assessment, 3 semester hours
- Graduate Core Requirements*  
1-3 semester hours
- Elective Courses*
- 526 Working With Conflict, 1 semester hour
- 527 Education and Society: Continuities and Discontinuities, 2 semester hours
- 528 Gender and Education, 2 semester hours
- 530 Seminar on Organizational Change, 2 semester hours
- 531 Program for New Administrators, 3 semester hours

532 Working With the Marginal Performer, 3 semester hours  
 591 Program Evaluation, 2 semester hours  
 592 Ethics and the Law, 3 semester hours

## Basic Licensure: Superintendent

A minimum of 16 required course semester hours, distributed as follows.

### *Required Courses*

529 Models of Organizational Change, 2 semester hours  
 530 Seminar on Organizational Change, 2 semester hours  
 570 Negotiation and Collective Bargaining, 2 semester hours  
 571 Contract Management, 1 semester hour  
 572 Strategic Planning and School Finance, 1 semester hour  
 573 Personnel Management in Schools, 1 semester hour  
 574 Working With School Boards, 1 semester hour  
 575 Practicum for Superintendents, 4 semester hours  
 579 Essential Readings, 1 semester hour

### *Graduate Core Requirements* 1-3 semester hours

*Note:* The Institute for Executive Leadership also offers the Basic Superintendent License. This cohort group requires special admission. The next institutes will meet from spring 1995 to June 1996, and September 1996 to December 1997. See EDAD 561-564.

## Standard Licensure: Superintendent

A minimum of one required course semester hour and 15 elective course semester hours, distributed as follows, *plus* the basic program (for a total of 32 semester hours).

### *Required Course*

534 Physical Environment of Schools, 1 semester hour  
*Graduate Core Requirements*  
 2-3 semester hours

### *Elective Courses*

521 Organizational Leadership and Decision Making, 2 semester hours  
 523 Communication Skills for Administrators, 1 semester hour  
 524 Implementing Curricula, 1 semester hour  
 525 School-Community Relations, 1 semester hour  
 526 Working With Conflict, 1 semester hour  
 527 Education and Society: Continuities and Discontinuities, 2 semester hours  
 528 Gender and Education, 2 semester hours  
 529 Models of Organizational Change, 2 semester hours  
 530 Seminar on Organizational Change, 2 semester hours  
 550 Educational Research and Assessment, 3 semester hours  
 590 Essential Readings, 1 semester hour  
 591 Program Evaluation, 3 semester hours  
 592 Ethics and the Law, 3 semester hours  
 593 Business Management in Education, 1 semester hour

## Practicum

The Program in Educational Administration employs practicum experiences in several ways to support students' growth in the application of theory. Practicum experiences constitute approximately one-fourth of the program.

The program includes a field placement and seminar meetings (EDAD 504 for the Administrator License and EDAD 575 for the Superintendent License), a diagnosis of leadership ability (EDAD 500), a continuing system of ongoing self-evaluation, and an assessment of skill development (EDAD 506).

The field placement includes developing a learning contract between the campus supervisor and the field supervisor; it is a major commitment of time and energy focusing on the role of the administrator in a school.

Students are expected to demonstrate their leadership potential in the field setting, to have regular meetings with the field supervisor, to keep an ongoing log, and to write a paper integrating the scholarship on leadership with the application of leadership in schools.

## Faculty

To achieve a balance of theory and practical application, the program recruits faculty members from academe and from the ranks of practicing school administrators. They are selected on the basis of effective teaching, familiarity with the leadership literature, and ability to implement effective leadership.



## Curriculum

### **EDAD 500 LEADERSHIP PROFILE CENTER**

Developing a profile of participants' leadership strengths and weaknesses. Students participate in designated activities, receive evaluation by faculty and practitioners, develop a learning plan, and begin a portfolio, which is assessed at the completion of the basic administrator concentration (EDAD 506). The course is taken prior to or concurrently with EDAD 501.

*Prerequisite:* None.

*Credit:* .5 semester hour.

### **EDAD 501 SCHOOL ORGANIZATION**

Organizational and leadership theory. The course investigates the organizational dynamics of schooling and what is required for leadership in a complex organization including making decisions, enabling faculty, developing communication systems, and working with a pluralistic community. Participants undertake a major project designing a school improvement plan for a school building.

*Prerequisite:* EDAD 500 (may be taken concurrently).

*Credit:* 3 semester hours.

### **EDAD 502 INSTRUCTIONAL LEADERSHIP**

Based on the premise that leadership is to provide inspired instruction for students. Focus is on the responsibilities of school leaders to provide clinical supervision, techniques for teacher evaluation, legal issues related to evaluation, and planning comprehensive staff development programs.

*Prerequisite:* EDAD 501.

*Credit:* 3 semester hours.

### **EDAD 503 LEGAL RIGHTS AND RESPONSIBILITIES**

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 requirement of the Teacher Standards and Practices Commission for knowledge of federal and state laws prohibiting discrimination. Also listed as ED 543.

*Prerequisite:* EDAD 501.

*Credit:* 3 semester hours.

### **EDAD 504 PRACTICUM FOR PRINCIPALS**

Supervising, on-site, pre-designed administrative experience and a campus seminar involving discussions, student presentations, and task analysis. 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.

*Prerequisite:* EDAD 501.

*Credit:* 4 semester hours.

### **EDAD 505 ESSENTIAL READINGS**

Focus on a particular book chosen from classics in education, current books by Lewis & Clark authors, recent important books on leadership, and others of interest. The reading list changes yearly. Discussions are led by authors or student and faculty panels. Students register for the course in the fall; the class meets five times during fall and spring semesters. Also listed as ED 516 and EDAD 520, 579, 590.

*Prerequisite:* None.

*Credit:* 1 semester hour (may be repeated for credit).

### **EDAD 506 STUDENT PORTFOLIO**

Portfolio presentation of the student's theoretical and practical knowledge about school leadership. As the culmination of a student's work toward the Basic Administrative License, this is the last course in the basic administrator concentration.

*Prerequisite:* EDAD 500, 501, 502, 503, 504, 505.

*Credit:* .5 semester hour.

### **EDAD 520 ESSENTIAL READINGS** Same as EDAD 505.

### **EDAD 521 ORGANIZATIONAL LEADERSHIP AND DECISION MAKING**

Interdisciplinary perspectives on leadership in the public and private sectors. Topics include organizational complexity, ethical ambiguity, and meaning in the lives of leaders. Also listed as PA 553.

*Prerequisite:* Basic Administrator License or consent of chair.

*Credit:* 2 semester hours.

### **EDAD 522 SCHOOL REVENUES**

The budgeting process used in public school financing. After exploring problems of revenue and expenditure forecasting, students examine the strengths and weaknesses of various approaches to budgetary techniques and formats. The course is organized around a simulation format, and students prepare a budget.

*Prerequisite:* None.

*Credit:* 1 semester hour.

### **EDAD 523 COMMUNICATION SKILLS FOR ADMINISTRATORS**

The communication process as it applies to personal and group effectiveness in a variety of settings, including site-based councils. Students explore the dynamics of communication in dyads, small groups, and large groups. Strategies for improving the efficiency of group problem solving are investigated. Also listed as PA 533.

*Prerequisite:* None.

*Credit:* 1 semester hour.

**EDAD 524****IMPLEMENTING CURRICULA**

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:* 1 semester hour.

**EDAD 525****SCHOOL-COMMUNITY RELATIONS**

Developing understanding and awareness of the administrator's role in initiating and maintaining reciprocal growth relationships with various communities in school districts. Emphasis is on applying theories and models of school-community relations to the development and/or improvement of an administrator's knowledge base, self-understanding, and interpersonal skills.

*Prerequisite:* None.

*Credit:* 1 semester hour.

**EDAD 526****WORKING WITH CONFLICT**

Working through conflict with adults in school organizations. Students investigate the causes of conflicts and consider resolution strategies. The course is appropriate for professionals at the building and district level.

*Prerequisite:* None.

*Credit:* 1 semester hour.

**EDAD 527****EDUCATION AND SOCIETY: CONTINUITIES AND DISCONTINUITIES**

A critical macroanalysis of the dialectical relationship between education and U.S. 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.

Also listed as ED 511.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**EDAD 528****GENDER AND EDUCATION**

How gender is maintained, enlivened, and perpetuated as a social category in schools in the United States. The course surveys the historical and philosophical roots of schooling and considers research and contemporary literature to explore the interaction between gender and educational practices. Also listed as CORE 522.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**EDAD 529****MODELS OF ORGANIZATIONAL CHANGE**

Changes in organizations caused by internal and external forces such as mandates, implemented innovations, and plans for improvement. The course covers methods of planning change such as organization development, action research, survey feedback, and individual planning. Focus is also on models of the change process for the individual, small group, and organization. Also listed as PA 531.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**EDAD 530****SEMINAR ON ORGANIZATIONAL CHANGE**

Bringing about change in organizations. The seminar assists participants involved in organizational change at the building or district level to develop, implement, and evaluate the change. Also listed as PA 532.

*Prerequisite:* EDAD 529.

*Credit:* 2 semester hours.

**EDAD 531****PROGRAM FOR NEW ADMINISTRATORS: THE ROPES TO SKIP AND THE ROPES TO KNOW**

The challenges, ethical dilemmas, and surprises facing new administrators. The yearlong course meets monthly and in fall and spring retreats on cam-

pus. Participants develop peer support groups within and across districts.

*Prerequisite:* Position requiring the Basic Administrator License.

*Credit:* 3 semester hours.

**EDAD 532****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 support with peers.

*Prerequisite:* Position requiring the Basic Administrator License or supervisory responsibility.

*Credit:* 3 semester hours.

**EDAD 534****PHYSICAL ENVIRONMENT OF SCHOOLS**

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.

*Prerequisite:* None.

*Credit:* 1 semester hour.

**EDAD 550****EDUCATIONAL RESEARCH AND ASSESSMENT**

How professional educators can gather and interpret the information they need for effective decision making in research and assessment. Topics include the major uses and components of classroom or school-based research processes, quantitative and qualitative methods, the critique of research studies, assessment and evaluation of student learning, the integration of assessment with instruction, portfolios, and what it means to be a practitioner-researcher. Administrators complete a major research or assessment project that furthers their understanding of students' education needs.

*Prerequisite:* Basic Administrator License.

*Credit:* 3 semester hours.

**EDAD 561, 562, 563, 564**  
**INSTITUTE FOR EXECUTIVE LEADERSHIP**

A four-course sequence providing an interdisciplinary alternative to traditional coursework for students seeking a Basic Superintendent License. Topics include history of schooling and the superintendency, views on leadership, responsibility for educating a diverse student population, and community building. The practicum is included as an integral part of the institute. To complete the requirements for the Basic Superintendent License, students must also enroll in EDAD 570 and 571.

*Prerequisite:* None.

*Credit:* 4 semester hours each.

**EDAD 570**  
**NEGOTIATION AND COLLECTIVE BARGAINING**

Management of the collective bargaining process as it applies to public employees. The course is designed for students who have responsibility for negotiation or administration of contracts. Emphasis is on the influence of Oregon's Collective Bargaining Law and new models of collaborative bargaining. The course includes a minor practicum component.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**EDAD 571**  
**CONTRACT MANAGEMENT**

Administering of the contract as it applies to school employees. The course is designed for students who have responsibility for contract management.

*Prerequisite:* None.

*Credit:* 1 semester hour.

**EDAD 572**  
**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:* 1 semester hour.

**EDAD 573**  
**PERSONNEL MANAGEMENT IN SCHOOLS**

Management of school district employees with emphasis on selection, appraisal, development, and professional growth according to employees' individual needs. The course is designed for administrators who have personnel and program responsibilities.

*Prerequisite:* None.

*Credit:* 1 semester hour.

**EDAD 574**  
**WORKING WITH SCHOOL BOARDS**

The processes by which the broad goals of public policy are established and put into practice. Legal, legislative, and contractual constraints in policy-making are assessed. Board management, agenda setting, coalition formation, and conflict resolution are also covered.

*Prerequisite:* None.

*Credit:* 1 semester hour.

**EDAD 575**  
**PRACTICUM FOR SUPERINTENDENTS**

Supervised, on-site, pre-designed administrative experience and a campus seminar involving discussions, student presentations, and task analysis. 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.

*Prerequisite:* None.

*Credit:* 4 semester hours.

**EDAD 579**  
**ESSENTIAL READINGS**  
Same as EDAD 505.

**EDAD 590**  
**ESSENTIAL READINGS**  
Same as EDAD 505.

**EDAD 591**  
**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:* 2 semester hours.

**EDAD 592**  
**ETHICS AND THE LAW**

The causes of and solutions to ethical dilemmas faced by administrators in public and nonprofit organizations. Emphasis is on how law and the constitutional basis of law are related to the unique role of administrators in governance. Conflicts between program and organization loyalty, between professional responsibility and meeting client needs, and between political responsibility and administrative neutrality are considered. Also listed as PA 508.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**EDAD 593**  
**BUSINESS MANAGEMENT IN EDUCATION**

A series of topical workshops in school operations, beginning with a fall conference and extending through the spring semester. 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, and custodial services.

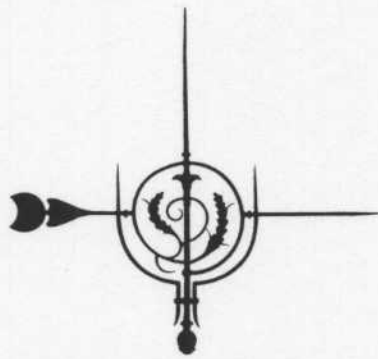
*Prerequisite:* None.

*Credit:* 1 semester hour.

**INTERDISCIPLINARY COURSES**

See Public Administration and Teacher Education.





## EDUCATION: TEACHER EDUCATION

The Department of Education at Lewis & Clark includes the programs in Educational Administration, Teacher Education, and the Northwest Writing Institute. 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 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 cooperat-

ing 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. Close cooperation between Lewis & Clark faculty and community educators 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 cultur-

ally rich urban setting, the Oregon Museum of Science and Industry, the Northwest Writing Institute, and 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 within their educational communities.

Applicants to all concentrations 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 and/or a portfolio. Specific admission requirements and procedures for particular concentrations are described in the following sections.

## Preservice Options: Master of Arts in Teaching/Fifth-Year Licensure

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 Concentrations. "Course of Study" sheets with course requirements specific to each concentration are available in the Teacher Education Office. Applicants should indicate which of the options described below they wish to pursue.

Lewis & Clark's secondary graduate concentrations are approved under Oregon's 1988 Standards for Fifth-Year Programs (Division 16 Standards of the Oregon Administrative Regulations). Graduates will have completed all academic requirements for basic and standard teaching licensure in the state of Oregon. Standard teaching licensure is awarded after three years of successful teaching in Oregon schools.

Enrollments in any of these concentrations may be limited; applicants should request literature and an application, register for required tests, and interview with a faculty adviser as soon as possible during the application process.

### *Master of Arts in Teaching Intern/Licensure Concentration*

A full-time, 15-month concentration in elementary or secondary teaching (grades 5-12) options are available in English language arts, mathematics, science (biology, chemistry, integrated science, or physics), or social studies.

Specialty area endorsements (grades K-12) are offered in art, foreign language, and music.

The M.A.T. degree concentration in elementary education includes a minimum of 44 semester 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 Curriculum. One of the options in the elementary intern concentration includes a yearlong practicum at the Oregon Museum of Science and Industry in science, mathematics, and technology.

The M.A.T. degree concentration in secondary education includes a minimum of 39 semester hours with study in education, adolescent development and learning, the subject area one plans to teach, supervised intern teaching, and the interdisciplinary graduate Core Curriculum. Where necessary, applicants may request to spread their program over a two-year period. Candidates who already hold an advanced degree may complete the 28 semester hours of licensure courses without the additional degree courses.

The M.A.T. intern concentration begins in June of each year and continues through the following summer. The program includes a nine-month internship with an outstanding mentor teacher in a local school. Interns begin working with their mentors the week before the opening of their school in the fall term.

Beginning the first summer, students in the M.A.T. intern concentration take courses in professional education, in their subject fields, and in the graduate Core Curriculum. During the fall semester 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 the spring semester students 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 education, subject matter, and the Core Curriculum. Students in the M.A.T. intern concentration are typically eligible for licensure at the end of 12 months, leaving the second summer for the completion of master's degree requirements.

## Elementary Preservice Fifth-Year Licensure/M.A.T.

### *Licensure Requirements*

A minimum of 37 semester hours, distributed as follows.

### *Professional Course Requirements*

ED 550 Social, Historical, and Ethical Perspectives on Education, 2 semester hours  
ED 559 Math for Early Childhood, 1 semester hour  
ED 561 Child Development, Learning, and Exceptionality, 3 semester hours  
ED 562 Elementary School Mathematics, 3 semester hours  
ED 563 Classroom Management and Inclusion, 2 semester hours  
ED 565 Reading I: Literacy Development, K-8, 2 semester hours  
ED 566 Reading II: Literacy Development, K-8, 2 semester hours  
ED 567 Language Arts and Literature, K-8, 3 semester hours  
ED 568 The Arts, Culture, and Creativity, 3 semester hours  
SCI 560 Thematic Inquiry in the Elementary School, 2 semester hours  
SCI 580 Science and Children, 3 semester hours  
ED 514 Intern Practicum I (Elementary), 3 semester hours  
ED 515 Intern Practicum II (Elementary), 8 semester hours

#### *M.A.T. Degree Requirements*

A minimum of 44 semester hours including licensure. Requirements in addition to those listed above for licensure are distributed as follows.

*Professional Course Requirements*  
ED 501 Constructive Assessment in the Classroom, 2 semester hours

ED 555 Experience and Meaning, 1 semester hour

*Graduate Core Requirements*  
4 semester hours selected from:  
CORE 500 Critical Issues Seminars, .5 semester hour (maximum total 1 semester hour)  
CORE 503 Adult Development in Organizational Life, 3 semester hours

CORE 5XX (Innovative and Experimental Courses), 2-3 semester hours

### Secondary Preservice Fifth-Year Licensure/M.A.T.

#### *Licensure Requirements*

A minimum of 25 semester hours, distributed as follows.

*Professional Course Requirements*  
ED 550 Social, Historical, and Ethical Perspectives on Education, 2 semester hours  
ED 551 Literacy, Culture, and Learning, 3 semester hours  
ED 552 Adolescent Development, Learning, and Exceptionality, 3 semester hours  
ED 553 Classroom Teaching and Learning I, 3 semester hours  
ED 554 Classroom Teaching and Learning II, 8 semester hours (student teaching)  
ED 563 Classroom Management and Inclusion, 2 semester hours  
ED 564 Curriculum and Inquiry, 3 semester hours

LA/SCI/SS/MUS 579 Teaching (Content Area) to Adolescents, 4 semester hours

#### *M.A.T. Degree Requirements*

A minimum of 44 semester hours including licensure. Requirements in addition to those listed above for licensure are distributed as follows.

ED 555 Experience and Meaning, 1 semester hour

*Subject-Area Electives*

A minimum of 6 semester hours

*Graduate Core Requirements*  
4 semester hours selected from:  
CORE 500 Critical Issues Seminars, .5 semester hour (maximum total 1 semester hour)  
CORE 503 Adult Development in Organizational Life, 3 semester hours

CORE 5XX (Innovative and Experimental Courses), 2-3 semester hours

### Music Preservice Fifth-Year Licensure (K-12)/ M.A.T.

#### *Licensure Requirements*

A minimum of 28 semester hours distributed as follows.  
ED 550 Social, Historical, and Ethical Perspectives on Education, 2 semester hours  
ED 551 Literacy, Culture, and Learning, 3 semester hours  
ED 552 Adolescent Development, Learning, and Exceptionality, 3 semester hours (ED 561 for candidates choosing elementary specialization)  
ED 563 Classroom Management and Inclusion, 2 semester hours  
MUE 543 Elementary Music: Curriculum and Inquiry, 3 semester hours  
MUE 579 Teaching Music to Adolescents, 4 semester hours (includes field experience)  
ED 554 Classroom Teaching and Learning II, 8 semester hours (student teaching)

#### *M.A.T. Degree Requirements*

A minimum of 40 semester hours including licensure. Requirements in addition to those listed above for licensure are distributed as follows.

#### *Subject-Area Electives*

A minimum of 6 semester hours, chosen from courses numbered MUS 500-599.

#### *Graduate Core Requirements*

4 semester hours selected from:  
CORE 500 Critical Issues Seminars, .5 semester hour (maximum total 1 semester hour)  
CORE 503 Adult Development in Organizational Life, 3 semester hours

CORE 5XX (Innovative and Experimental Courses), 2-3 semester hours

*Music Education Requirement*  
MUE 584 M.A.T. Seminar in Music Education, 2 semester hours, or

ED 509 M.A.T. Project Seminar, 2 semester hours

*Note:* Upon admission to the program students must consult with a music adviser 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 Concentrations

#### *Elementary Teaching Concentration*

The elementary preservice concentration is 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.



1. One or more areas relevant to the elementary school curriculum, whether demonstrated through academic coursework, life experience, or a combination of the two. Applicants with a strong interest in science, mathematics, or technology education may apply to the special elementary intern concentration, a yearlong practicum at the Oregon Museum of Science and Industry as well as a school internship.

2. Strength in the liberal arts in 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.
- Social sciences, including history.

#### *Secondary Teaching Concentrations*

Applicants to the secondary preservice concentrations are expected to have a strong liberal arts background and specific strength in the subject field they plan to teach.

## Application Procedures for Preservice Concentrations

1. Applicants to the elementary and secondary preservice concentrations 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. Applicants must submit two official transcripts from the institutions they have attended as an undergraduate or graduate student.

2. All applicants should request testing information and register to take the appropriate National Teacher Examination tests (NTE/Praxis) at the earliest possible time. (The examination may be taken again if the passing score for state licensure is not met.)

*Elementary Teaching Applicants*  
Passing scores on the NTE/Praxis Communication Skills Test and the NTE General Knowledge Test are required for admission to full-time intern teaching.

*Secondary Teaching Applicants*  
A passing score on the Specialty Area Exam of the NTE in the subject area the applicant plans to teach is required for admission to full-time intern teaching. Current passing scores for each specialty area are listed in the application materials.

3. All Oregon applicants for secondary and K-12 specialty preservice concentrations must submit a transcript with passing scores from the California Basic Educational Skills Test (CBEST) to qualify for full acceptance into the concentrations. Applicants may substitute "qualifying scores" on the NTE Core Battery Communication Skills and General Knowledge tests for the CBEST.

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

4. A completed Application for Graduate Study in Education: Preservice Concentrations 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. A \$40 nonrefundable application fee payable to Lewis & Clark College must accompany the application.

5. Applicants must request three letters of recommendation, at least one of which attests to the scope and 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.

6. Applicants living nearby in Oregon or Washington are required to interview with a faculty member as part of the application process. All other applicants should request a telephone interview.

7. Candidates seeking financial aid should request a graduate financial aid application packet from 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.

9. M.A.T. intern students must be admitted first to the M.A.T. intern concentration, then accepted 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.

Applicants should check with the Teacher Education Office to be sure they have current information regarding program offerings and application deadlines, procedures, and test requirements.

## Application Deadlines for Preservice Concentrations

*Applications due for all intern concentrations:*

January 15

*Applications accepted on space-available basis until:*

April 1

*Notification of admission decision for January 15 applicants:*

Early to mid-March

*Orientation for new full-time*

*M.A.T. students:*

Mid-June

## Inservice Master of Arts in Teaching Concentrations

Inservice M.A.T. concentrations at Lewis & Clark are for elementary, middle school, and secondary teachers wishing to engage in advanced study and improve their teaching practice. Teachers may also acquire the Oregon Standard Teaching License as part of their M.A.T. concentration. The M.A.T. concentration requires both liberal arts and professional education courses.

The elementary concentration offers courses appropriate for the licensed teacher of the self-contained classroom, grades K-9, and offers opportunity for study in a variety of subject areas.

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

Students may wish to complete a second basic endorsement as part of the M.A.T. concentration instead of advanced study in their current subject matter endorsement. Basic endorsement concentrations are offered in art, drama, language arts, foreign languages, mathematics, music, reading, science (biology, chemistry, integrated science, or physics), and social studies.

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 adviser in teacher education.

## Master of Arts in Teaching and Oregon Standard Elementary Licensure (Grades K-9)

Students in this concentration complete a mix of education and liberal arts courses to earn the M.A.T. degree. The concentration satisfies Oregon requirements for the Standard Elementary Teaching License.

Students who have completed graduate education courses with essentially the same content as required courses may substitute education electives with the consent of their advisers. Programs of study are planned in consultation with a faculty adviser.

### *Degree Requirements*

A minimum of 36 semester hours, distributed as follows.

### *Professional Course Requirements*

ED 500 Educational Research and Assessment, 4 semester hours

ED 502 Literacy: Print, Media, and Technology, 3 semester hours

ED 504 Individuals in the Classroom: Focus on Students at Risk, 3 semester hours

ED 505 Teaching and Learning in Elementary and Middle Schools, 3 semester hours

ED 509 M.A.T. Project/

Seminar, 2 semester hours

ED 511 Education and Society:

Continuities and Discon-

tinuities, 2 semester hours

### *Liberal Arts Course Requirements*

A minimum of 15 semester hours chosen jointly by the adviser and student. These courses have liberal arts prefixes and may apply to added endorsements. LA, SCI, or SS 501, 3 semester hours, must be selected as part of the 15 hours.

### *Graduate Core Requirements*

4 semester hours selected from:

CORE 500 Critical Issues Sem-

inars, .5 semester hour (maxi-

mum total 1 semester hour)

CORE 503 Adult Development in Organizational Life, 3 semester hours

CORE 5XX (Innovative and Experimental Courses), 2-3 semester hours

## Master of Arts in Teaching and Oregon Standard Secondary Licensure (Grades 5-12)

Students in this concentration complete education and liberal arts courses to earn the M.A.T. degree. The concentration satisfies Oregon requirements for the Standard Secondary Teaching License.

Students who have completed graduate education courses with essentially the same content as required courses may substitute education electives with the consent of their advisers. Programs of study are planned in consultation with a faculty adviser.

#### *Degree Requirements*

A minimum of 36 semester hours, distributed as follows.

#### *Professional Course Requirements*

ED 500 Educational Research and Assessment, 4 semester hours

ED 502 Literacy: Print, Media, and Technology, 3 semester hours

ED 504 Individuals in the Classroom, 3 semester hours

ED 507 Teaching and Learning in Middle and Secondary Schools, 3 semester hours

ED 509 M.A.T. Project/Seminar, 2 semester hours

ED 511 Education and Society: Continuities and Discontinuities, 2 semester hours

#### *Liberal Arts Course Requirements*

A minimum of 15 semester hours of graduate study in a subject field.

LA, SCI, or SS 501 (for students in these subject fields), 3 semester 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 an added endorsement. Lewis & Clark can recommend candidates for basic endorsement in art, drama, language arts, foreign languages, mathematics, music, reading, science [biology, chemistry, integrated science, or physics], and social studies.)

#### *Graduate Core Requirements*

4 semester hours selected from: CORE 500 Critical Issues Seminars, .5 semester hour (maximum total 1 semester hour)

CORE 503 Adult Development in Organizational Life, 3 semester hours

CORE 5XX (Innovative and Experimental Courses), 2-3 semester hours

## Master of Arts in Teaching: Liberal Studies

This degree concentration is for educators who seek advanced study in the liberal arts and in teaching but do not seek Oregon standard elementary or secondary teaching licensure.

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.

Programs of study are planned in consultation with a faculty adviser. The M.A.T. liberal studies degree may include special credentials or endorsements in areas such as reading (the Language and Literacy Program) or administration.

The concentration includes professional education and subject matter courses chosen in consultation with a faculty adviser.

#### *Degree Requirements*

A minimum of 36 semester hours, distributed as follows.

#### *Professional Course Requirements*

ED 500 Educational Research and Assessment, 4 semester hours

ED 509 M.A.T. Project/Seminar, 2 semester hours

A minimum of 11 semester hours selected from the 501-599 sequence of courses.

Note: ED 505 or 507 is required of regular classroom teachers.

#### *Subject Matter Requirements*

A minimum of 15 semester hours in courses in liberal arts appropriate to individual needs, selected in consultation with a faculty adviser. Practicing elementary or middle school teachers are required to include LA, SCI, or SS 501 in their subject-area electives.

#### *Graduate Core Requirements*

4 semester hours selected from: CORE 500 Critical Issues Seminars, .5 semester hour (maximum total 1 semester hour)

CORE 503 Adult Development in Organizational Life, 3 semester hours

CORE 5XX (Innovative and Experimental Courses), 2-3 semester hours

## Master of Arts in Teaching and Oregon K-12 Standard Licensure: Music

The Lewis & Clark graduate concentration for practicing music teachers leads to the M.A.T. degree and standard teaching licensure. Concentrations are designed with a high degree of individuality and seek to achieve a balance between musical, philosophical, and practical growth.

The music education 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 Concentrations*

The graduate concentration 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 department chair'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 Concentration*

This concentration gives the candidate extended knowledge, understanding, and skills that contribute to professional effectiveness as a teacher-musician in elementary, middle, and secondary schools. The master of arts in teaching music fulfills all requirements for the Oregon Standard Teaching License.

#### *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 section on Admission Requirements for Inservice Programs for additional steps in the application procedure, including test requirements.

#### *Degree Requirements*

A minimum of 36 semester hours, distributed as follows.

*Note:* Although the program of study listed here is typical, precise degree requirements for each student are determined by the student's graduate adviser in consultation with the student.

#### *Required Courses*

MUE 500 Music Education Research and Assessment, 4 semester hours

MUE 582 History, Development, and Current Trends in Music Education, 3 semester hours, or

MUE 584 M.A.T. Seminar in Music Education, 2 semester hours

ED 502 Literacy: Print, Media, and Technology, 3 semester hours

ED 504 Individuals in the Classroom: Focus on Students at Risk, 3 semester hours

ED 507 Teaching and Learning in Middle and Secondary Schools, 3 semester hours

ED 509 M.A.T. Project/Seminar, 2 semester hours  
*Subject Matter (Professional Music) Requirements*

A minimum of 15 semester hours, selected from graduate music courses.

#### *Graduate Core Requirements*

A minimum of 4 semester hours.

CORE 500 Critical Issues Seminars, .5 semester hour (maximum total 1 semester hour)

CORE 503 Adult Development in Organizational Life, 3 semester hours

CORE 5XX (Innovative and Experimental Courses), 2-3 semester hours

#### *Electives*

A minimum of 3 quarter hours.

## Inservice Licensure and Endorsement

Three postbaccalaureate concentrations are available to practicing teachers who wish to obtain the Standard Teaching License or subject matter endorsements but not advanced academic degrees.

1. *The Basic Subject Matter Endorsement Concentration* is for elementary and secondary teachers who already hold the Oregon Basic Teaching License and who wish only to obtain an additional basic subject matter endorsement. Concentrations leading to basic subject matter endorsements are offered in art, drama, foreign languages, language arts, mathematics, music, physics, reading, science (biology, chemistry, integrated science, or physics), and social studies. Interested teachers may

request more information and the Application for Graduate Study in Education: Inservice Concentrations from the Teacher Education Office.

Oregon teachers may add endorsements in many subject areas by passing the Specialty Area Exam 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)*

*Concentration* is offered as a separate concentration or in conjunction with basic and standard teacher licensure. The Language and Literacy Concentration 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 Concentrations and a brochure about the Language and Literacy Concentration from the Teacher Education Office. An appointment with the coordinator of the Language and Literacy Concentration is recommended.

3. *The Standard Teaching License Concentration* is for elementary and secondary teachers wishing to obtain the Oregon Standard Teaching License but not an advanced degree. Interested teachers may request information and the Application for Graduate Study in Education: Inservice Concentrations.

#### *Concentration Requirements: Elementary or Secondary Standard Licensure*

A minimum of 30 semester hours, distributed as follows.

*Professional Course Requirements*  
ED 500 Educational Research  
and Assessment, 4 semester  
hours

ED 502 Literacy: Print, Media,  
and Technology, 3 semester  
hours

ED 504 Individuals in the Class-  
room: Focus on Students at  
Risk, 3 semester hours  
*Requirements for Elementary*  
*Teachers*

ED 505 Teaching and Learning  
in Elementary and Middle  
Schools, 3 semester hours  
*Requirement for Secondary and*  
*K-12 Teachers*

ED 507 Teaching and Learning  
in Middle and Secondary  
Schools, 3 semester hours

ED 511 Education and Society:  
Continuities and Discon-  
tinuities, 2 semester hours

*Liberal Arts Course Requirements*  
A minimum of 15 semester  
hours selected from liberal arts  
courses.

## Admission Requirements for Inservice Concentrations

Applicants to any of the inser-  
vice concentrations should  
complete the Application for  
Graduate Study in Education:  
Inservice Concentrations.  
Application standards and pro-  
cedures are identical for all of  
these concentrations. *Once*  
*admitted to graduate study in edu-*  
*cation at Lewis & Clark, students*  
*have up to five years to complete*  
*the licensure and/or master's*  
*degree requirements.*

Candidates for any licensure  
or endorsement concentration  
at Lewis & Clark College must  
complete a minimum of six  
semester hours at Lewis &  
Clark. On the recommendation  
of a faculty adviser, an indi-  
vidual may petition to waive  
part of this requirement.

## Application Procedures for Inservice Concentrations

1. Applicants to the inservice  
concentrations are expected to  
have a baccalaureate degree, a  
minimum cumulative grade  
point average of 2.75, and  
specific strength in the subject  
areas they teach. Applicants  
must submit two official trans-  
cripts from each institution they  
have attended as an under-  
graduate or graduate student.

2. Applicants should complete  
the Application for Graduate  
Study in Education: Inservice  
Concentrations and send it with  
a nonrefundable application fee  
of \$40 to the Program Secretary,  
Program in Teacher Education,  
Campus Box 14, Lewis & Clark  
College, Portland, Oregon  
97219.

3. Three letters of recommenda-  
tion are required. Forms for  
these letters are attached to the  
application. Letters should  
attest to the applicant's teach-  
ing performance and potential  
academic performance in an  
advanced licensure or degree  
program of study.

4. Applicants to the M.A.T./  
standard licensure concentra-  
tions or the nondegree standard  
licensure-only concentrations  
must submit the following  
National Teacher Examination  
scores to be fully admitted.

*Elementary Teachers*  
NTE/Praxis Core Battery (Com-  
munication Skills, General  
Knowledge, and Professional  
Knowledge tests).

*Secondary Teachers (5-12, All*  
*Subjects) and K-12 Teachers in*  
*Art, Music, or Foreign Languages*  
NTE/Praxis Specialty Area  
Exam in the area in which stan-  
dard licensure is sought and the  
NTE Professional Knowledge  
Test (one of three tests in the  
Core Battery).

All candidates for the Standard  
Teaching License or for added  
endorsement programs admitted  
after September 1, 1993, must  
submit passing scores on these tests  
at the time they file an application  
for their Standard License. *Candi-*  
*dates admitted prior to this date are*  
*not required to submit these test*  
*scores.*

Applicants to the M.A.T.  
liberal studies concentration  
who are not seeking the stan-  
dard teaching license may sub-  
mit one of the following three  
options with their application:  
(a) scores on the NTE exams  
specified above; (b) scores on  
the Miller Analogies Test or the  
Graduate Record Examination;  
or (c) a portfolio with an intro-  
ductory statement following  
guidelines that accompany the  
application packet.

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 for financial aid forms  
and information about the avail-  
ability of loans and scholarship  
assistance.

## Application Deadlines for Inservice Concentrations

Applicants for inservice licen-  
sure and M.A.T. degree concen-  
trations are reviewed each  
month. Applicants are encour-  
aged 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 semester may take up to 8 semester hours of study as a Special Student.

Individuals who wish to take courses for personal or professional development and are not applying to a degree or licensure concentration are not subject to the 8-semester-hour maximum.

## Advancement to Degree Candidacy

Graduate concentrations in teacher education are governed by the policies and procedures described in this catalog. All degree or licensure candidates are expected to be familiar with those policies.

Students must file the application for degree candidacy at least one semester prior to the semester they plan to graduate. *Students who plan to complete degree requirements in the summer may participate in the College commencement in mid-May of that year if they file their degree application by March 1.* Students completing degree requirements in December may participate in commencement the following May. In either case, degree candidates must file their completed degree applications with the program secretary in the Teacher Education Office by the published deadlines.

## Academic Advising

Each accepted degree and non-degree (licensure-only) student is assigned an academic adviser from among the full-time teacher education faculty.

Faculty advisers in teacher education assist students in planning a program of study and can answer questions about specific concentrations in teacher education and about teaching as a career.

Interested preservice or licensure-only candidates can request information about monthly information sessions held with faculty. Inservice candidates should call the program office or subject-area faculty adviser to request an advising appointment.

It is the responsibility of each student to develop an approved course of study with his or her adviser; to stay informed about registration, course schedule changes, and deadlines; and to obtain departmental approval for any change. Course-of-study sheets for each concentration are available in the Teacher Education Office or from faculty advisers.

## 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 admitted to a degree concentration and attend at least half time (4 semester hours) 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 loans and scholarships, consult the assistant director for graduate financial aid in the Office of Student Financial Services.

## Office 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. Lewis & Clark offices are not open on holidays, Saturdays, or Sundays.

## Licensure

Students seeking Oregon licensure who successfully complete any of the preservice licensure concentration options receive institutional recommendation to the Teacher Standards and Practices Commission (TSPC) for the Basic Teaching License. Students seeking Oregon licensure who successfully complete the inservice M.A.T. concentration receive institutional recommendation to the TSPC for the Standard Teaching License. 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.

Washington teachers who seek a fifth-year teaching certificate must submit their Lewis & Clark planned program of study to the Washington State Department of Public Instruction in Olympia or, if they receive 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 concentrations 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 study in the liberal arts and in education develops the strongest teachers and educators. All of the full-time roster faculty have doctoral degrees, as do many of the adjunct faculty. Faculty members are selected for their teaching abilities as well as their knowledge. 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 listed 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:* 3 semester hours.

### **ART 515 DRAWING**

Advanced drawing techniques and concepts. This is a studio course emphasizing experimental tools and composition.

*Prerequisite:* None.

*Credit:* 3 semester 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:* 3 semester 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:* 3 semester 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:* 3 semester hours.

### **ART 598 SPECIAL STUDIES**

### **ART 599 INDEPENDENT STUDY**

## Education

### **ED 500 EDUCATIONAL RESEARCH AND ASSESSMENT**

How professional educators can gather and interpret the information they need for effective decision making in research and assessment. Topics include the major uses and components of classroom or school-based research processes, quantitative and qualitative methods, the critique of research studies, assessment and evaluation of student learning, the integration of assessment with instruction, portfolios, and what it means to be a teacher-researcher. Classroom teachers complete an assessment project (work sample) that expands their knowledge of their students' learning.

*Prerequisite:* None.

*Credit:* 4 semester hours.

### **ED 501 CONSTRUCTIVE ASSESSMENT IN THE CLASSROOM**

A reexamination of assessment practices, employing current constructivist approaches to teaching and learning as well as reflective practice and action research. Participants examine the range of assessment options and design an approach for teachers, students, and parents, including portfolios, performance assessment, interviews, observations, questioning, checklists, self-assessment, and testing. Topics include instructional planning, student involvement, information management, grading, and reporting practices.

*Prerequisite:* None.

*Credit:* 2 semester hours.

### **ED 502 LITERACY: PRINT, MEDIA, AND TECHNOLOGY**

Incorporating print, media, and technology literacy into the classroom. Topics include the social construction of communication, the nature of information, and the expanded literacy needs of all learners. The course enables experienced teachers to read, write about, and discuss relevant research on literacy; develop, critique, revise, implement, and evaluate plans for improved instruction; participate in group planning by field and level; respond to presentations by experts in literacy, media, and technology; and visit media and technology centers.

*Prerequisite:* None.

*Credit:* 3 semester 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. Participants discuss classroom cases and review current research in these areas and in human development, exceptionality, and educating youth with diverse needs and backgrounds. Final projects involve developing individual and school programs for assisting students at risk.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**ED 505**  
**TEACHING AND LEARNING**  
**IN ELEMENTARY AND**  
**MIDDLE SCHOOLS**

**ED 507**  
**TEACHING AND LEARNING**  
**IN MIDDLE AND SECONDARY**  
**SCHOOLS**

Advanced seminar-practicum in expanding and evaluating teaching practices appropriate to subject-area content, student needs, and educational goals. Exploring what it means to be a teacher-researcher and the importance of student-constructed knowledge, participants evaluate instruction through observation, micro-teaching, and peer reflection. Participants videotape their teaching in their own classes or in an arranged placement.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**ED 509**  
**M.A.T. PROJECT/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:* 2 semester hours.

**ED 511**  
**EDUCATION AND SOCIETY:**  
**CONTINUITIES AND**  
**DISCONTINUITIES**

A critical macroanalysis of the dialectical relationship between education and U.S. 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. Also listed as EDAD 527.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**ED 514**  
**INTERN PRACTICUM I**  
**(ELEMENTARY)**

Part-time internship placement in an elementary classroom. In addition to observing classroom instruction, the intern serves as apprentice to the mentor teacher, working with individuals and small groups of students. Interns are in their classroom full time during December. Campus seminars are scheduled throughout the semester.

*Student teaching/intern placement fee:* \$50.

*Prerequisite:* Enrollment in elementary preservice program and acceptance into intern teaching.

*Credit:* 3 semester hours.

**ED 515**  
**INTERN PRACTICUM II**  
**(ELEMENTARY)**

Intensive intern teaching experience. Each student teacher or intern assumes full-time teaching responsibility under the supervision of a mentor teacher and a College faculty supervisor. This experience builds on the intern teaching begun during the previous semester. Scheduled seminars are included.

*Student teaching/intern placement fee:* \$50.

*Prerequisite:* Enrollment in elementary preservice program and acceptance into intern teaching.

*Credit:* 8 semester hours.

**ED 516**  
**ESSENTIAL READINGS**

Focus on a particular book chosen from classics in education, current books by Lewis & Clark authors, recent important books on leadership, and others of interest. The reading list changes yearly. Discussions are led by authors or student and faculty panels. Students register for the course in the fall; the class meets five times during fall and spring semesters. Also listed as EDAD 505.

*Prerequisite:* None.

*Credit:* 1 semester hour (may be repeated for credit).

**ED 522**  
**TEACHING WRITING TO**  
**ADOLESCENTS**

Same as LA 523.

**ED 529**  
**LANGUAGE ACQUISITION**  
**AND DEVELOPMENT**  
Same as LA 500.

**ED 532**  
**ASSESSING READING**  
**STRATEGIES: PRACTICUM**  
A seminar-practicum for classroom teachers and reading specialists. Topics include a language orientation for diagnosing reading problems, the causes and correlates of reading difficulties, assessment procedures in reading, and strategies to facilitate readers' improvement. 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:* 3 semester 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 the capstone for the Language and Literacy Program and must be taken at the end of the sequence of courses. Also listed as LA 502.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**ED 534****READING COMPREHENSION: THEORY AND PRACTICAL APPLICATION**

Same as LA 534.

**ED 543****LEGAL RIGHTS AND RESPONSIBILITIES**

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 requirement of the Teacher Standards and Practices Commission for knowledge of federal and state laws prohibiting discrimination. Also listed as EDAD 503.

*Prerequisite:* None.

*Credit:* 3 semester 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 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; developing plans for program change and improvement. They report their findings to their colleagues orally and in writing. The course may be substituted for ED 511. Also listed as SS 546.

*Prerequisite:* None.

*Credit:* 2 semester 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:* Some sections require admission to a particular M.A.T. concentration.

*Credit:* 2 semester hours.

**ED 551****LITERACY, CULTURE, AND LEARNING**

Understanding of the central importance of language and the social construction of knowledge. The course examines issues of multiple cultural perspectives; the changing definitions of numeracy, scientific literacy, and visual literacy; an integrated process-oriented approach to reading and writing in the subject field; and basic information about standardized testing and classroom-based assessment. Qualitative methods for understanding the learning environment and the meaning-making systems of students are stressed. Participants conduct interviews and apply

ethnographic methods and observation systems as they work with a secondary student to diagnose his or her meaning-making strategies and help improve literacy skills.

*Prerequisite:* Enrollment in secondary preservice concentration.

*Credit:* 3 semester hours.

**ED 552****ADOLESCENT DEVELOPMENT, LEARNING, AND EXCEPTIONALITY**

Discussion, critique, and application 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 the full range of adolescent physiological, psychological, cognitive, social, and moral development. Students also develop an understanding of how social, cultural, and institutional factors influence adolescent development.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**ED 553****CLASSROOM TEACHING AND LEARNING I**

Planning, organization, and instruction across subject areas. Attention is paid to differentiation of instruction for various purposes; articulation of objectives and linking them to teaching and assessment; differentiation among learner-, student-, and teacher-centered philosophies of education; and information about federal and Oregon law prohibiting discriminatory practices in schools. Participants gain practice in microteaching and support each other as participant-observers in schools.

*Prerequisite:* Enrollment in secondary preservice concentration.

*Credit:* 3 semester hours.



**ED 554****CLASSROOM TEACHING AND LEARNING II**

A seminar in support of intensive teaching in schools, including supervision, self-evaluation, and reflection on professional behavior and development. Participants prepare a second work sample. Topics include assessment practices, teaching as an occupation and profession, the legal context of teaching, and rationales for educational practices.

*Student teaching/intern placement fee: \$50.*

*Prerequisite:* ED 564, completion of all other components of licensure concentration, and current enrollment in an intensive teaching experience.

*Credit:* 8 semester hours.

*Note:* The module begins at the end of ED 564 (late March) and extends to early June, with calendar adjusted for public school calendars. Students register at the beginning of spring semester.

**ED 555****EXPERIENCE AND MEANING**

Examination of information and ideas from the previous 12 months of the program in the light of educational research. 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 courses and in the schools. Students develop seminar papers that integrate and critique their learning.

*Prerequisite:* Completion of internship.

*Credit:* 1 semester hour.

**ED 559****MATH FOR EARLY CHILDHOOD**

The development of prenumber 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 preservice concentration.

*Credit:* 1 semester hour.

**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; health; cognitive styles; exceptionality; measurement and evaluation; and how social, cultural, and institutional factors influence child development and learning.

*Prerequisite:* Enrollment in elementary preservice concentration.

*Credit:* 3 semester 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:* Enrollment in elementary preservice concentration.

*Credit:* 3 semester hours.

**ED 563****CLASSROOM MANAGEMENT AND INCLUSION**

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. School and classroom practices in response to exceptional needs of children and adolescents are explored.

*Prerequisite:* Enrollment in elementary or secondary preservice concentration.

*Credit:* 2 semester hours.

**ED 564****CURRICULUM AND INQUIRY**

Organizing appropriate curriculum and teaching approaches for instructional goals and ages of students. Focus is on research and theory in curriculum. Participants continue exploring the concept of teacher as researcher. They prepare a curriculum unit including an evaluation component and complete their first work sample. Topics include curriculum materials, multicultural and gender issues, rationales for instructional practices, and legal and political issues pertaining to curriculum.

*Prerequisite:* Enrollment in secondary preservice concentration.

*Credit:* 3 semester hours.

*Note:* The course meets for a 10-week block at the beginning of spring semester.

**ED 565****READING I: LITERACY DEVELOPMENT, K-8**

The nature of literacy processes and children's language and literacy development from pre-school 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 elementary preservice concentration.

*Credit:* 2 semester 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 given 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:* Enrollment in elementary preservice concentration.

*Credit:* 2 semester 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 elementary preservice concentration.

*Credit:* 3 semester hours.

**ED 568****THE ARTS, CULTURE, AND CREATIVITY**

How children think about and explore the arts in connection with other areas of learning. Through participatory experiences, students and instructors explore concepts such as patterns, pitch, texture, and line in dance, music, and the visual arts as demonstrated in different cultures within an integrated curriculum. Emphasis is on creativity, imaginative use of the arts, and understanding the nature and value of arts in human lives.

*Prerequisite:* Enrollment in elementary intern or inservice concentration.

*Credit:* 3 semester hours.

**ED 572****RESTRUCTURING FOR THE MIDDLE GRADES: THEORY AND PRACTICE**

A survey of the history, philosophy, and psychology of middle-level education with attention to current restructuring efforts in public education to meet Oregon's goals for schools for the 21st century. Participants consider the cognitive, physical, moral, and emotional development of early adolescents according to current learning theory and language acquisition theory for linguistically and culturally diverse groups.

Emphasis is on collaborative teaching and learning.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**ED 573****INTEGRATED STUDIES FOR THE MIDDLE AND SECONDARY GRADES**

The relationship between the structure of knowledge in several academic disciplines, curriculum organization and construction, and the instructional arrangements necessary for achieving integrated curricula. Participants develop integrated, thematic curricula that support an inquiry-oriented, student-centered learning community in culturally diverse schools.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**ED 575****SEMINAR IN MORAL DEVELOPMENT, ETHICS, AND EDUCATION**

Same as SS 575. Also listed as LA 575.

**ED 598****SPECIAL STUDIES****ED 599****INDEPENDENT STUDY**

## Language Arts

**LA 500****LANGUAGE ACQUISITION AND DEVELOPMENT**

How children acquire language and what they know when they have learned a language.

Emphasis is on the relationships among meaning, function, and form in language acquisition—both oral and written. This understanding is used to suggest a school environment that maximizes language learning potential. This 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:* 4 semester hours.

**LA 501**  
**RESEARCHING AND TEACHING THE LANGUAGE ARTS**

Development of a framework, based on a wide range of research findings, from which to make informed decisions about curriculum and methodology in listening, speaking, reading, and writing. Emphasis is on framing teachers' own classroom inquiry through teacher research methodology.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**LA 502**  
**INNOVATIONS IN READING, K-12**

Same as ED 533. Final course in Language and Literacy Concentration.

**LA 520**  
**VIETNAM AND THE UNITED STATES**

Same as SS 520.

**LA 523**  
**TEACHING WRITING TO ADOLESCENTS**

The writing process as it relates to thinking and learning in adolescence. The course emphasizes a writing workshop approach to composition, as well as use of response groups and conference procedures and strategies. Also listed as ED 522.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**LA 530**  
**CHILDREN'S WRITING**

Teaching writing to children. The course explores ways to create an environment for teaching writing as a process. Teachers read from whole language and writing process theorists and examine ways to implement writing instruction in elementary classrooms.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**LA 531**  
**WRITING AND THE WRITING PROCESS**

Prose writing for teachers. The course increases teachers' understanding of the writing process, primarily through working on their own writing. Weekly, students read their work and receive feedback from peers.

The course addresses common writing problems and issues encountered in the classroom, recent research and theory in composing, and practical classroom teaching techniques.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**LA 534**  
**READING COMPREHENSION: THEORY AND PRACTICAL APPLICATION**

In-depth exploration of current models and trends in reading comprehension and its cognitive and linguistic components. Students read widely from journals, explore their personal reading processes, and do theoretical and practical projects to further their understanding.

The course also examines the factors that contribute to reading difficulty as well as important issues and questions about standardized tests, observational diagnostics, readability formulas, and the effectiveness and theoretical validity of published programs. Also listed as ED 534.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**LA 535**  
**CULTURAL JOURNALISM: AN INQUIRY INTO THE FOXFIRE TEACHING PROCESS**

Hands-on, student-directed, community-based education. When Elliott Wigginton and his students launched *Foxfire Magazine* more than 20 years ago in the Georgia mountains, they discovered a new kind of school where 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.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**LA 540**  
**DOSTOEVSKI**

A critical study of a few of Dostoevski's major works following his imprisonment.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**LA 545**  
**BRITISH AND AMERICAN NOVELISTS**

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

*Prerequisite:* None.

*Credit:* 2 semester hours.

**LA 547**  
**19TH-CENTURY WOMEN WRITERS**

Works by Jane Austen, Charlotte Bronte, Elizabeth Gaskell, and George Eliot, 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:* 2 semester 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:* 3 semester 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 attended in Ashland.

*Prerequisite:* None.

*Credit:* 3 semester 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:* 2 semester hours.

**LA 561****MULTICULTURAL LITERATURE (GRADES 5-12)**

Exploration of multicultural literature as a tool for creating mutual understanding between groups. Both literary and social themes of multicultural literature are addressed through reading, research, discussion, writing, curriculum design, and developing teaching strategies. Also listed as SS 531.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**LA 562****MULTICULTURAL POETRY (GRADES 7-12)**

Exploration of multicultural poetry with a special focus on women. 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:* 2 semester 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 semester 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:* 2 semester hours.

**LA 566****TEACHING COMPOSITION THROUGH WRITING, DANCE, AND MOVEMENT**

Using music, movement, and writing together in teaching composition. Basic assumptions are that students learn through their bodies as much as through their intellect and that the kinetic experience sometimes transmits information more clearly to students than writing alone. The course helps teachers reach a range of students including culturally diverse, low-motivation, and special-needs learners.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**LA 570****READERS' WORKSHOP: COMING OF AGE**

An intensive seminar in which students experience a variety of formats for discussion of and written response to literature. Participants read selections of adult literature based on an author or theme, as well as titles of their choice. Through active participation in the workshop, students explore the transactional nature of reading, and ways to implement the practices in the elementary through high school classroom.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**LA 575****SEMINAR IN MORAL DEVELOPMENT, ETHICS, AND EDUCATION**

Same as ED 575. Also listed as SS 575.

**LA 579****TEACHING LANGUAGE ARTS TO ADOLESCENTS**

A student-centered view of teaching literature and composition to adolescents. Participants read about, discuss, and experience the importance of writing to learn and discover, the student-teacher conference, writing process in theory and practice, the evaluation of writing, the place of writing in literature classes, and the powerful current that can be transmitted among teenage writers. Drawing on reader-response theory in the field of literature, participants learn how they can encourage students to respond to texts and also lead adolescents from those first responses into analysis of both the text and their reading of it.

*Prerequisite:* Enrollment in secondary preservice concentration.

*Credit:* 4 semester hours.

**LA 590****IMAGINATIVE WRITING SEMINAR**

Development of a community of writers working in a professional context. The seminar serves as a basis for genre workshops and other writing 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.

*Prerequisite:* Letter of application and submission of writing sample.

*Credit:* 3 semester hours.

**LA 598****SPECIAL STUDIES****LA 599****INDEPENDENT STUDY**

## Music Education

### **MUE 500**

#### **MUSIC EDUCATION RESEARCH AND ASSESSMENT**

How music educators can gather and interpret the information they need for effective decision making in research and assessment. Topics include the major uses and components of classroom or school-based research processes, methods of assessment and research, the critique of research studies, assessment and evaluation of student learning and performance, the integration of assessment with instruction, and portfolios. Classroom teachers complete an assessment project (work sample) that expands knowledge of their students' learning and performance.

*Prerequisite:* None.

*Credit:* 4 semester hours.

### **MUE 543**

#### **ELEMENTARY MUSIC: CURRICULUM AND INQUIRY**

The importance of music in the schools; concepts of child development as they relate to music, planning, and evaluating; writing and teaching strategies in the various music elements, styles, and skills; field observation and sample teaching in area schools. The course surveys dominant trends in the teaching of music: Orff, Kodaly, Manhattanville, Dalcroze, and individual instruction. The course assists music specialist students in developing their attitudes, teaching procedures, skills, and competencies for teaching elementary music.

*Prerequisite:* None.

*Credit:* 3 semester hours.

### **MUE 579**

#### **TEACHING MUSIC TO ADOLESCENTS**

The attitudes, skills, resources, and problem-solving techniques needed by the music specialist, particularly for teaching instrumental music. Topics include rehearsal techniques, recruiting, motivation, evaluation, budget and administration, sequential instruction, scheduling, and public performance.

Emphasis is on tailoring curricular priorities and selecting instructional materials compatible with student needs and abilities, local program goals, and one's personal philosophy as a music educator.

*Prerequisite:* Enrollment in pre-service music concentration.

*Credit:* 4 semester hours.

### **MUE 580**

#### **INSTRUMENTAL ENSEMBLE SEMINAR/LAB**

Advanced rehearsal techniques for teaching band and orchestra in the schools. The course includes in-depth study of rehearsal techniques, literature selection, performance preparation, administrative strategies, instrumental pedagogy, and current trends in curriculum in a performance lab setting.

*Prerequisite:* None.

*Credit:* 1 semester hour.

### **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:* 3 semester hours.

### **MUE 584**

#### **M.A.T. SEMINAR IN MUSIC EDUCATION**

An opportunity for inservice M.A.T. music students to integrate what they have learned throughout the program. In consultation with the instructor, students design a project that defines and answers a question related to their teaching or intellectual and professional development.

*Prerequisite:* To be taken at end of program of study.

*Credit:* 2 semester hours.

### **MUE 598**

#### **SPECIAL STUDIES**

Same as MUS 598.

### **MUS 585**

#### **ADVANCED CONDUCTING SEMINAR**

Opportunity for improvement of conducting skills beyond undergraduate conducting courses. Individualized instruction allows students to focus in specific areas such as stick technique, use of the left hand, advanced patterns and meters, rehearsal strategies, score preparation, conducting accompaniments, conducting musical theatre and vocalists, transpositions, and unusual notation. Students may elect to study with a choral, orchestral, or band specialist and may have opportunities to conduct one of the College's undergraduate ensembles. The course is offered in workshop form during alternate summers, with individualized instruction available each term.

*Prerequisite:* 2 or more semester hours of undergraduate conducting or comparable experience.

*Credit:* 1 semester hour.

### **MUS 586**

#### **BRASS AND PERCUSSION PEDAGOGY**

Instruments of the brass family and their fundamentals — fingerings, embouchures, hand positions, and performance. Students observe the teaching of brass instruments during class and learn the relationship of one brass instrument to another.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**MUS 587****STRING PEDAGOGY**

Principles of playing stringed instruments, maintenance of instruments, and evaluation of methods and materials.

*Prerequisite:* None.

*Credit:* 1 semester hour.

**MUS 588****WOODWIND PEDAGOGY**

Instruments of the woodwind family and their fundamentals—fingerings, embouchures, hand positions, acoustics, breathing, maintenance and repair, equipment, accessories, methods and materials, discography for flute, oboe, clarinet, bassoon, and saxophone.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**MUS 589****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:* 1 semester hour.

**MUS 595****CONDUCTING**

Basic beat patterns, the function of the left hand, gestures, tempo, dynamics, and fundamental score reading.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**MUS 596****COMPOSITION**

Musical gesture, repetition, and contrast. Students compose exercises and pieces, perform works, and study contemporary music and ideas.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**MUS 598****SPECIAL STUDIES**

Special-interest courses in music, such as advanced instrumental or choral methods, jazz history, music theory, and advanced musicianship, oriented to the needs of public school music educators. Also listed as MUE 598.

*Prerequisite:* None.

*Credit:* 2 semester 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 children throughout the elementary and secondary curricula. The course covers questioning strategies in areas such as force and orbital motion, particle model of matter, and inheritance and natural selection. Interview projects are designed within the traditions of "misconceptions" and "conceptual change" research.

*Prerequisite:* None.

*Credit:* 3 semester 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 surveys 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:* 2 semester hours.

**SCI 510****SCIENCE, TECHNOLOGY, AND SOCIETY**

Technology and science in the local community, with special regard for the interaction between social values and scientific promise. The course examines teaching science in the context of sometimes controversial social, economic, and political issues relevant to students' personal lives.

*Prerequisite:* None.

*Credit:* 2 semester 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. Also listed as CORE 521.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**SCI 560****THEMATIC INQUIRY IN THE ELEMENTARY SCHOOL**

Concepts about inquiry in the natural and social sciences curricula of the elementary school. Focus is on children's intuitive notions and spontaneous interests, on planning instruction around themes that tap such interest, and on integration of subjects. The course applies principles of whole language learning across the curriculum.

*Prerequisite:* Enrollment in elementary intern concentration.

*Credit:* 2 semester hours.



**SCI 575****FIELD GEOLOGY OF OREGON FOR TEACHERS**

Introductory field techniques for conducting geological mapping. The course introduces non-geologists 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 paleoenvironments preserved in the fossil record of the John Day country of north central Oregon challenge participants. The course operates from OMSI's Hancock Field Station.  
*Prerequisite:* None.  
*Credit:* 2 semester hours.

**SCI 579****TEACHING SCIENCE TO ADOLESCENTS**

Research about teaching and learning science in middle- and secondary-level classrooms. Topics include student misconceptions, learning as social construction through language, and promising trends from around the world stemming from the tradition of science as problem solving. Participants examine their own assumptions about science learning and study conceptual problems encountered by students in school science curricula. The course emphasizes principles of safety and instructional effectiveness in the science laboratory and provides opportunities to explore the use of microcomputers interfaced with laboratory instruments.  
*Prerequisite:* Enrollment in secondary preservice concentration.  
*Credit:* 4 semester hours.

**SCI 580****SCIENCE AND 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. 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 semester 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:* 2 semester 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. The course provides guidance in preparing science activities and stresses the enjoyment of doing science with children.

*Prerequisite:* None.

*Credit:* 2 semester 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:* 2 semester 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. Readings consider treatment of women and other minority groups in several societies from sociological, historical, economic, and political perspectives. Topics vary to include current scholarship in participants' teaching areas. Critical reflection on texts, textbooks, media, and school curricula includes analysis of their underlying conceptual framework.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**SS 501****CURRICULUM, TEACHING, AND EVALUATION**

Examination of two central questions: What relationships exist among social studies curriculum, instruction, and evaluation? How can we strengthen connections among curriculum, students' learning, and teaching methods? After historical overview of key issues in social studies as a field, students create a working definition of "social studies" and examine formal, informal, and hidden curriculum. Participants research their students' understanding of a key social studies concept and construct a formal curriculum unit to share with other teachers.

*Prerequisite:* None.

*Credit:* 3 semester 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 semester 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:* 2 semester 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 of the course is the transition of the Atlantic community from the traditional to the modern world.  
*Prerequisite:* None.  
*Credit:* 2 semester 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:* 3 semester hours.

**SS 514**  
**SURVEY OF 19TH-CENTURY U.S. HISTORY**  
 Themes of 19th-century history, focusing on currents of political, economic, and social development. Emphasis is on the movement westward, slavery, causes of the Civil War, the rise of cities and industrialism, and political reform movements.  
*Prerequisite:* None.  
*Credit:* 2 semester hours.

**SS 515**  
**U.S. SINCE WORLD WAR II**  
 The changing character of American society from the 1940s to the '90s, 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:* 3 semester hours.

**SS 516**  
**20TH-CENTURY U.S. HISTORY: READINGS AND CURRICULUM**  
 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 how to help students see history as a claim about a record of events. 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:* 2 semester 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:* 3 semester 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:* 3 semester hours.

**SS 531**  
**MULTICULTURAL LITERATURE (GRADES 5-12)**  
 Same as LA 561.

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

**SS 542**  
**RACISM: SOCIAL, LEGAL, AND EDUCATIONAL ASPECTS**  
 Racism and its effects in U.S. society from sociocultural, legal, and educational perspectives. Topics include organizational, personal/individual, and cultural barriers to social justice. Participants survey issues such as affirmative action, school desegregation, criminal justice, and multicultural education as they reflect the struggle against racism in our society. Also listed as CORE 529.  
*Prerequisite:* None.  
*Credit:* 2 semester 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 a substantial percentage of school-age children are minorities. Also listed as ED 547.

*Prerequisite:* None.

*Credit:* 3 semester 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 U.S. Constitution. The course enables teachers to help students become more active and involved citizens. Discussion also includes organization of Oregon state and local governments.

*Prerequisite:* None.

*Credit:* 2 semester 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:* 3 semester hours.

**SS 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 ED 575 and LA 575.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**SS 579****TEACHING SOCIAL STUDIES TO ADOLESCENTS**

Developing a conceptual framework for teaching social studies in a democratic society. Focus is on different ways of organizing instruction and assessing learning in secondary and middle school content areas. Students examine historical and contemporary issues in teaching social studies including terminology, philosophy, content, and method.

*Prerequisite:* Enrollment in secondary preservice social studies concentration.

*Credit:* 4 semester hours.

**SS 580****GLOBAL INEQUALITY**

Issues in the relationships between First and Third World societies, including the impact of colonialism and multinational corporations, food and hunger, women's roles in development, and approaches to overcoming global inequalities.

*Prerequisite:* None.

*Credit:* 3 semester 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 conflagration. The course explores recent wars and conflicts in the region; U.S. policy in the area from Truman to Clinton; 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:* 3 semester hours.

**SS 590****ECONOMIC ANALYSIS**

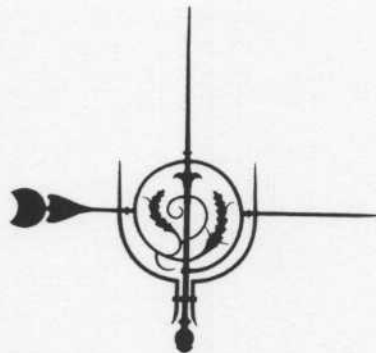
The functioning of a modern market economy. The first part of the course, microeconomics, concentrates on issues of resource allocation, the role of prices and markets, theories of consumer choice, production, and income distribution. The second part of the course, macroeconomics, considers aggregate 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:* 3 semester hours.

**SS 598****SPECIAL STUDIES****SS 599****INDEPENDENT STUDY**





## EDUCATION: NORTHWEST WRITING INSTITUTE

**T**he Northwest Writing Institute of Lewis & Clark College coordinates graduate campus courses and off-campus projects in writing and regional culture. Campus courses are designed to help writers find their subjects, develop their talents, and join a professional and supportive writing community. Courses are offered through graduate school departments and the Office of Continuing Professional Education. They are open to teachers and writers.

Outreach programs include readings, writer residencies, and workshops in community settings — workshops designed to advance literacy in cultural and environmental issues through writing. Outreach programs require collaboration with community groups.

### Oregon Writing Project

The Oregon Writing Project includes a four-week summer institute for 25 teachers, kindergarten through college, and 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. 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 9 semester hours of graduate credit.

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 Learn, Teaching Poetry, Inquiry Into Essay, Writing and Thinking, Visual Thinking. Weekend workshops, offered during the school year, carry .5 semester hour of credit. The weeklong summer seminars are offered for 2 semester hours of credit.

## 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 Program in Teacher Education and other graduate programs. Students should consult with their advisers about applying these courses to their degree concentrations.

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.

## 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.

## Faculty

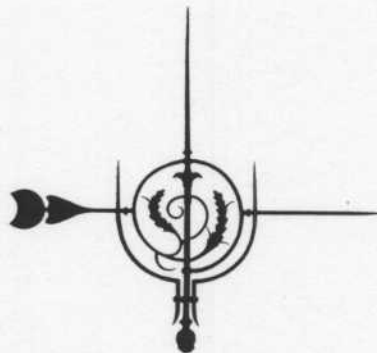
Northwest Writing Institute faculty are both widely published writers and experienced teachers. The faculty's combination of extensive writing and publishing activity coupled with dedicated and innovative teaching gives institute courses a particular flavor.

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 listed 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.



## PUBLIC ADMINISTRATION

The Master of Public Administration degree concentration prepares students for careers in public and nonprofit settings, where creative leadership is essential to deal with the challenges of shrinking resources and major shifts in the roles of public servants. □ 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 both experienced practitioners and 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 unequalled 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 professional programs described elsewhere in this catalog. Most courses throughout the Graduate School of Professional Studies are open to all graduate students, as are most courses at Northwestern

School of Law of Lewis & Clark College, with prior consent of the instructor.

The M.P.A. core curriculum seeks to provide students with a 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. concentration by selecting courses from the following specialty areas: policy development and implementation, human resources manage-

ment and development, financial management and analysis, nonprofit management, and health policy and administration. Lewis & Clark provides a flexible selection of electives, responding to student interests and current issues in the professions.

### Career Options

Lewis & Clark's M.P.A. degree holders have obtained 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 advoca-

cacy, health, arts and culture, and human and social services.

### The M.P.A. Degree

The M.P.A. concentration requires the completion of 42 semester hours of credit, 4 of which can be waived for those who demonstrate significant practical experience. Approximately 75 percent of each student's coursework consists of basic M.P.A. core courses and graduate school core requirements that provide the essential



knowledge and skills to function as an effective professional in public and nonprofit settings. The remaining 25 percent of coursework consists of electives chosen from a variety of topically oriented courses, generally taught by regional practitioners. While 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 Study

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 extensive opportunities for practica, 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.

Students who have little work experience or are beginning a career in public service are

required to participate 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 year 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 the provincial capital of 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.

## Degree Completion in Cohort Groups

The Department of Public Administration provides special scheduling arrangements for those who wish to plan and complete their degree requirements with a group of students interested in a common subject matter, such as natural resources, nonprofit management, or health policy and administration. Normally, cohort groups are open to participants with substantial work experience. Students help plan a three-year course of study with a group of 15 to 20 students. By sharing a close-knit educational experience, participants benefit from peer camaraderie, support, and criticism. Such a format also enables coursework to be tailored to meet specific needs of groups and members.

## Joint Degrees and Certificates

Lewis & Clark offers the following joint degree concentrations:

- J.D. and M.P.A. degrees.
- Master's degrees in public administration and counseling psychology.
- M.P.A. degree and basic and standard licensure in educational administration.

These options enhance career flexibility while providing 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, financial management and analysis, and nonprofit management.

A student may earn up to one basic certificate (10 semester hours) prior to being accepted as a formal degree candidate.

## Professional Development: Getting Started

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 10 semester 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 semester students may find courses taught by the personnel director of a local government agency; a distinguished visiting scholar in urban planning from Edinburgh, Scotland; or a nationally recognized expert in health care from Washington, D.C.

## Admission

Individuals wishing to pursue an M.P.A. degree may take up to 10 semester hours of credit before filing an application to become a degree candidate. Until admitted as a degree candidate, students are assigned the status of Special Student. Once an application is received, it is reviewed by the Department of Public Administration faculty, and then forwarded with the department's recommendation to the Graduate School Admissions Committee for final action. There are no fixed deadline dates for application. All applications are reviewed whenever they are submitted.

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

1. Have maintained a minimum GPA of 3.0 in coursework taken during the last three years.
2. Submit a complete record of all academic work and 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 applicant expects the Lewis & Clark program 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 nonrefundable \$40 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 Student Status

See Admission, at left.

## Scholastic Standing

Degree students are required to maintain a GPA of 3.0 and may not receive a grade lower than 3.0 in more than two required department core courses.

## Master of Public Administration Degree Concentration

To fulfill the M.P.A. degree requirements students are required to complete a total of 38 semester hours including: 26 semester hours of required department core courses, 8 semester hours of electives, and 4 semester hours of Graduate School Core. Those without significant work experience (at least two years in a supervisory or senior staff position or four years in a nonsupervisory role at the time of application for admission) must meet the following additional requirements for a total of 42 semester hours.

521 State and Local Government, 2 semester hours  
542 Program Evaluation, 2 semester hours  
592 Practicum, 2 semester hours  
597 Internship, 2 semester hours

All students are required to meet a final closure requirement by writing either a capstone paper or a concentration paper. For the capstone project a student enrolls in PA 509, undertakes applied research on a policy or administrative issue, and writes a paper approximately 50 pages long. *All students without significant work experience (described above) must complete the capstone project.*

For the concentration paper a student takes an additional 4 semester hours of elective coursework and combines it with an off-campus field course to form a concentration of the student's choosing. After submitting an approved concentration proposal and completing the coursework, a student writes a final concentration report approximately 15 pages long.

## 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 Department of Public Administration office each term, and faculty advisers are available for consultation.

## M.P.A. Core Requirements

### PA 500

#### INFORMATION RESEARCH AND POLICY SKILLS

A three-part set of exercises requiring students to trace a piece of public policy through its stages of development, starting as an idea and ending with administrative implementation.

*Prerequisite:* None.

*Credit:* 1 semester hour.

**PA 501  
FOUNDATIONS OF PUBLIC  
SERVICE**

The role of administration in democratic society. The course examines the legal, historical, economic, and political foundations of the American nonprofit and bureaucratic traditions.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**PA 503  
BUDGETING AND FINANCE**

Examination of the sources of revenue for public and nonprofit agencies and the methods used for allocating scarce resources. After considering the political and economic consequences of various revenue sources, students examine the strengths and weaknesses of budgeting formats including line item, performance, program, and zero-based approaches. The characteristics of the budgeting process and its impact on the behavior of the participants are explored through extensive use of simulations, including computer applications.

*Prerequisite:* None.

*Credit:* 4 semester hours.

**PA 505  
ADMINISTRATIVE THEORY  
AND BEHAVIOR**

Managing organizational systems to accomplish purposeful outcomes. Attention is given to how formal structures and informal processes influence organizational goals in a public and nonprofit environment. Perspectives of leaders, managers, and employees are examined to understand their influence on organizational change and the achievement of public policy objectives.

*Prerequisite:* None.

*Credit:* 3 semester 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:* 2 semester hours.

**PA 507  
RESEARCH METHODS FOR  
ADMINISTRATORS**

Normative, evaluative, and empirical modes of policy research. The course covers quantitative and qualitative methods and emphasizes the use of policy research to enhance the quality of administrative decisions. Topics include problem structuring, monitoring, forecasting, recommendation, and practical inference.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**PA 508  
ETHICS AND THE LAW**

The causes of and solutions to ethical dilemmas faced by administrators in public and nonprofit organizations. Emphasis is on how law and the constitutional basis of law are related to the unique role of administrators in governance. Conflicts between program and organization loyalty, between professional responsibility and meeting client needs, and between political responsibility and administrative neutrality are considered. Also listed as EDAD 592.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**PA 509  
CAPSTONE**

Examination of a body of literature and production of a final paper on a policy issue or a practical administrative problem.

Students have three semesters to complete the capstone project.

*Prerequisite:* Completion of 30 semester hours.

*Credit:* 2-4 semester hours.

**PA 510  
POLICY AND  
ADMINISTRATION**

How policy is made and implemented at local, state, national, and international levels of government. Topics include interactions among institutional actors; the changing roles of public agencies, nonprofits, and interest groups; and the role of administrators in the policy process. The course explores methods, techniques, and models of policy process and their use to administrators in analyzing policy.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**PA 512  
PROFESSIONAL  
DEVELOPMENT**

Portfolio course including a self-assessment of professional development needs and a plan to meet those needs while completing the master's degree. A portfolio manual, available from advisers or the program office, provides guidance in the designated competency areas and the curricular opportunities available to develop students' professional knowledge and skills.

The portfolio documents the student's achievements as an M.P.A. candidate and must be filed with the adviser as a condition for graduation.

*Prerequisite:* Consent of instructor.

*Credit:* 2 semester 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:* 2 semester 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 their likely administrative impact on the process of government? Particular attention is given to state and local governmental developments in Oregon.

*Prerequisite:* None.

*Credit:* 2 semester hours.

### PA 522

#### NATURAL RESOURCES POLICY

The nature of policy, the policy-making process, policy-making by power clusters, and planning as a form of policy-making. Water, recreation, power and energy, land, and forest policy are compared.

*Prerequisite:* None.

*Credit:* 2 semester 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:* 2 semester 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:* 2 semester 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:* 2 semester 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:* 2 semester 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:* 2 semester 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 pre-eminent role of administrators in shaping public policy.

*Prerequisite:* None.

*Credit:* 2 semester hours.

### PA 529

#### 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:* 2 semester 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:* 2 semester hours.

**PA 531****MODELS OF ORGANIZATIONAL CHANGE**

Changes in organizations caused by internal and external forces such as mandates, implemented innovations, and plans for improvement. The course covers methods of planning change such as organization development, action research, survey feedback, and individual planning. Focus is also on models of the change process for the individual, small group, and organization. Also listed as EDAD 529.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**PA 532****SEMINAR ON ORGANIZATIONAL CHANGE**

Bringing about change in organizations. The seminar assists participants involved in change in an organizational setting to develop, implement, and evaluate the change. Also listed as EDAD 530.

*Prerequisite:* PA 531.

*Credit:* 2 semester hours.

**PA 533****COMMUNICATION SKILLS FOR ADMINISTRATORS**

The communication process as it applies to personal and group effectiveness in a variety of settings, including site-based councils. Students explore the dynamics of communication in dyads, small groups, and large groups. Strategies for improving the efficiency of group problem solving are investigated. Also listed as EDAD 523.

*Prerequisite:* None.

*Credit:* 1 semester hour.

**PA 536****STRATEGIC PLANNING**

The history and application of planning systems to public and nonprofit sector functions. Students explore "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:* 2 semester 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:* 2 semester 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:* 2 semester 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:* PA 507.

*Credit:* 2 semester hours.

**PA 543****STATE AND LOCAL FINANCE**

An examination of 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:* 2 semester 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:* 2 semester 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:* 2 semester 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:* 2 semester 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:* 2 semester hours.

**PA 549  
ECONOMIC CONTEXT OF  
ADMINISTRATION**

A schematic presentation of a national economy, spotlighting how economic institutions and programs relate to macro-economic policy goals and how changes in overall business activity affect the scope and pace of individual government agencies and programs.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**PA 550  
RESEARCH METHODOLOGY II**

Advanced techniques in research, such as forecasting, regression and multiple regression analysis, hypothesis testing, and field research.

*Prerequisite:* PA 507.

*Credit:* 2 semester hours.

## Nonprofit Management

**PA 570  
SELECTED TOPICS IN  
NONPROFIT MANAGEMENT**

Current topics and trends in nonprofit leadership management and policy.

*Prerequisite:* None.

*Credit:* 2-4 semester hours.

**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:* 2 semester 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:* 2 semester 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:* 2 semester hours.

**PA 575  
ARTS ADMINISTRATION**

The role of government in the arts, including historical patterns in the United States and other countries. Topics include the economics of artistic expression and administration; arts management; marketing; and interactions of federal, state, and local jurisdictions with local arts agencies.

*Prerequisite:* None.

*Credit:* 2 semester 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:* 2 semester 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:* 2 semester hours.

**PA 563  
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:* 2 semester hours.

## General Electives

**PA 553  
ORGANIZATIONAL  
LEADERSHIP AND DECISION  
MAKING**

Interdisciplinary perspectives on leadership in the public and private sectors. Topics include organizational complexity, ethical ambiguity, and meaning in the lives of leaders. Also listed as EDAD 521.

*Prerequisite:* None.

*Credit:* 2 semester 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:* 2 semester hours.

**PA 555****PUBLIC SECTOR COLLECTIVE  
BARGAINING:  
NEGOTIATIONS AND  
IMPASSE RESOLUTION**

The 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; differences and similarities in negotiations in state government, counties, cities, school districts, and higher education. A mock negotiation case is bargained. The course also deals with the processes of mediation, fact-finding, and interest arbitration.

*Prerequisite:* PA 554.

*Credit:* 2 semester 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.

*Credit:* 2 semester 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. Topics include conducting reorganization studies, work measurement and productivity analysis, procedures analysis, forms control, management by objectives, and management information systems.

*Prerequisite:* PA 507.

*Credit:* 2 semester hours.

**PA 558****ADVOCACY ROLES IN  
MANAGEMENT**

Management techniques and strategies for improving organizational effectiveness through proactive management. How can management become an advocate for programs and people without jeopardizing organizational control?

*Prerequisite:* None.

*Credit:* 3 semester hours.

**PA 591****INTEGRATIVE SEMINAR**

Integration of previous coursework with field application.

*Prerequisite:* Consent of instructor.

*Credit:* 2 semester hours.

**PA 592, 593, 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. All students must complete a 2-semester-hour practicum unless the requirement is waived based on substantial previous work experience. With

consent of the faculty adviser a student may substitute additional internship credit to meet the practicum requirement.

*Prerequisite:* Consent of instructor.

*Credit:* 1-4 semester hours.

**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 inter-organizational relations.

*Prerequisite:* None.

*Credit:* 2-4 semester hours.

**PA 596****THESIS**

Independent research under faculty supervision. The thesis integrates program coursework.

*Prerequisite:* Consent of adviser.

*Credit:* 2-4 semester hours.

**PA 597****INTERNSHIP**

Field-based experience. An internship helps the student acquire practical skills and knowledge for a successful career in public service or nonprofit organizations. All students must complete a 2-semester-hour internship unless the requirement is waived based on substantial previous work experience.

*Prerequisite:* Consent of adviser.

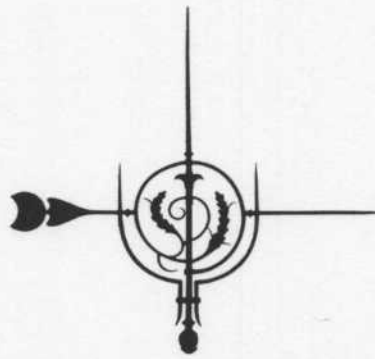
*Credit:* 1-6 semester hours.

**PA 598****SPECIAL TOPICS**

Courses offered on an experimental or nonrecurring basis.

*Prerequisite:* None.

*Credit:* 2-4 semester hours.



## SPECIAL EDUCATION: DEAF AND HARD-OF-HEARING

**L**ewis & Clark's Department of Special Education: Deaf and Hard-of-Hearing 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, the department prepares parent-infant specialists. The department 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 department 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 Department of Special Education: Deaf and Hard-of-Hearing earns a master of education degree and is eligible for the Oregon Basic License and a Council on the Education of the Deaf Provisional Certificate as a teacher of the deaf and hard-of-hearing. □ Students are selected from a nationwide pool of applicants. Many enter with an undergraduate emphasis in education or speech and hearing science. Students with other backgrounds are encouraged to apply. □ A full range of services is available for deaf and hard-of-hearing graduate students, 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 by the department qualifies the student for these potential awards.

The master's degree concentration offers a course of study that can be completed in 12 to 15 months of full-time study. The degree requires a minimum of 33 semester hours and normally requires 49 semester hours.

### 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 Department of Special Education: Deaf and Hard-of-Hearing 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. Sign language proficiency at the intermediate level or above is preferred.

5. 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. These courses can be completed before admission to the department or as part of the planned program.

6. A personal interview is strongly recommended.

## Application Procedures and Deadlines

1. File program application with \$40 nonrefundable application fee.
2. The department sends reference forms to persons listed on the application.
3. Submit test scores, and an official transcript from each college or university attended.
4. Completed application files are reviewed as follows:  
December 15, Early Decision.  
February 15, Regular Decision.  
April 15, Parent-Infant Specialist Decision.

A maximum of 20 full-time and a few part-time students are enrolled each year. Eight full-time students are admitted to the parent-infant specialist track.

## Programs of Study and Degree Requirements

The sequence of specialized coursework for the parent-infant specialist track begins in fall semester. 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, or evidence of competency is provided, approved courses may be substituted, or requirements waived.

Practicum 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. The practicum may include experience teaching in a self-contained classroom or as a resource room teacher or itinerant/consultant teacher. Practicum centers include the Alaska, Arizona, California, Hawaii, Idaho, Montana, Oregon, and Washington state schools for the deaf; various school districts in Washington, including Edmonds, Evergreen, Highline, Lacey, Longview, Seattle, Spokane, Tacoma, Vancouver, and Yakima; the six regional programs in Oregon, located in Bend, Eugene, Medford, Pendleton, Portland, and Salem; and the Tucker-Maxon Oral School in Portland.

## Curriculum: Elementary and Secondary Concentrations

### 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.

*Prerequisite:* None.

*Credit:* 2 semester hours.

### TTD 501 PSYCHOSOCIAL AND EDUCATIONAL FOUNDATIONS OF DEAFNESS

The psychological, social, cultural, and educational implications of deafness and the history of the education of the deaf.

*Prerequisite:* None.

*Credit:* 2 semester hours.

### TTD 502 ELEMENTARY METHODS: THEMATIC INTEGRATION

The strategies and materials used to teach elementary mathematics, science, social studies, and health. Topics include integrated learning, thematic units, and cooperative learning techniques.

*Prerequisite:* None.

*Credit:* 2 semester hours.

### TTD 505 ORAL AND AURAL COMMUNICATIONS, ELEMENTARY

#### TTD 506

#### ORAL AND AURAL COMMUNICATIONS, SECONDARY

Methods of developing speech, speech reading abilities, and existing residual auditory skills.

*Prerequisite:* None.

*Credit:* 3 semester hours.

### TTD 508 PRACTICUM, ELEMENTARY

#### TTD 509

#### PRACTICUM, SECONDARY

Participation in the classes of deaf and hard-of-hearing children. Students begin by observing the classroom and acting as teacher assistants under supervision. Skills in observation, communication, and language and speech instruction are emphasized. Later students engage in supervised instruction in content areas and in speech, language, and literacy. Competencies required of an itinerant/consultant teacher are practiced.

*Prerequisite:* To be taken concurrently with TTD 505/506 and 515/516.

*Credit:* 3 semester hours.



**TTD 515**  
**LANGUAGE DEVELOPMENT,**  
**ELEMENTARY**

**TTD 516**  
**LANGUAGE DEVELOPMENT,**  
**SECONDARY**

An introduction to the fundamental concepts of language development including how children with normal hearing and children who are deaf and hard-of-hearing acquire and use language. The course covers a theoretical and applied framework of language acquisition as well as strategies for integrating theory and practice to provide a rich language learning environment in the classroom.

*Prerequisite:* None.

*Credit:* 4 semester hours.

**TTD 520**  
**AUDIOLOGY**

The nature of sound; the function of the ear; conductive, sensory-neural, and central hearing losses; medical and surgical aspects of hearing impairment. Pure tone, bone conduction, speech reception, and discrimination evaluations; hearing aid, cochlear implant use, construction, and evaluation.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**TTD 530**  
**CURRICULUM, METHODS,**  
**AND CLASSROOM**  
**MANAGEMENT**

Principles and methods of developing and maintaining the curriculum and managing a classroom of deaf and hard-of-hearing students. Topics include curriculum development, developing individual education plans, general methods, lesson and unit planning, behavior management techniques, classroom rules and procedures, and interaction among students, teachers, peers, and parents.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**TTD 536**  
**LITERACY DEVELOPMENT,**  
**ELEMENTARY**

**TTD 537**  
**LITERACY DEVELOPMENT,**  
**SECONDARY**

An introduction to the basic concepts of reading and writing development, content of a pre-school-through-secondary literacy program, and instructional strategies and materials used with children who are deaf and hard-of-hearing. Emphasis is on understanding how the deaf and hard-of-hearing child's language and cognitive abilities interact with the reading and writing process, and on helping children develop fluency and flexibility in constructing meaning from text.

*Prerequisite:* Consent of instructor.

*Credit:* 3 semester hours.

**TTD 546**  
**STUDENT TEACHING,**  
**ELEMENTARY**

**TTD 547**  
**STUDENT TEACHING,**  
**SECONDARY**

Supervised student teaching in a public school or state school as a self-contained-classroom teacher, resource room teacher, or itinerant/consultant teacher of deaf and hard-of-hearing students 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:* 10 semester hours.

**TTD 563**  
**USE OF MEDIA IN THE**  
**CLASSROOM**

Overview of many media formats and hands-on experience in production, presentation, design, and acquisition. The course includes evaluation of materials in the following formats: graphics, sound, film, video, slides, filmstrips, computer programs, and overhead transparencies.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**TTD 580**  
**SIGN SYSTEMS I**

**TTD 581**  
**SIGN SYSTEMS II**

**TTD 582**  
**SIGN SYSTEMS III**

**TTD 583**  
**SIGN SYSTEMS IV**

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, completion of one basic sign course. For TTD 581-583, competency at previous level.

*Credit:* 2 semester hours each.

**TTD 587**  
**LINGUISTICS OF ASL**

Basic concepts of linguistics as they pertain to American Sign Language (ASL) structures. Students investigate fundamental areas of structural linguistic inquiry: phonology, morphology, syntax, semantics, discourse. Students are exposed to current ASL research and develop critical thinking skills needed to follow future research developments. Discussion and examples draw parallels between structural features of languages, particularly English, and American Sign Language.

*Prerequisite:* American Sign Language proficiency at the advanced level.

*Credit:* 2 semester hours.

**GRADUATE CORE**  
**CURRICULUM**

In addition to the courses listed above, students are required to complete the 4-semester-hour graduate Core Curriculum.

## Parent-Infant Specialist Concentration

Students may earn a Master of Education: Parent-Infant Specialist degree by completing 34 semester hours of coursework. Certification through the Council on Education of the Deaf may be obtained after completing a core of 23 semester hours.

### **TTD 544**

#### **EXTENDED PRACTICUM**

Offered during the fall and spring semesters and designed to foster and develop the additional skills required of parent-infant specialists of deaf and hard-of-hearing infants and toddlers.

*Prerequisite:* None.

*Credit:* 4 semester hours total.

### **TTD 549**

#### **ADULT TRAINING: OBSERVATION AND PRACTICUM**

Assessing the learning styles and learning needs of adults, designing training for adults, and evaluating the effectiveness of training. Also covered are theories of adult learning and how adult learners differ from children.

*Prerequisite:* None.

*Credit:* 2 semester hours.

### **TTD 551**

#### **PEDIATRIC AUDIOLOGY I**

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:* 2 semester hours.

### **TTD 552-553**

#### **SEMINAR IN INFANT-FAMILY HABILITATION I, II**

Relating coursework, theory, and observation experience to parent-infant habilitation.

*Prerequisite:* None.

*Credit:* 2 semester hours each.

### **TTD 555-556**

#### **OBSERVATION AND PRACTICUM I, II**

Relating theory to actual evaluation and teaching of deaf infants and toddlers and instruction of their families.

*Prerequisite:* None.

*Credit:* 2 semester hours each.

### **TTD 558**

#### **PEDIATRIC AUDIOLOGY II**

Continuation of TTD 551. Emphasis is on hearing aid amplification and cochlear implants.

*Prerequisite:* TTD 551.

*Credit:* 2 semester hours.

### **TTD 559**

#### **COUNSELING FAMILIES OF YOUNG CHILDREN WITH DISABILITIES**

Basic theory of individual and family dynamics, and training in observational and interviewing skills.

*Prerequisite:* None.

*Credit:* 2 semester hours.

### **TTD 560**

#### **INFANT AND TODDLER DEVELOPMENT/ DEVELOPMENTAL DISORDERS**

Normal and abnormal infant development, including language, cognition, motor development, visual development, developmental evaluation, and genetics.

*Prerequisite:* None.

*Credit:* 2 semester hours.

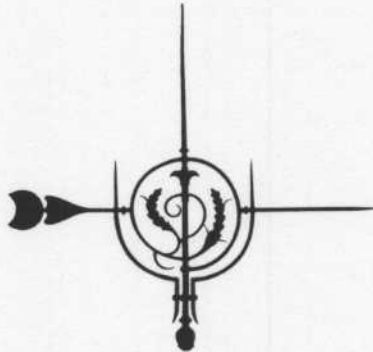
### **TTD 562**

#### **TEAM APPROACH TO EARLY INTERVENTION**

Exploration of team approaches to early intervention and the roles and functions of team members. Students practice skills needed to be an effective member of the early intervention team.

*Prerequisite:* None.

*Credit:* 1 semester hour.



## POLICIES AND PROCEDURES

### Admission to Graduate Study

Each graduate department has its own admission requirements and procedures, listed in the appropriate section of this catalog. Application information for graduate study is available at each department office.

Meeting the minimum entrance requirements of a given department does not guarantee admission. On the other hand, 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 department 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 department 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 graduate study.

Often it is difficult to properly evaluate an international student's preparation in terms of American requirements for advanced degree programs. Most graduates of institutions abroad are 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 department 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 graduate study, but with evidence of superior achievement and aptitude the Graduate School Admissions Committee may consider an applicant with a lower score.

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

Consult the appropriate section of this catalog for information about admission deadlines. Some departments have specific admission deadlines and others process applications monthly.

Students wishing to be considered for grants and financial aid should complete financial aid forms by *February 15*. Earlier application is advisable. Those applying after this date are considered if funds are available.

## Denial of Admission

Any applicant denied admission to a graduate department may reapply for admission according to published procedures available in each department office.

On receipt of a letter denying admission, the applicant may contact the appropriate department chair, who will inform the applicant of the reason(s) for the decision of the Graduate School Admissions Committee.

## Student Status: Degree/Licensure Seeking Student

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

## Student Status: Special Student

A Special Student is defined as:

1. A student who is not seeking a Lewis & Clark degree or licensure 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 licensure but has not been formally admitted to graduate study.

Consult the appropriate department section of this catalog for more information about Special Student status.

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

Special Students are not eligible for federal student aid.

## Advisers

The chair of each graduate department is responsible for assigning advisers to students in that department. Students are assigned a permanent adviser immediately following admission to graduate study. Before admission, applicants may obtain information and advice in orientation meetings or from the appropriate chair or other faculty members.

## Sequential Responsibilities of Candidates in a Master's Degree Concentration

These steps apply for all degree concentrations.

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 department chair. 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 semester, the student may be granted Special Student status. (See appropriate department section.)
2. *Design a formal study program.* Students should design a formal program of study with a graduate adviser 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 of study must be completed within five years of matriculation.

4. *Apply for degree.* Students must complete the degree application according to the schedule outlined under "Degree Application and Conferral." Degree applications are available in each department office.

## Advancement to Degree Candidacy

After a student has been admitted to graduate study and has completed 6 semester hours, but not more than 12 semester hours, the individual's performance is reviewed by the appropriate department chair. 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 of study to ensure that the student is progressing as planned.
3. Information relevant to each degree/licensure concentration is solicited from adviser(s), instructors, and other sources.

If progress is unsatisfactory, the student is notified by mail and is required to meet with the department chair 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 made by individual graduate departments.

## Continuous Enrollment

Students who elect to interrupt their studies for a justifiable reason should obtain an approved leave of absence. Students who remain unenrolled for 12 months and who have not been approved for a leave of absence may, at the discretion of their department, be required to seek formal readmission.

## Credit System

Lewis & Clark College transcripts of a student's work completed prior to fall 1986 reflect course credits, with one credit equivalent to 5 quarter hours. Beginning fall 1986, courses were assigned credit in quarter hours. Beginning with the summer semester of 1994, courses are assigned credit in semester hours. One semester hour of credit is equivalent to 1.5 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 normally limited to the equivalent of 10 semester hours. The amount of transfer credit accepted by individual departments may vary. Normally only credits earned within five years prior to admission are considered for transfer credit. Only courses with a grade of A or B are considered for transfer, and only courses that carry letter grades may be transferred. Transfer credit is not granted for correspondence coursework.

Transferable coursework is determined at the time a program of study is formally designed with a graduate adviser. The adviser evaluates and authorizes transfer credit. Less specific requirements apply to credit transferred into nondegree licensure concentrations.

Credit transfer applied to state TSPC licensure concentrations (nondegree) may be exempt from the restrictions described above. Students should consult the appropriate adviser.

## Graduate Tuition and Fees

Cost for the 1994-95 academic year is \$338 per semester hour. The College reserves the right to change tuition, fees, or both.

The standard tuition schedule applies to all graduate courses except Special Education: Deaf and Hard-of-Hearing, Continuing Professional Education, and special programs. Contact the appropriate department office for cost 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 for 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 or fax dated 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. See also financial aid refund and repayment policies in this section of the catalog.

## Special Fees

The following fees apply only to graduate students.

*Application to graduate study:* \$40

*Graduation fee:* \$50

*Registration with Educational Placement and Licensure Service:* \$50

Some graduate departments may charge additional fees for field work and practica.

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

## Financial Assistance

Lewis & Clark College provides financial aid for students who are admitted to work toward a master's degree or graduate teaching licensure. All such students are encouraged to apply for financial aid. Some funds such as the Perkins Loan and federal 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 (4 semester hours per semester), 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

*Federal Stafford Student Loans (formerly Guaranteed Student Loans):*

Students enrolled in a graduate concentration leading to a degree or licensure may borrow a maximum of \$8,500 per academic year through their local lending institution. The aggregate maximum that a graduate student may borrow is \$65,550, including loans borrowed as an undergraduate. The interest rate is 6.9 percent for new borrowers. 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 interest and have outstanding loans will continue to borrow at 7, 8, or 9 percent and may have different repayment terms depending on when they first borrowed. 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 Free Application for Federal Student Aid (FAFSA), and Lewis & Clark's Institutional Data Form (IDF). 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 semester 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.

*Federal Perkins Loans (formerly National Direct Student Loans):* These federal loans are 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 of February 15 will be given first consideration. (See "Applying for Need-Based Aid.") Interest and payments begin nine months after the new 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 who are in default or have been in default on previous federal loans will not be awarded Perkins Loans.

*Unsubsidized Stafford Loans:*

This program replaces the Supplemental Loan Program effective July 1, 1994. This non-need-based loan is limited to the same maximums as regular Stafford Loans. Students may combine Stafford and Unsubsidized Stafford loans to borrow annual and aggregate maximums if necessary. Unsubsidized Stafford Loans carry an origination/insurance fee of 6.5 percent and borrowers are responsible for the interest while in school. Lenders may allow borrowers to accrue interest until graduation.

*Federal Work-Study:* Graduate students whose financial need makes them eligible for federal work-study may apply for any posted positions. Positions on and off campus are posted in Templeton College Center. 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

To be considered for need-based funds, students must complete the Free Application for Federal Student Aid (FAFSA), Lewis & Clark's Institutional Data Form (IDF), and a Financial Aid Transcript, and have submitted their application for admission to the appropriate department.

The priority deadline for funds that are most limited (such as the Federal Perkins Loan) is *February 15*. Although the priority deadline may have passed, students are encouraged to apply for aid and will be considered for all available funds. Students should allow a minimum of 3-4 weeks to process their financial aid application and 4-6 weeks to process their Stafford Student Loan applications.

Additional information on the forms and procedures is available in the Office of Student Financial Services. The office, located on the second floor of the Manor House, is open 9 a.m. to 4 p.m. weekdays. For your convenience after hours, a secured drop box is located outside the office.



## Other Types of Aid

**Supplemental Loans:** (This loan program will be replaced by the Unsubsidized Stafford Loan beginning July 1, 1994.) 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 license is the Supplemental Loan for Students (SLS).

Through the SLS, graduate students may borrow an annual maximum of \$10,000 through their local lending institution. The interest rate, set annually at the Treasury Bill rate plus 3.25 percent with a 12-percent cap, begins from the time the funds are issued. Currently SLS loans carry an interest rate of 7.36 percent. Students may qualify for deferment of payments on the 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 the FAFSA and IDF applications to determine potential eligibility for lower interest rates *before* an SLS application can be certified by Lewis & Clark.

**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 paid by the end of the semester. The student may not have outstanding bills at the College. A small service charge/interest is assessed to borrowers.

## Academic Progress Requirements

Financial aid recipients are required to maintain normal progress toward a degree. Full-time students (enrolled for a minimum of 6 semester hours each semester) are expected to complete at least 12 semester hours by the end of a two-semester academic year. Part-time students (enrolled for 3-5 semester hours each semester) are expected to successfully complete a minimum of 4 semester hours in order to maintain eligibility for federal student aid.

Financial aid recipients must maintain a minimum cumulative 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 semesters 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. If federal requirements result in a deficit in the student's account with the College, the student will be billed by the Cashier's Office.

**Refund:** Aid recipients who withdraw, according to the College's schedule of refunds, are required by law to return a portion of their awarded funds to the Title IV financial aid programs. The portion returned to federal programs equals the amount of federal funds (minus federal 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 semester. 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.

## Veterans' Benefits

Students qualifying for Veterans Administration benefits should consult the Office of the Registrar. 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 semesters.

## 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 7 semester hours may be applicable to a Lewis & Clark College master's degree or licensure concentration with advance approval of adviser.

**650-699** Graduate continuing professional education courses not applicable to a Lewis & Clark College graduate degree.

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

## Grading System

Letter grades may be accompanied by a plus or minus to be calculated into a student's grade point average (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 7 semester 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 10 semester hours of coursework taken for Credit/No Credit may be applied toward a graduate degree or licensure. This limitation does not apply to coursework required by the department and offered only on a Credit/No Credit basis.

Students in a graduate non-degree concentration in teacher education must maintain a 2.75 GPA. Students in administrative licensure concentrations 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 three courses of Independent Study toward a graduate degree or licensure.

## Scholastic Standing

Graduate students must maintain satisfactory scholastic standing. Each department has specific policies and procedures regarding satisfactory scholastic standing and academic probation.

## 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—in consultation with the student—to decide whether the student has a legitimate reason for not completing the work on time. In general, the Incomplete grade is used when circumstances beyond the control of the student prevent completion of the course.

When the instructor decides that an Incomplete grade is appropriate, an Incomplete Grade Form, obtained from the 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 granting the Incomplete and the date by which the Incomplete is to be made up. This date may be no later than one year following the last day of the final examination period of the semester. This form is submitted to the registrar along with final grades for the semester.

The instructor may change the Incomplete by the agreed date to the appropriate grade, based on the instructor's evaluation of the coursework.

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 licensure 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 faculty member 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 licensed principal or superintendent), followed by a thorough review of the recommendation by a faculty member 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 department office.

## Degree Application and Conferral

The degree application, together with the \$50 graduation fee, should be filed with the appropriate department chair before the applicable deadline.

*May degree completion:*

November 15

*December degree completion:*

September 1

*August degree completion and*

*May commencement participation:*

March 1

*August degree completion:*

April 15

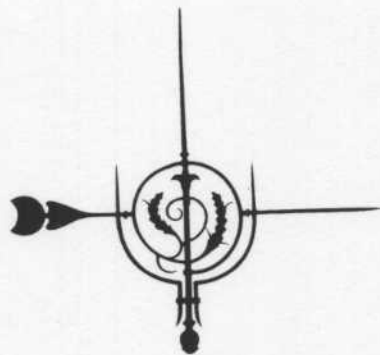
## Emergency Procedures

Any campus emergency should be reported to the Campus Safety emergency number, ext. 7777, which operates 24 hours a day. Callers are asked to give their name, location, and the circumstances.

## Bad Weather 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 p.m. Recorded school closure or reopening information is available after 6:30 a.m. at 503-768-7965 or 503-768-SNOW. At the first meeting of winter semester classes, instructors may also establish a telephone network among class members.





## COLLEGE RESOURCES

**S**tudents 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 10 a.m. to 4 p.m. Monday through Friday. During the first two weeks of each semester, the registrar's office remains open until 5 p.m.

### Cashier

The Cashier's Office, also located on the lower level of Templeton College Center, is open from 9 a.m. to 4 p.m. Monday through Friday except the first working day of each month, when it opens at 1 p.m. During the first week of each semester, the office remains open until 7 p.m. and during the second week of each semester, until 5 p.m. Students may consult the office to get information on costs, to pay tuition and fees, to inquire about accounts, to change an address to which billings should be sent, and to pick up paychecks for work done on campus.

Students 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. The office requires 24 hours' notice to cash a check of \$100 or more.

### 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

When classes are in session the Aubrey Watzek Library is open 24 hours a day from Sunday at 11 a.m. until Friday at 10:15 p.m. It is open on Saturday from 11 a.m. to 6:45 p.m. During College vacation periods the library is open from 8 a.m. to 4:45 p.m. Monday through Friday. Summer hours are 8 a.m. to 9:15 p.m. Monday through Thursday, 8 a.m. to 4:45 p.m. Friday, and 11 a.m. to 6:45 p.m. Saturday and Sunday. Full reference services are generally available between 9 a.m. and 9:15 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.

The reference librarian has 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, video cameras, 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.

## 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 near 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.

## 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 8:30 a.m. to 4:30 p.m. daily. 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 Licensure Service

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 licensure applications can be processed. The office is open 8:30 a.m. to 4 p.m. Monday through Friday.

## Further Information

For additional information on graduate programs, policies, or College resources, consult the appropriate office listed at right.

Correspondence may be addressed to any office at the College address:  
Lewis & Clark College  
0615 S.W. Palatine Hill Road  
Portland, Oregon 97219-7899

**Lewis & Clark College**  
President, Michael Mooney.  
Vice President for Academic  
Affairs, Evan Williams.

*Campus Safety*  
503-768-7855

Director, Bill Curtin.

*Cashier*

503-768-7830

Chief Cashier, Jean Esser.

*Library*

503-768-7270

Director, Johanna Sherrer.

*On-Campus Housing and  
Conferences*

503-768-7183

Director, Sandi Bottemiller.

*Registrar*

503-768-7325

Registrar, Gerald Vinther.

*Student Financial Services*

503-768-7090

Director, Ann Coker.

**Graduate School of  
Professional Studies**

*Office of the Dean*

503-768-7700

Acting Dean, Richard Steiner

Assistant Dean, Barbara

Schirmer

Administrative Assistant,

Glenna Getz.

*Department of Counseling*

*Psychology*

503-768-7730

Chair, Doran French.

*Department of Education*

Chair, Jay Casbon

*Educational Administration*

503-768-7740

*Teacher Education*

503-768-7760

*Northwest Writing Institute*

503-768-7745

Director, Kim Stafford.

*Department of Public*

*Administration*

503-768-7750

Chair, Douglas Morgan.

*Department of Special Education:*

*Deaf and Hard-of-Hearing*

503-768-7780

Chair, H. William Brelje.

*Office of Continuing Professional*

*Education*

503-768-7720

Director, Susan Flagel.

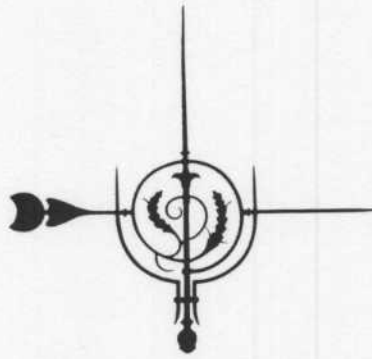
*Educational Placement and*

*Licensure Service*

503-768-7705

Director, Sharon Lloyd.





## FULL-TIME FACULTY

**Charles Ault, Jr.**, associate professor of education. Ph.D. 1980 Cornell University. A.B. 1972 Dartmouth College.

**H. William Brelje**, chair and professor of special education: deaf and hard-of-hearing. Ed.D. 1971 University of Portland. M.A. 1971 California State University at Northridge. M.Ed. 1960 Lewis & Clark College. B.S. 1957 University of Oregon.

**Celeste Brody**, visiting associate professor of education. Ph.D. 1971 Ohio State University. M.A. 1969 Syracuse University. B.A. 1966 Catholic University of America.

**Rebecca Browers**, visiting assistant professor of counseling psychology. Ed.D. 1989 University of South Dakota. M.Ed. 1976 South Dakota State University. B.S. 1971 West Georgia College.

**Carolyn Bullard**, professor of special education: deaf and hard-of-hearing. Ph.D. 1973 University of Washington. M.A. 1966 Teachers College, Columbia University. B.A. 1964 Reed College.

**Jay Casbon**, chair of education and associate professor of educational administration. Ph.D. 1981 University of Alabama. M.S. 1969 West Georgia College. B.S. 1966 Florida State University.

**John Corbett**, associate professor of public administration. Ph.D. 1984 Stanford University. B.A. 1965 Allegheny College.

**Suzanne Feeney**, visiting assistant professor of public administration. Ph.D. 1984, M.A. 1975 University of Washington. B.A. 1968 Oregon State University.

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

**Doran French**, chair and professor of counseling psychology. Ph.D. 1980 University of Minnesota. B.A. 1973 University of California at Berkeley.

**Mary Henning-Stout**, associate professor of counseling psychology. Ph.D. 1986 University of Nebraska at Lincoln. M.A. 1980, B.A. 1978 Austin College.

**Ruth Hubbard**, associate professor of education. Ph.D. 1988, M.Ed. 1981 University of New Hampshire. B.A. 1972 Colby College.

**Caryl Hurtig**, visiting assistant professor of education. M.A. 1977, B.A. 1973 Whitworth College.

**Vernon Jones**, professor of education. Ph.D. 1971 University of Texas at Austin. B.A. 1968 Lewis & Clark College.

**Henry Kass**, professor of public administration. Ph.D. 1969, M.A. 1958 American University. B.A. 1956 Alfred University.

**Gordon Lindbloom**, associate professor of counseling psychology. Ph.D. 1974, M.A. 1970 University of Oregon. B.A. 1963 Northwest Nazarene College.

**Sharon Lloyd**, director, Educational Placement and Licensure Service. M.A. 1991 Lewis & Clark College. B.A. 1987 University of Puget Sound.

**Andra Makler**, assistant professor of education. Ed.D. 1989 Harvard University. M.A.T. 1978 Reed College. B.A. 1974 Stanford University.

**Joan Hartzke McIlroy**, associate professor of counseling psychology. Ph.D. 1973, M.A. 1971 University of Colorado at Boulder. B.A. 1967 Fontbonne College.

**Douglas Morgan**, chair and professor of public administration. Ph.D. 1971, M.A. 1967 University of Chicago. B.A. 1965 Claremont McKenna College.

**Nancy Nagel**, visiting assistant professor of education. Ed.D. 1987 Portland State University. M.S. 1971, B.S. 1969 University of Oregon.

**Glennellen Pace**, associate professor of education. Ph.D. 1983, M.S. 1978 University of Oregon. B.A. 1968 California State University at Los Angeles.

**Roger Paget**, institutional professor of political economy and Asian studies. Ph.D. 1969 Cornell University. B.A. 1958 Wesleyan University.

**Rebecca Propst**, associate professor of counseling psychology. Ph.D. 1975 Vanderbilt University. B.A. 1970 West Virginia University.

**Barbara Schirmer**, assistant dean of the graduate school and associate professor of special education: deaf and hard-of-hearing. Ed.D. 1983 State University of New York at Buffalo. M.Ed. 1971 University of Pittsburgh. B.S. 1970 State University of New York at Buffalo.

**Patricia Schmuck**, professor of educational administration. Ph.D. 1975 University of Oregon. M.A. 1964, B.A. 1960 University of Michigan.

**Craig Shinn**, visiting assistant professor of public administration. Ph.D. 1992 University of Washington. M.P.A. 1984 Lewis & Clark College. B.S. 1974 University of Maine.

**Gregory Smith**, assistant professor of education. Ph.D. 1989 University of Wisconsin at Madison. M.A. 1976 Southern Oregon State College. B.A. 1970 University of Oregon.

**Kim Stafford**, director, Northwest Writing Institute. Ph.D. 1979, M.A. 1973, B.A. 1971 University of Oregon.

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

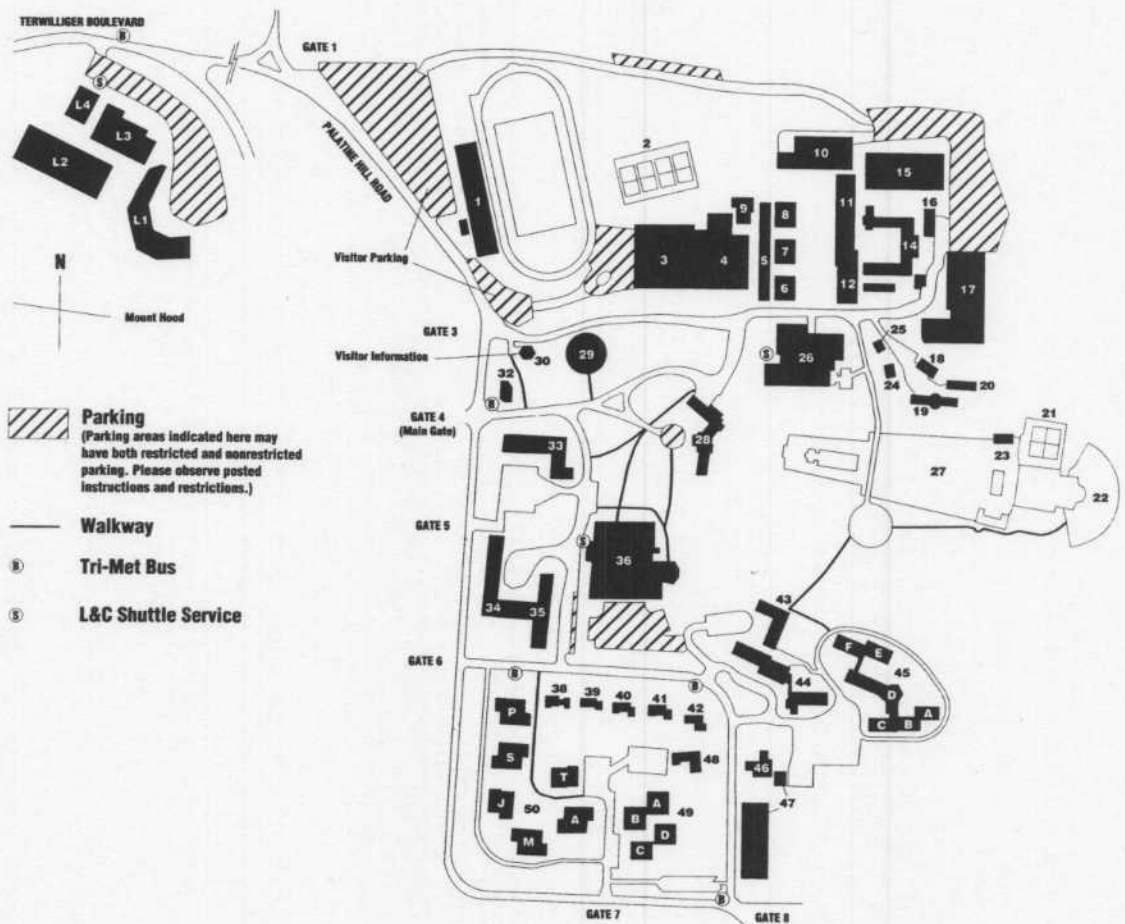
**Zaher Wahab**, professor of education. Ph.D. 1972, M.A. 1972 Stanford University, M.A. 1968 Teachers College, Columbia University. B.A. 1965 American University of Beirut.

**James Wallace**, professor of education. Ed.D. 1966, M.Ed. 1963 Harvard University. M.A. 1953 Haverford College. B.A. 1951 Earlham College.

**Rosemary Williams**, visiting assistant professor of education. Ph.D. 1984, M.Ed. 1977 University of Hawaii. B.A. 1975 University of Adelaide.

**Christa Winter**, assistant professor of counseling psychology. Ph.D. 1988 University of Chicago. M.A. 1980 Ball State University. Staatsexamen 1973 Johann Wolfgang Goethe Universitaet.

**Carol Witherell**, associate professor of education. Ph.D. 1978 University of Minnesota. M.A. 1975 University of California at Irvine. B.S. 1963 Skidmore College.



#### Lewis & Clark College Campus Map: Buildings

- 1 Griswold Stadium
- 2 Tennis Courts
- 3 Pamplin Sports Center
- 4 Zehntbauer Swimming Pavilion
- 5 Faculty Office Building
- 6 Thaxter Classrooms
- 7 Throckmorton Classrooms (Computer Labs)
- 8 Edmonds Classrooms
- 9 Appalachia
- 10 Evans Music Building
- 11 Biology-Psychology Building
- 12 BoDine
- 14 Albany Quadrangle
- 15 Fir Acres Theatre
- 16 Sacajawea

- 17 Olin Physics-Chemistry Building
- 18 Duplicating Center
- 19 Peebles Art Building
- 20 Art Studio
- 21 Tennis Courts
- 22 Rose Garden
- 23 Outdoor Pool & Dressing Pavilion
- 24 Media Services
- 25 Northwest Writing Institute
- 26 Aubrey Watzek Library
- 27 Estate Gardens
- 28 Manor House
- 29 Agnes Flanagan Chapel
- 30 Campus Safety
- 32 Gatehouse
- 33 Akin Residence Hall
- 34 Stewart Residence Hall
- 35 Ruth Odell Residence Hall
- 36 Templeton College Center
- 38 Huddleson House I
- 39 Huddleson House II

- 40 Huddleson House III
- 41 Huddleson House IV
- 42 Huddleson House V
- 43 Howard Residence Hall
- 44 Platt Residence Hall
- 45 Copeland Residence Hall (A-F)
- 46 McAfee House
- 47 Physical Plant Services
- 48 Gallagher House
- 49 Hartzfeld Residence Halls (A-D)
- 50 Forest Residence Halls (A, J, M, S, T)
- 50P Ponderosa
- Northwestern School of Law of Lewis & Clark College**
- L1 Legal Research Center
- L2 Paul Boley Law Library
- L3 Chester McCarty Classrooms
- L4 Gantenbein



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## Routes to Campus



Parking is available on campus. Lewis & Clark can also be reached via Tri-Met, bus line #39. For schedule information phone 503-238-7433.