



LEWIS & CLARK COLLEGE

GRADUATE
SCHOOL OF
PROFESSIONAL
STUDIES

CATALOG 1996-1998

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PROFESSIONAL
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PORTLAND, OREGON

LEWIS & CLARK
COLLEGE

GRADUATE SCHOOL
OF PROFESSIONAL STUDIES



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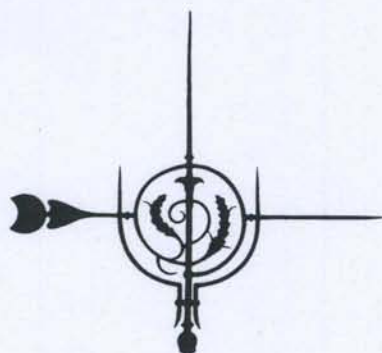
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THE GRADUATE SCHOOL

Lewis & Clark's Graduate School of Professional Studies provides graduate degree and licensure students with an educational experience designed to prepare them to meet the complex challenges of professional life within a diverse and changing society.

The graduate school provides present and future practitioners with:

- Critical knowledge, relevant skills, and practical experiences needed to reach their potential and succeed as leaders in their professions,
- Awareness of the broader social, economic, and political contexts in which professionals practice,
- Learning opportunities that integrate academic work with field-based experiences, communication and cross-fertilization of ideas across related fields, and understanding of the ethical issues integral to their professions.

Lewis & Clark's faculty members place teaching as their highest priority. Their scholarly interests reflect dedication to the development of new knowledge in their respective fields. They serve their

professional communities through assistance to local, regional, and national organizations and participate in collegial service to the graduate school and the College.

The graduate school enjoys ongoing relationships with hundreds of organizations including schools, agencies, clinics, nonprofit organizations, and legislative bodies.

The curriculum reflects the theories, techniques, research, modes of application, and national movements within each professional field. Faculty employ effective instructional models that engage students in critical thinking, creative problem solving, collaboration, and inquiry. Adjunct faculty members who are active practitioners join the regular faculty in providing an important link between theory and practice.

The Graduate School of Professional Studies enrolls approximately 700 students in its degree and licensure programs. Many students are new to the study of the professions while others are experienced practitioners. To meet their diverse needs, classes are offered days, evenings, and weekends and are located on campus, off campus, and at work sites.

Program 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*

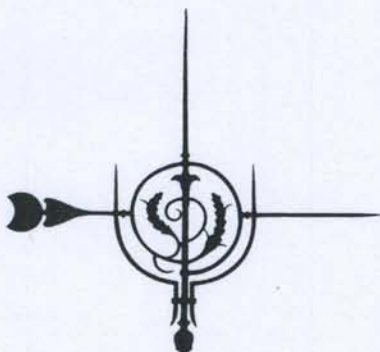
- Master of Science in Counseling Psychology
- Master of Science in School Psychology*

- Basic and Standard Licensure (School Counseling and School Psychology—prior master's degree required)

Educational Administration

- Basic and Standard Licensure (Administrator and Superintendent)

- Joint Degree: Master of Arts in Teaching and Basic Administrator Licensure



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Educational Administration

- Basic and Standard Licensure (Administrator and Superintendent)
- Joint Degree: Master of Arts in Teaching and Basic Administrator Licensure

Special Education: Deaf and Hard-of-Hearing

- Master of Education in Special Education: Deaf and Hard-of-Hearing (Elementary/Secondary)*
- Master of Education in Special Education: Deaf and Hard-of-Hearing (Early Intervention/Early Childhood)*

Teacher Education

- Master of Arts in Teaching*
- Master of Arts in Teaching: Liberal Studies
- Basic and Standard Licensure
- Educating Students With Special Needs: Basic and Standard Handicapped Learner I endorsement only (teaching license required)
- Concentration areas include: art, foreign languages (French, German, Spanish), language arts, language and literacy, mathematics, music, science education (biology, chemistry, integrated science, physics), social studies, elementary education.

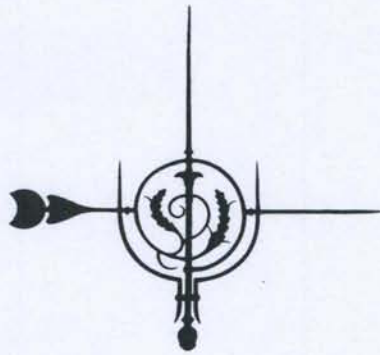
The Graduate School Catalog

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

Public Administration

As of September 1, 1996, the Program in Public Administration, including the Institute for Nonprofit Management and the Executive Leadership Institute, transfers to Portland State University's School of Urban and Public Affairs, Public Administration Department. For information phone 503-726-3920.

*Graduates of these programs are also eligible to apply for teaching licenses issued by the Oregon Teacher Standards and Practices Commission.



COUNSELING PSYCHOLOGY

Lewis & Clark's Program in Counseling Psychology prepares well-educated, dedicated professional counselors 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. □ The master's degree and licensure concentrations in counseling psychology prepare highly qualified mental health professionals in counseling, school counseling, and school psychology for employment in public agencies, community-based services, and schools. Curricular options also exist for those who would like to engage in research through the completion of a thesis. To accommodate the working student, many courses are offered in the evening. □ Challenging internship experiences balance academic study. Internship assignments may include community mental health services, college counseling centers, women's programs, drug and alcohol clinics, and child and family services. Internship 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. The M.A. and M.S. degrees in counseling psychology, as well as the M.A. in counseling psychology: school counseling, are approved by the Oregon Board of Licensed Professional Counselors and Therapists, and the school counseling and school psychology concentrations are approved by the Oregon Teacher Standards and Practices Commission.

Admission

The admission requirements for graduate study in counseling psychology are:

1. A baccalaureate degree from an accredited institution.
2. Satisfactory scores on the Graduate Record Exam (GRE).
3. A background in psychology. A bachelor's degree in psychology earned within the last 10 years satisfies this requirement. Another option to meet this requirement is to achieve a score of 550 or above on the Psychology GRE. Students who do not meet the psychology background requirement through one of these alternatives are required to complete CPSY 500 and 501, Funda-

mentals of Psychology I and II. (See Prerequisites, Waivers, and Transfers, next page.)

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

The counseling psychology program admits students each semester. The deadlines for application are as follows:

Fall: July 1

Spring: December 1

Summer: April 1

Special Student Status

Nonadmitted students may complete up to 9 semester hours of credit before applying to the program but must obtain Special Student status in order to do so. The application process for Special Student status requires submitting an application form, resume, transcripts of all academic work (copies of transcripts are acceptable), a statement of purpose, and two letters of recommendation. Prospective students who wish to apply for this status should submit their application materials as early as possible, at least three weeks before the start of the semester in which they wish to enroll. Application materials and information may be obtained from the program office.

Special Student status is valid for 12 months. *Courses with an asterisk in the course description section are open to Special Students as space is available.*

Information Meetings

Anyone wishing additional information about application procedures and the program is encouraged to attend an information night, where a faculty member describes the program and is available for questions. These are scheduled two to three times per semester. Please call the office for information.

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 must complete CPSY 500 and 501. Although 6 semester hours of credit may be earned for this course sequence, these hours may not be counted toward the requirements for the master's degree because of the preparatory nature of the 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 advisers or the program coordinator 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 community 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 Life-Span Development: Child and Adolescent Emphasis, 3 semester hours, or

509 Life-Span Development: Adult Emphasis, 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, 3 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 I: Mental and Emotional Disorders, 3 semester hours, and

524 Diagnosis and Treatment of Adult Disorders II: Substance Abuse and Addictive Disorders, 3 semester hours

532 Introduction to Assessment, 3 semester hours

535 Research Methods in Counseling, 3 semester hours

550 Clinical Work With Diverse Populations, 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
 Remaining credits may be used for elective courses.

Addictions Concentration

The addictions concentration integrates preparation for addictions counseling with general mental health/community counseling and meets the academic requirements of the Oregon Board of Licensed Professional Counselors and Therapists and several other organizations that grant credentials in the field of addictions.

Degree Requirements

A minimum of 55 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

509 Life-Span Development: Adult Emphasis, 3 semester hours

513 Theory and Philosophy of Counseling, 3 semester hours

515 Group Counseling with Adults, 3 semester hours

520 Career Counseling, 3 semester hours

523 Diagnosis and Treatment of Adult Disorders I: Mental and Emotional Disorders, 3 semester hours

524 Diagnosis and Treatment of Adult Disorders II: Substance Abuse and Addictive Disorders, 3 semester hours
 532 Introduction to Assessment, 3 semester hours
 535 Research Methods in Counseling, 3 semester hours
 545 Drugs, the Brain, and Behavior, 3 semester hours
 546 Models of Addiction and Recovery, 3 semester hours
 547 Addictions Treatment: Procedure, Skills, and Case Management, 3 semester hours
 580 Preinternship Training in Counseling Techniques, 3 semester hours
 582 Mental Health Internship: Emphasis on Adult Psychotherapy, 3 semester hours
 CORE 539 Cultural Diversity and Professional Collaboration, 3 semester hours

Master of Arts in Counseling Psychology: School Counseling

The school counseling master of arts concentration 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 Praxis/PPST or CBT series, as well as a passing score on the NTE/Praxis Specialty Area Exam in Guidance Counseling. Scores for those tests must be filed in the counseling psychology office prior to graduation. 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 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, including summers.

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, 3 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 Life-Span Development: Child and Adolescent Emphasis, 3 semester hours

532 Introduction to Assessment, 3 semester hours

535 Research Methods in Counseling, 3 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, before entering internship, students need to complete CPSY 575 and 576, Practicum in Classroom Instruction I and II. 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 must first be accepted into the M.A. concentration.* Admission to the M.S. concentration requires that the student be an active

student, present a preliminary research proposal, secure the commitment of a faculty adviser to chair a thesis committee, and have a defined timeline for completion of the project. Full admission will be granted when the faculty approves a proposal meeting these criteria.

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 Life-Span Development: Child and Adolescent Emphasis, 3 semester hours, or

509 Life-Span Development: Adult Emphasis, 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, 3 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 I: Mental and Emotional Disorders, 3 semester hours

524 Diagnosis and Treatment of Adult Disorders II: Substance Abuse and Addictive Disorders, 3 semester hours

530 Research Methods and Statistics I, 3 semester hours

531 Research Methods and Statistics II, 3 semester hours

532 Introduction to Assessment, 3 semester hours

550 Clinical Work With Diverse Populations, 3 semester hours
 580 Preinternship Training in Counseling Techniques, 3 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
 595 Master's Thesis Research, variable credit
Graduate Core Requirements
 A minimum of 4 semester hours

Master of Science in School Psychology

This concentration 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 concentration 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) or the Praxis/PPST or CBT series. Those scores must be on file in the counseling psychology office prior to graduation.

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.

The board evaluates the school psychology transcripts on a case-by-case basis.

Degree Requirements

A minimum of 61 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

504 Introduction to Family Counseling, 3 semester hours

506 Life-Span Development: Child and Adolescent

Emphasis, 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, 3 semester hours

517 The Exceptional Child in Schools, 3 semester hours

522 Diagnosis and Treatment of Child and Adolescent

Disorders, 4 semester hours

530 Research Methods and Statistics I, 3 semester hours

531 Research Methods and Statistics II, 3 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, two semesters, 4

semester hours

586-587 Internship in School Psychology I and II, 8 semester

hours

Graduate Core Requirements

A minimum of 4 semester hours

Licensure-Only Concentration in School Psychology

Students 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 concentration 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 adjustment, midlife transition, religious and sociocultural variables in the psychotherapy process, group interventions, gender and self-esteem in children, learning disabilities, assessment procedures, and behavior disorders. Faculty members encourage student involvement in their research. The program seeks to balance applied clinical training with a rigorous approach to psychological inquiry.

Curriculum

CPSY 500* **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* **LIFE-SPAN DEVELOPMENT:** **CHILD AND ADOLESCENT** **EMPHASIS**

Social, cultural, cognitive, and biological influences through the life span, with an emphasis on 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:** **ADULT EMPHASIS**

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 program.

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 program.

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 program.

Credit: 3 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 program.
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 program.
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 I:
MENTAL AND EMOTIONAL
DISORDERS

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

Prerequisite: CPSY 513.
Credit: 3 semester hours.

CPSY 524
DIAGNOSIS AND TREATMENT
OF ADULT DISORDERS II:
SUBSTANCE ABUSE AND
ADDICTIVE DISORDERS

Assessment, diagnosis, and treatment planning for people who are addicted to drugs or alcohol or who have nonchemical addictive disorders. Topics include use of collateral information; DSM-IV diagnostic criteria for substance abuse and dependence disorders; processes of referral; criteria for placement in different levels and modalities of treatment; content and emphasis of different treatments; documentation and confidentiality; procedures, standards, and issues.

Prerequisite: CPSY 523.
Credit: 3 semester hours.

CPSY 530*
RESEARCH METHODS AND
STATISTICS I

An introduction to research methods with an emphasis on sampling, data collection, and measurement issues. The course covers 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. Topics include elements of research design, hypothesis testing, and the use of computers and software for data analysis. Ontological, epistemological, ethical, social, and political issues in research are addressed.

Prerequisite: None.
Credit: 3 semester hours.

CPSY 531*
RESEARCH METHODS
AND STATISTICS II

Research 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. Measurement concepts are integrated throughout the course.

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 535***RESEARCH METHODS
IN COUNSELING**

Foundations of psychological research. Students are introduced to qualitative and quantitative research processes and basic concepts, including the characteristics and criteria for valid inference (statistical conclusion validity, internal and external reliability, convergent validity). 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 545**DRUGS, THE BRAIN,
AND BEHAVIOR**

Psychopharmacology of alcohol and drug abuse. Major drugs and classes of abused substances. Mechanisms of action in the brain, patterns of physiological response in abuse, addiction, and recovery. Impact on brain function, cognition, emotions, behavior; social effects. Pharmacological adjuncts to detoxification and treatment.

Prerequisite: Bachelor's degree in psychology or CPSY 500, 501, or consent of instructor.

Credit: 3 semester hours.

CPSY 546**MODELS OF ADDICTION
AND RECOVERY**

Theories of the nature, causes, course, and effects of addiction to alcohol and drugs of abuse; conditions, processes, and patterns of recovery. Emphasis on physiological, social learning, and interpersonal models and theories. Natural history of onset, abuse, addiction, and recovery; effects of intergenera-

tional transmission, genetic predilection, developmental risk, and sociocultural factors; effects on psychosocial development; impact of culture and gender differences. Implications for treatment.

Prerequisite: CPSY 545 (may be taken concurrently).

Credit: 3 semester hours.

CPSY 547**ADDICTIONS TREATMENT:
PROCEDURES, SKILLS, AND
CASE MANAGEMENT**

Emphasis on developing detailed understanding and beginning skills in the use of specific strategies, procedures, and interventions in assessment, diagnosis, and treatment of substance abuse and addictive disorders. Topics include multiple modes of assessment, intervention (Johnson model), organization of comprehensive treatment strategies, motivational interviewing and confrontation strategies, contracting with clients, consultation, integration of medical and psychosocial treatments, referral processes and standards, issues of moderation versus abstinence, relapse prevention, and case management of continuity of care. Documentation, record keeping and management, confidentiality, ethical and legal issues.

Prerequisite: CPSY 523, 524, 545, 546.

Credit: 3 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 orientation, 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: 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; 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 concentration.
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 concentration.

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: 3 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 concentration.

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 program office.

Prerequisite: None.

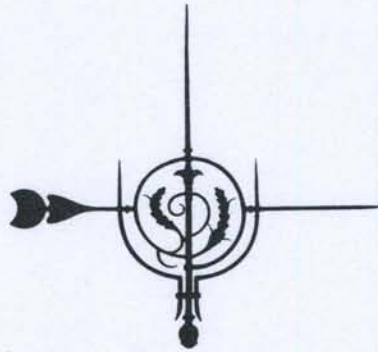
Credit: 2-3 semester hours.

CPSY 595**MASTER'S THESIS RESEARCH**

Prerequisite: Consent of thesis committee chair.

Credit: Variable.

*Open to students admitted to Special Student status.



EDUCATIONAL ADMINISTRATION

Lewis & Clark's 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, building and maintaining 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 Oregon 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 should consult the program office for details.

The Program in Educational Administration also provides special education programs of study for education professionals. Admission is determined by the nature of the program. These programs of study 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:

- 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 cohort for four consecutive semesters.

Details on these programs are available from the Program in Educational Administration.

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. A completed Application for Admission to Graduate Study.
2. An official transcript from undergraduate and graduate institutions attended whose

coursework counted toward an undergraduate or graduate degree. Minimum standards are a 2.75 GPA for undergraduate work and 3.0 for graduate work. A master's degree from an accredited institution is required.

3. Three letters of recommendation from former professors, employers, or both.

4. An interview with a faculty adviser detailing career plans and educational philosophy, if applying to the concentration in basic or standard superintendent licensure.

5. A letter indicating leadership experience in schools.

6. For candidates for basic administrative licensure, successful completion of EDAD 500, Leadership Profile Center, and EDAD 501, School Organization. Candidates interview with faculty members as part of EDAD 500.

7. A \$45 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, previous page.

Core Curriculum

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

Eligibility for Basic Licensure

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

1. Completion of a master's degree from an accredited 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.

5. A passing score of 630 or higher on the National Teacher Exam (NTE) in educational leadership.

Eligibility for Standard Licensure

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

1. Successful completion of the Basic Administrator License at Lewis & Clark or an accredited 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 Oregon Teacher Standards and Practices Commission.

Basic Licensure: Administrator

A minimum of 16 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, 2 semester hours

504 Practicum for Principals,

6 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 completion of the basic licensure concentration (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, 2 semester hours
 591 Program Evaluation, 2 semester hours
 592 Ethics and School Administration, 1 semester hour

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 coursework appropriate to the Basic Superintendent License. This cohort group requires special admission. The next institute will meet from spring 1997 to June 1998. 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 completion of the basic licensure concentration (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, 2 semester hours

592 Ethics and School Administration, 1 semester hour
 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 include a two-semester field placement and seminar meetings (EDAD 504 for the Administrator License and EDAD 575 for the Superintendent License). For candidates applying for an Administrator License, a diagnosis of leadership ability (EDAD 500), a continuing system of ongoing self-evaluation, and an assessment of skill development (EDAD 506) are required.

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

Prerequisite: EDAD 500, 501.

Credit: 2 semester hours.

EDAD 504A, 504B

PRACTICUM FOR PRINCIPALS

A two-semester supervised, on-site, predesigned 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: 3 semester hours each.

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 Administrator 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.

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.

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.
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.
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.
Prerequisite: EDAD 529 or consent of instructor.
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 includes fall and spring retreats

on campus. 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 or consent of instructor.
Credit: 2 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, critique of research studies, assessment and evaluation of student learning, 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: EDAD 561, 4 semester hours; EDAD 562, 563, 564, 3 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 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 campus seminars 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 SCHOOL ADMINISTRATION

The causes of and solutions to ethical dilemmas faced by administrators in school districts. Emphasis is on how law and the constitutional basis of law are related to the unique role of administrators in governance.

Prerequisite: None.

Credit: 1 semester hour.

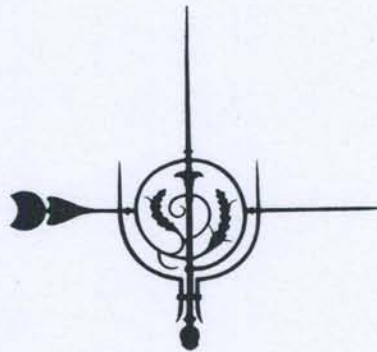
EDAD 593

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.



SPECIAL EDUCATION: DEAF AND HARD-OF-HEARING

Lewis & Clark's Program in 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 program prepares specialists in early intervention/early childhood special education. The program enjoys a placement record of nearly 100 percent, with successful graduates finding challenging work in the field throughout the United States and in several foreign countries. The program is fully accredited by the state of Oregon and the Council on the Education of the Deaf (CED). The student who meets all requirements of the Lewis & Clark Program in Special Education: Deaf and Hard-of-Hearing earns a master of education degree and is eligible for the Oregon Basic License and a CED Provisional Certificate as a teacher of the deaf and hard-of-hearing or early intervention/early childhood specialist. 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, note takers, and auditory amplification systems. A limited number

of federally funded scholarships, private scholarships, and loans may be available for full-time and part-time students. Acceptance by the program qualifies the student for these potential awards.

The master's degree can be completed in 12 to 15 months of full-time study. The degree requires a minimum of 34 semester hours and normally requires 49 semester hours.

Resources for Nondegree Study

Lewis & Clark is one of the Northwest's major professional development resources in the education of students who are deaf and hard-of-hearing. Through workshops, inservice classes, consultation, and school program evaluations, professional education activities are provided for teachers, supervisors, administrators, interpreters, support service personnel, other professionals, deaf adults, and parents of children who are deaf and hard-of-hearing.

Admission Requirements

1. Applicants to the Program in Special Education: Deaf and Hard-of-Hearing must have a baccalaureate degree from an accredited institution.
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 elementary/secondary concentration: social, cultural, and historical foundations of education; educational psychology; child or adolescent psychology; the exceptional child. These courses can be completed before admission or as part of the planned program of study.
6. A personal interview either in person or by telephone is strongly recommended.

Application Procedures and Deadlines

1. File program application with \$45 nonrefundable application fee.
 2. The program sends reference forms to persons listed on the application.
 3. Submit test scores, and an official transcript from each college or university attended.
- Deadlines for completed application files:*

December 1, Early Decision: Elementary/secondary concentration.

March 1, Regular Decision: Elementary/secondary concentration.

March 1, Early intervention/early childhood specialist concentration.

A maximum of 20 full-time and a few part-time students are enrolled each year in the elementary/secondary concentration, and eight to nine full-time students are enrolled in the early intervention/early childhood concentration.

Programs of Study and Degree Requirements

The sequence for the elementary/secondary concentration begins in June. The sequence of specialized coursework for the early intervention/early childhood specialist concentration begins in fall semester. Depending on the educational background of the student, the elementary/secondary concentration requires 12 to 15 months to complete and the early intervention/early childhood concentration requires 9 to 12 months to complete. 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. Students who wish to pursue licensure but not a degree should discuss the program of study with their advisers.

Practicum opportunities are varied. Observation, instructional assistant experiences, tutoring, small group instruction, 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, and Vancouver; the six regional programs in Oregon, located in Bend, Eugene, Medford, Pendleton, Portland, and Salem; and the Tucker-Maxon Oral School in Portland.

Core Curriculum

In addition to the courses listed below, students are required to complete the 4-semester-hour graduate Core Curriculum. Students in the early intervention/early childhood specialist concentration must also complete 4 semester hours of electives.

Curriculum: Elementary/Secondary Concentration

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 preschool-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 intermediate level.

Credit: 2 semester hours.

Early Intervention/ Early Childhood Specialist Concentration

TTD 544-545**EXTENDED PRACTICUM I, II**

Offered during the fall and spring semesters and designed to foster and develop the additional skills required of a specialist in early intervention/early childhood special education.

Prerequisite: None.

Credit: 3 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**

Maturation of auditory perceptual skills, measurement of hearing in children, parameters of speech reception, and the effect of hearing loss on sound-speech reception.

Prerequisite: Course in basic audiology.

Credit: 3 semester hours.

TTD 552-553**SEMINAR IN INFANT-FAMILY
HABILITATION I, II**

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

Prerequisite: None.

Credit: 2 semester hours each.

TTD 555**OBSERVATION AND
PRACTICUM**

Relating theory to actual evaluation and teaching in early intervention/early childhood and instruction of families.

Prerequisite: None.

Credit: 2 semester hours.

TTD 556**INTERNSHIP**

Full-time, 10-week internship in which the student participates in all activities required of a specialist in early intervention/early childhood special education, including preparation and preplanning, assessment, instruction, record keeping, parent instruction, team participation, and development of service plans.

Prerequisite: Completion of all specialized coursework.

Credit: 5 semester hours.

TTD 559**COUNSELING FAMILIES
OF YOUNG CHILDREN
WITH DISABILITIES**

Interactive course focusing on counseling techniques rather than theory, drawing strongly on participants' personal and professional experiences.

Prerequisite: None.

Credit: 2 semester hours.

TTD 560-561**INFANT/TODDLER
DEVELOPMENT/
DEVELOPMENTAL
DISORDERS I, II**

Relating theory and information on all facets of infant/toddler development to habilitation services for infants and their families. Topics include normal infant/toddler development in language, cognition, movement, vision, and hearing; developmental evaluations; genetics; and the effects of hearing loss and other disabilities on normal development.

Prerequisite: None.

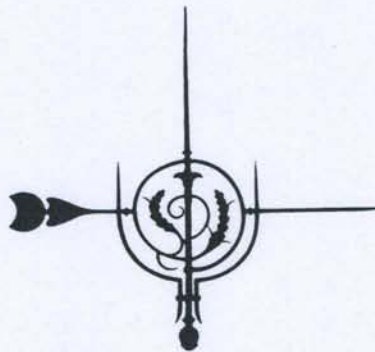
Credit: 4 semester hours total.

TTD 562**TEAM APPROACH TO
EARLY INTERVENTION**

Preparation to serve on an interdisciplinary team, facilitate interagency cooperation, and handle case coordination. The course covers services provided by professionals from varied disciplines for young children with disabilities. Models of effective teamwork are examined.

Prerequisite: None.

Credit: 1 semester hour.



TEACHER EDUCATION

Lewis & Clark's Program in Teacher Education develops educators who are thoughtful decision makers and leaders in our nation's schools. 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. □ 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 highly skilled mentors. Students are encouraged to develop strategies as lifelong learners 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 highly distinctive concentrations for future and practicing teachers. Students draw upon the resources of an outstanding faculty, a culturally rich urban

setting, regional cultural and science centers, the College's own Northwest Writing Institute, and school districts of the greater Portland community.

Education faculty support the development of educators who:

- Wish to provide education of the highest quality to students from all backgrounds.
- Consider teaching a commitment to lifelong learning.
- Wish to advance their education and professional practice within the liberal arts tradition.
- Value the importance of dialogue, research, writing,

and reflection within their educational communities.

Applicants to all teacher education concentration options are evaluated on the basis of the excellence, 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 are described in the following sections.

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

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

Secondary Concentration

Lewis & Clark offers a full-time, 14-month concentration for beginning educators in secondary teaching (grades 5-12) in English language arts, mathematics, biology, chemistry, physics, integrated science, or social studies. Specialty area endorsements (grades K-12) also are offered in art, foreign language, and music.

The M.A.T. degree in secondary education includes a minimum of 39 semester hours with study in education, adolescent development and learning, subject-area coursework, supervised intern teaching, and the interdisciplinary Graduate Core Curriculum. Where necessary, applicants may receive permission to extend their program of study over a two-year period. Candidates who already hold an advanced degree have the option of completing the 28 semester hours of licensure courses without the additional degree courses.

M.A.T. interns begin coursework in mid-June of each year and continue through the following summer. The program of study includes a 10-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 (typically the last week of August) and continue until the end of the public school year.

Beginning the first summer, M.A.T. interns take courses in professional education, subject fields, and the Graduate Core Curriculum. During the fall semester, interns study subject

matter and education while spending increasing amounts of time in their classroom observing and tutoring students, assisting the mentor teacher, and planning and teaching occasional lessons. In spring semester, interns teach nearly full time in the classroom and continue campus seminars with College faculty and mentors. The second summer includes additional coursework in education, subject concentrations, and the Core Curriculum.

Students may be eligible for licensure at the end of 12 months, leaving the last summer semester for completion of master's degree requirements.

Licensure Requirements

First Summer

ED 550 Social, Historical, and Ethical Perspectives on Education,* 2 semester hours
ED 552 Adolescent Development, Learning, and Exceptionality* (includes practicum), 3 semester hours

Two electives in subject area of 2-3 semester hours each or an elective and a Core course
Fall Semester

ED 551 Literacy, Culture, and Learning,* 3 semester hours
ED 553 Classroom Teaching and Learning I,* 3 semester hours

(Subject area) 579 or 599 Teaching (your subject area) to Adolescents,* 4 semester hours. (Typically these courses are listed as LA 579, SS 579, MUE 579, or SCI 579, or as ED 599, Independent Study [in the discipline].)

Spring Semester

ED 563 Classroom Management and Inclusion,* 2 semester hours
ED 564 Curriculum and Inquiry,* 3 semester hours
ED 554 Classroom Teaching and Learning II* (internship with weekly seminar), 8 semester hours

*These courses plus one subject-area elective are required for the license to teach.

M.A.T. Degree Requirements

A minimum of 39 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

Middle School Concentration

Students with an interest in teaching grades 6-9 may apply for the preservice M.A.T. middle school option. This intern option enables beginning educators to meet the needs of adolescents and preadolescents, focusing on content and holistic learning with an emphasis on current best-practice recommendations for middle school students, including integration, team-teaching, community service, collaborative learning, and teacher research.

Licensure Requirements

First Summer

ED 550 Social, Historical, and Ethical Perspectives on Education, 2 semester hours
ED 552 Adolescent Development, Learning, and Exceptionality (includes internship), 3 semester hours

An elective in subject area of 2-3 semester hours or a Core course

Fall Semester

ED 551 Literacy, Culture, and Learning, 3 semester hours
ED 553 Classroom Teaching and Learning, 3 semester hours
ED 572 Restructuring for the Middle Grades: Theory and Practice, 2 semester hours
ED 573 Integrated Studies for Middle and Secondary Grades, 2 semester hours

(Internship 6-8 hours per week. Full time in December.)

Spring Semester

ED 563 Classroom Management and Inclusion, 2 semester hours

ED 564 Curriculum and Inquiry, 3 semester hours
 ED 554 Classroom Teaching and Learning II (internship with weekly seminar), 8 semester hours
M.A.T. Degree Requirements
 A minimum of 39 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

Elementary Concentrations

Lewis & Clark College is committed to preparing teachers who will assume leadership roles in their schools and community, and who link schools to the community through real-world problem solving and curriculum development. Interns learn to work with actual problems with their students, challenging children to develop and contribute solutions to community issues. The two elementary cohorts progress through the same courses and internship requirements, but each emphasizes a distinct theme.

One cohort gives in-depth attention to interdisciplinary science, mathematics, and technology education. Interns transfer insights gained from a field-based, ecology-oriented practicum to their school placement sites. The other cohort gives more in-depth attention to language and literacy development in the home, community, and school; to literature; and to issues of language, literacy, and literature across the curriculum.

Several interns in the math and science cohort complete their internship at Catlin Gabel School, which provides a stipend for their work.

Licensure Requirements

First Summer

ED 550 Social, Historical, and Ethical Perspectives on Education, 2 semester hours
 ED 561 Child Development, Learning, and Exceptionality, 3 semester hours
 ED 559 Math for Early Childhood, 1 semester hour
 SS 578 Social and Cultural Studies, 2 semester hours
 SCI 555 Field Natural History, 1 semester hour
 ED 560 Technology and Curriculum, 1 semester hour
Fall Semester

ED 514 Intern Practicum I (Elementary), 2 semester hours
 ED 562 Elementary School Mathematics, 3 semester hours
 ED 565 Reading I: Literacy Development, K-8, 2 semester hours
 ED 567 Language Arts and Literature, K-8, 3 semester hours
 SCI 580 Science and Children, 2 semester hours

Spring Semester

ED 501 Constructive Assessment in the Classroom, nine weeks, 3 semester hours
 ED 515 Intern Practicum II (Elementary), 7 semester hours
 ED 563 Classroom Management and Inclusion, nine weeks, 2 semester hours
 ED 566 Reading II: Literacy Development, K-8, six weeks (March 25 to May 10), 2 semester hours. ED 515 continues full time in school.

Summer Semester, Session I

ED 569 Health and Physical Education with practicum, 2 semester hours
 (Interns continue school placement four days per week until end of school calendar.)

Summer Semester, Session II

ED 555 Experience and Meaning, 1 semester hour
 ED 568 The Arts, Culture, and Creativity, 2 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, 3 semester hours
 ED 555 Experience and Meaning, 1 semester hour
Graduate Core Requirements
 4 semester hours

Music Concentration

The master of arts in teaching/fifth-year licensure concentration for music teachers is designed to attract students with highly developed musical skills, an undergraduate degree in music (or in another discipline with extensive coursework and experience in music), and an interest in and aptitude for working with children. The concentration initially leads to licensure in music K-12 and eventually a master of arts in teaching degree. The program includes all coursework for the Basic and Standard licenses. The Standard License is awarded following three years of successful teaching in Oregon. Subject-area electives (minimum of 6 semester hours) should be selected in consultation with the music faculty adviser.

First Summer

ED 550 Social, Historical, and Ethical Perspectives on Education, 2 semester hours
 ED 552 Adolescent Development and Learning (includes practicum), 3 semester hours
 MUS 500-599 Music elective, 2-3 semester hours, or Core course
 (Attend opening of public school for planning and full-time first week with students.)

Fall Semester

ED 551 Literacy, Culture, and Learning, 3 semester hours
MUE 579 Teaching Music to Adolescents, 4 semester hours
MUS 500-599 Music elective, 2-3 semester hours, or Core course (Internship one morning plus additional hours as required for practicum assignment. Full time in December.)

Spring Semester

ED 554 Classroom Teaching and Learning II (internship with weekly seminar), 8 semester hours

ED 563 Classroom Management and Inclusion, 2 semester hours

ED 564 Curriculum and Inquiry, 3 semester hours
MUE 543 Elementary Music: Curriculum and Inquiry, 3 semester hours
(Internship is full time in schools from approximately mid-March to May 12.)

Second Summer:

Summer Session II

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

MUS 500-599 Completion of Core requirements and/or music electives in any of the available summer terms.
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

Note: Upon admission, students must consult with the music adviser to design an appropriate program of study, including the sequence of courses they will take, and in the case of M.A.T. students, to discuss subject-area electives.

Application Procedures for Preservice Concentrations

1. Applicants to the preservice concentrations must have a baccalaureate degree from an accredited institution, a minimum cumulative grade point average of 2.75, and a strong background in the area they plan to teach. Applicants must submit two official transcripts from the institutions they have attended as an undergraduate or graduate student. Applicants from Lewis & Clark College need to submit just one official undergraduate transcript.

2. Test requirements: Applicants to preservice concentrations should contact the Program in Teacher Education for specific test requirements for the concentration to which they are applying.

3. A completed Application for Graduate Study in Education: Preservice must be received by January 10. Admission after this date is on a space-available basis. Submit applications to the Program Secretary, Program in Teacher Education, Lewis & Clark College, 0615 S.W. Palatine Hill Road, Portland, Oregon 97219-7899. A nonrefundable application fee of \$45, payable to Lewis & Clark College, must accompany the application.

4. 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.

5. Applicants living nearby in Oregon or Washington may be required, at the discretion of the Admissions Committee, to interview with a faculty member as part of the application process. Telephone interviews

may be offered to applicants in other geographic areas.

6. Candidates seeking financial aid should request a graduate financial aid application packet from the Office of Student Financial Services. Scholarships may become available periodically in any year. Also see Scholarships, below.

7. Full admission to the M.A.T. preservice intern concentrations is contingent on acceptance by a school district for an internship.

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.

Scholarships

Two annual scholarships are currently available to teacher education students.

■ The Carol D. Dimich Memorial Scholarship, established in 1994, is awarded each year to a nontraditional graduate student; application materials are available from the program secretary.

■ The Mary Stuart Rogers Scholarship, established in 1995, is awarded to students whose outstanding academic achievements are complemented by qualities of leadership, dedication, integrity, compassion, sensitivity, and self-discipline. Application materials are due to the Office of Student Financial Services in September.

Application Deadlines for Preservice Concentrations

Applications due:

January 10

Applications accepted on space-available basis until:

April 1

Notification of admission decision for January 10 applicants:

Early to mid-March

Application deadline for priority consideration for financial aid:
March 1
Required orientation for new full-time M.A.T. students:
Early June

Inservice Options: Master of Arts in Teaching

The inservice M.A.T. concentrations offer elementary, middle school, and secondary options for teachers wishing to engage in advanced study and improve their teaching practice. Teachers may also pursue the Oregon Standard Teaching License as part of their M.A.T. program of study. The M.A.T. 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, and music.

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

The concentration in educating students with special needs offers courses to licensed teachers who wish to pursue endorsement in teaching students with special academic and behavioral needs.

Lewis & Clark's varied teacher education inservice options 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, which also satisfies Oregon requirements for the Standard Elementary Teaching License.

The program of study is planned in consultation with a faculty adviser. 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.

Degree Requirements

A minimum of 36 semester hours distributed as follows:

Professional Education Requirements

A minimum of 17 semester hours including:

ED 500 Educational Research and Assessment, 3 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 Discontinuities, 2 semester hours

ED 548 Classroom Assessment: Work Sample, 1 semester hour

Liberal Arts Requirements
A minimum of 15 semester hours of coursework chosen jointly by the adviser and student. These courses have liberal arts prefixes and may apply to added endorsements.

Students must take either LA 501, SCI 501, or SS 501 for 3 semester hours as part of the liberal arts requirement.

Graduate Core Requirements
A minimum of 4 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.

The program of study is planned in consultation with a faculty adviser. 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.

Degree Requirements

A minimum of 36 semester hours, distributed as follows:

Professional Education Requirements

A minimum of 17 semester hours including:

ED 500 Educational Research and Assessment, 3 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
 ED 548 Classroom Assessment: Work Sample, 1 semester hour
Subject-Area Electives
 A minimum of 15 semester hours including:
 LA 501, SCI 501, 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
 A minimum of 4 semester hours

Master of Arts in Teaching: Liberal Studies

Individuals who do not wish to obtain an Oregon Standard License and who desire a highly flexible program of study may select this option. Those who choose this concentration include many elementary teachers and teachers from community colleges, independent and parochial schools, or informal learning centers. The concentration provides maximum curricular flexibility and allows degree candidates to

identify their individual learning needs and select appropriate courses in education and the liberal arts.

The program of study is 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 concentration), educating students with special needs (Handicapped Learner I), or administration.

Degree Requirements

A minimum of 36 semester hours, distributed as follows.

Professional Education Requirements

ED 500 Educational Research and Assessment, 3 semester hours

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

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

Note: ED 505 or 507 is required of regular classroom teachers. Elementary, language arts, science, and social studies teachers must also include LA 501, SCI 501, or SS 501.

Subject-Area Requirements

A minimum of 15 semester hours in liberal arts courses appropriate to individual needs, selected in consultation with a faculty adviser.

Graduate Core Requirements
 4 semester hours

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

The Lewis & Clark concentration for practicing music teachers leads to the M.A.T. degree and standard teaching licensure. It is designed with a high degree of individuality and seeks 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-semester students study with specific members of the distinguished faculty, each a recognized expert in one or several fields.

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 M.A.T. in music fulfills all requirements for the Oregon Standard Teaching License.

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 graduate adviser in music 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

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

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

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

ED 504 Classroom Management for the Inclusive Classroom, 3 semester hours

Professional Music Requirements

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

Graduate Core Requirements

A minimum of 4 semester hours

Resources for Nondegree Students

This graduate track in music encourages studies by music professionals who wish to improve their skills but may not wish to enroll in a formal degree program of study. Enrollment requires the program coordinator's approval for graduate-level courses. Open-enrollment courses and institutes are available to all interested students.

The second half of the summer semester 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 theory, and summer instrumental workshops.

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.

Basic Subject Matter Endorsement

This concentration is for elementary and secondary teachers who already hold the Oregon Basic Teaching License and who wish to obtain additional basic and subject matter endorsements. 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 an application from the teacher education office.

Oregon teachers may add endorsements in many subject areas. Interested candidates should request testing information directly from the teacher education office.

Language and Literacy (Basic Reading Endorsement)

This program of study is offered as a separate concentration or in conjunction with basic and standard teaching 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 an application and a brochure from the teacher education office. An appointment with the coordinator of the language and literacy concentration is recommended.

Educating Students With Special Needs Concentration (Special Education Program)

This concentration is approved under Oregon's 1988 Standards for Fifth-Year Programs (Division 16 Standards of the Oregon Administrative Regulations).

The concentration has been developed to assist teachers, counselors, special educators, and administrators to work more effectively with students experiencing special academic and behavioral needs. Educators who hold a current Oregon teaching license and who complete the 25-semester-hour program of study may apply for the Special Education Endorsement. This program of study may also be incorporated into a master's degree at Lewis & Clark College. Students who select this option enroll in 11 semester hours beyond the endorsement concentration. All courses also are available to educators not enrolled in the concentration who are seeking professional development in working with students with special needs. Please contact the teacher education office before enrolling.

Concentration Requirements

Students may petition to waive required courses based on previous coursework or competency. All courses that are waived must be replaced by coursework with equivalent credit and be approved by the student's adviser.

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

ED 582 Assessment and Diagnosis, 3 semester hours

ED 583 Educating Students With Special Needs: Learning and Legal Issues, 2 semester hours

ED 584 School-Based Consultation, 2 semester hours

ED 585 Curriculum and Instruction for Students With Special Needs, 3 semester hours

LA 500 Language Acquisition and Development, 4 semester hours

Specialization Requirements

A minimum of 5 semester hours including 4 semester hours chosen from the following.

ED 580 Behavior Change Interventions for Students With Serious Emotional and Behavioral Disorders, 2 semester hours

ED 581 Effective Program Development for Students With Serious Emotional and Behavioral Disorders, 2 semester hours

ED 586 Advanced Instructional Decision Making, 2 semester hours

ED 587 Special Education and the Law, 1 semester hour

Practicum Requirement
ED 544 Practicum, 4 semester hours. A portion of the practicum is integrated into coursework; remaining practicum hours may be completed while students continue to work full time in the classroom.

Admission Procedures for Inservice Programs

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

2. Applicants should complete an application and send it with a nonrefundable application fee of \$45 to the Program Secretary, Program in Teacher Education, Lewis & Clark College, 0615 S.W. Palatine Hill Road, Portland, Oregon 97219-7899.

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

4. Applicants to the inservice concentrations should contact the Program in Teacher Education for specific test requirements for the concentration to which they are applying.

All candidates for the Standard Teaching License or for added endorsements admitted since September 1, 1993, must submit passing scores on the required tests at the time they file an application for their Standard License.

5. Applicants who plan to attend half time or more and who seek financial aid should contact the Office of Student Financial Services for financial aid forms and information about loans and scholarship assistance. Once admitted to graduate study in education at Lewis & Clark, students have up to five years to complete the licensure and/or M.A.T. degree requirements.

Candidates for any licensure area or endorsement at Lewis & Clark College must complete a minimum of 6 semester hours at Lewis & Clark. On the recommendation of a faculty adviser, an individual may petition to waive part of this requirement.

Application Deadlines for Inservice Programs

Applicants for inservice licensure and M.A.T. degree concentrations are reviewed each month. Applicants are encouraged to check 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 a maximum of 8 semester hours of study as a Special Student. Full admission to a teacher education concentration is required to enroll in further coursework.

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.

Application for 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 by the published deadlines. *Students who plan to complete degree requirements in the summer may participate in the College commencement in early May of that year if they file their degree application by February 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 graduate school registrar's office by the published deadlines.

Academic Advising

Each accepted degree and nondegree (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 an official program of study. They also answer questions about specific concentrations in teacher education and about career decisions.

Interested preservice or licensure-only candidates may 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 approval for any change to the approved program of study. 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 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 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. In the event of inclement weather contact the Lewis & Clark snow closure line at 503-768-7965.

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. standard teaching license 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 Lewis & Clark's Educational Placement and Licensure Service.

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 received the bachelor's degree from a Washington college or university, to the education program from which they graduated.

Core Curriculum

Each of the M.A.T. 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 faculty have doctoral degrees, as do many of the adjunct faculty. Faculty members are selected for their teaching abilities as well as their content 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 ADVANCED 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 517 ADVANCED PAINTING

Studio course. Painting problems of advanced technical and intellectual difficulty. Emphasis is on generating and exploring ideas and further development of technical aspects of painting.

Prerequisite: None.

Credit: 4 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 multi-color and larger-scale prints.

Prerequisite: None.

Credit: 3 semester hours.

ART 598**SPECIAL STUDIES: NEW OR EXPERIMENTAL COURSES****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 completing an assessment project (work sample) should also register for ED 548, Classroom Work Sample, for 1 semester hour.

Prerequisite: None.

Credit: 3 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: 3 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**CLASSROOM MANAGEMENT FOR THE INCLUSIVE CLASSROOM**

The most effective practices for working with at-risk students in the areas of classroom management, instruction, social and study skill development, behavior change, and schoolwide management. 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 concentration and an opportunity to integrate what students have learned. 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 of study.

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: \$100.

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

Credit: 2 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: \$100.

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

Credit: 7 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 517
THE CITY IN MODERN
AMERICA

Same as SS 517 and CORE 541.

ED 522
TEACHING WRITING TO
ADOLESCENTS

Same as LA 523.

ED 528
AMERICAN EDUCATIONAL
REFORM: PAST, PRESENT,
AND FUTURE

An in-depth study of American educational reform efforts, both historical and contemporary. Students identify, describe, and interpret an educational innovation in which they are participating or which affects their work.

Throughout the course they compare this innovation with the models, experiments, programs, proposals, and policies encountered in various readings, visits, field trips, and videotapes. In response to the above activities, students, individually or in small groups, write and present proposals for improvements in the programs with which they are involved.

Also listed as SS 531.

Prerequisite: None.

Credit: 3 semester hours.

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 534
READING COMPREHENSION:
THEORY AND PRACTICAL
APPLICATION

Same as LA 534.

ED 535
CULTURAL JOURNALISM:
A TOOL FOR EXPANDING
STUDENT-CENTERED
PROJECTS

Same as LA 535.

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 Oregon Teacher Standards and Practices Commission for knowledge of federal and state laws prohibiting discrimination. Also listed as EDAD 503.
Prerequisite: EDAD 500, 501.

Credit: 2 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 and CORE 538.

ED 548
CLASSROOM ASSESSMENT: WORK SAMPLE
Teachers construct an evaluation profile of the learning of one of the classes they teach, documenting the relationship between what they teach and what their students are learning. This demonstrates the teacher's ability to set learning objectives, teach a body of content, and show how the students have learned. The teacher assembles and analyzes a work sample to illustrate his or her ability to foster student learning. This activity meets the Oregon Teacher Standards and Practices Commission requirements for standard licensure.

Prerequisite: ED 500 (may be taken concurrently).
Credit: 1 semester hour.

ED 550
SOCIAL, HISTORICAL, AND ETHICAL PERSPECTIVES ON EDUCATION

A comprehensive and critical analysis of the American socio-cultural 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 AND LEARNING

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. Includes practicum.

Prerequisite: None.
Credit: 3 semester hours.

ED 553
CLASSROOM TEACHING AND LEARNING
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 teaching 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 complete two work samples. 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:* \$100.

Prerequisite: ED 564, completion of all other components of licensure concentration, and current enrollment in an intensive teaching experience.
Credit: 8 semester hours.

Note: This course 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 study. The course returns to some of the issues examined 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 reflective papers that integrate and critique their learning.
Prerequisite: Completion of preservice 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 560**TECHNOLOGY AND CURRICULUM**

How to increase the use and understanding of technology in the classroom. The course explores a range of software applications, network opportunities, and multimedia resources. Focus is on technology as a resource and learning tool, rather than as an additional curricular topic or area.

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, middle school, 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. 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 preschool through the middle grades. Focus is 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 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: 2 semester hours.

ED 569
HEALTH AND PHYSICAL EDUCATION

Age-appropriate skill and fitness development, practical use of the gym and equipment, personal safety, wellness, and nutrition. Topics include methods of assessing physical educa-

tion skills and integrating physical education and health into the math and language arts curriculum.

Prerequisite: Enrollment in elementary preservice concentration.

Credit: 2 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: Enrollment in middle school concentration or consent of instructor.

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: Enrollment in middle school concentration or consent of instructor.

Credit: 2 semester hours.

ED 575
SEMINAR IN MORAL DEVELOPMENT, ETHICS, AND EDUCATION

Same as SS 575. Also listed as LA 575 and CORE 537.

ED 580
BEHAVIOR CHANGE INTERVENTIONS FOR STUDENTS WITH SERIOUS EMOTIONAL AND BEHAVIORAL DISORDERS

A study of the developmental backgrounds of students with serious emotional and behavioral problems and practices to help these students develop more productive behaviors. Topics include the use of a functional analysis to determine the necessary interventions, environmental modifications, social skill training, cognitive behavioral interventions, self-monitoring, contracting, and the use of outside agencies to support the school in assisting students.

Prerequisite: None.

Credit: 2 semester hours.

ED 581
EFFECTIVE PROGRAM DEVELOPMENT FOR STUDENTS WITH SERIOUS EMOTIONAL AND BEHAVIORAL DISORDERS

A study of programs for students with serious emotional and behavioral disorders. Students examine key components of effective programs, and visit and review programs that use different intervention models. The course includes study and review of delivery systems ranging from a consultation model to a therapeutic day treatment program.

Prerequisite: None.

Credit: 2 semester hours.

ED 582
ASSESSMENT AND DIAGNOSIS

Diagnosis for special education eligibility under state and federal laws and assessment for special education instruction. Special attention is paid to mental retardation and learning disabilities. Students practice selecting, administering, and scoring selected tests and interpreting the scores.

Prerequisite: None.

Credit: 3 semester hours.

ED 583**EDUCATING STUDENTS WITH SPECIAL NEEDS: LEARNING AND LEGAL ISSUES**

An introduction to the learning and behavioral characteristics of children with special needs, and how educators attempt to meet these needs. Topics include history, current issues, contemporary practice of special education as a professional discipline, and legal issues. Students develop sensitivity and a basic foundation in the education of students with special needs.

Prerequisite: None.

Credit: 2 semester hours.

ED 584**SCHOOL-BASED CONSULTATION**

Identifying and applying the elements of the consultation and collaboration skills needed to support students in the classroom. Topics include communication strategies, conflict resolution skills, problem-solving techniques, decision-making processes, staff development, facilitating consultation and collaboration efforts, and developing effective interpersonal communication.

Prerequisite: None.

Credit: 2 semester hours.

ED 585**CURRICULUM AND INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS**

Curriculum and instructional practices that promote success in learning for all students. Participants develop a curriculum unit that includes modifications for students with special needs and reflects successful learning modes. Integrated curriculum and project-based learning is explored. Assessment practices and procedures that provide feedback on student learning are also covered.

Prerequisite: None.

Credit: 3 semester hours.

ED 586**ADVANCED INSTRUCTIONAL DECISION MAKING**

Building on skills obtained in the assessment and curriculum and instruction courses.

Participants integrate and apply concepts in the areas of curriculum and instructional decision making for students with diverse backgrounds and needs. The course emphasizes an integrated approach with emphasis on adjusting curriculum and instruction in the regular classroom setting.

Prerequisite: ED 582, ED 585, LA 500.

Credit: 2 semester hours.

ED 587**SPECIAL EDUCATION AND THE LAW**

A review of the body of law affecting special education practice, especially case law and legal interpretations that have required changes in special education policies and procedures. Emphasis is on current trends as well as historical perspectives.

Prerequisite: None.

Credit: 1 semester hours.

ED 598**SPECIAL STUDIES: NEW OR EXPERIMENTAL COURSES****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.

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**

Organizing, managing, and evaluating both classroom and schoolwide K-12 reading programs. Students examine the textbook adoption process, participate 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. This is the capstone course for the Language and Literacy Program and must be taken at the end of the sequence of courses.

Prerequisite: None.

Credit: 3 semester hours.

LA 521**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. Each week 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: A TOOL FOR EXPANDING STUDENT-CENTERED PROJECTS**

Introduction to the theory of experiential education, in which students have a voice in what happens in the classroom, make connections between work at school and the real world, and produce a product valued by an audience outside the classroom. Based on community-based education as developed at the Foxfire Project in Georgia, the workshop emphasizes a project approach to teaching and learning and explores ways to fulfill and go beyond mandated curricula. Also listed as ED 535.

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 542**WOMEN WRITING THE WEST, 1880-1940**

The significant contributions by women of all races who actively participated in shaping the real and the mythic West. Readings include writings of African-American, Anglo, Asian, Hispanic, and Native American women who founded towns, homesteaded, published newspapers, raised families, and wrote novels and histories. The course considers women in the West from literary and historical viewpoints. Recommended for teachers of all grade levels interested in interdisciplinary studies. Also listed as SS 518.

Prerequisite: None.

Credit: 2 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 564**THROUGH THE LOOKING
GLASS**

An examination of commonly taught 19th- and 20th-century British and American novels, short stories, plays, and poems. Focus is on the cultural gender myths and paradigms promulgated in these works. Participants find their way to the other side of the mirror in two ways: by looking at canonical texts by men and women through the lens of feminist theory, and by examining how less-well-known texts by women act as commentary on the canon.

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 and CORE 537.

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 intern 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: 2-3 semester hours.

LA 591**ENVISIONING A
SUSTAINABLE SOCIETY**

Same as SS 591 and CORE 540.

LA 598**SPECIAL STUDIES: NEW OR
EXPERIMENTAL COURSES****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 evaluation; 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 in alternate summers, with individualized instruction available each semester.

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 con-

temporary 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 chil-

dren learn science through exploration in a variety of settings. Students develop a museum-style exhibit 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 SS 505 and CORE 521.

Prerequisite: None.

Credit: 2 semester hours.

SCI 555**FIELD NATURAL HISTORY**

The study of nature from aesthetic, historic, and scientific perspectives with emphasis on the biological diversity of the Pacific Northwest. Students engage in fieldwork and biological monitoring at an introductory level, learn styles of nature writing, and explore how to introduce children to a holistic study of their surroundings. Nature appreciation and understanding of biological adaptations receive balanced treatment within a framework of how humans have conceptualized nature through time.

Prerequisite: None.

Credit: 1 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 inquiry. The course introduces nongeologists to the nature of geological reasoning and also provides experienced earth science instructors with background about Oregon geology. The course features fieldwork about Oregon's volcanic landforms and the fossil record of the John Day country in north central Oregon and the Wallowa Mountains in northeastern Oregon. Participants reside at the study sites, experiencing an intense week of intellectual and physical activity.

Fee: \$125.

Prerequisite: None.

Credit: 2 semester hours.

SCI 579**TEACHING SCIENCE TO ADOLESCENTS**

Teaching and learning science in middle- and secondary-level classrooms. Participants examine their own assumptions about science learning and study conceptual problems encountered by students in school science curricula. The course emphasizes the inquiry approach to teaching safety principles, considers 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: 2 semester hours.

SCI 596**EARTH/SPACE SCIENCE**

Investigations of changes in the sky and on the earth occurring on scales beyond ordinary experience. Focus is on practices for teaching about celestial events, local landscapes, and earth systems.

Prerequisite: None.

Credit: 2 semester hours.

SCI 598**SPECIAL STUDIES: NEW OR EXPERIMENTAL COURSES****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 505**ECOLOGICAL KNOWLEDGE FOR ENVIRONMENTAL PROBLEM SOLVING**

Same as SCI 550. Also listed as CORE 521.

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 517**THE CITY IN MODERN AMERICA**

Historical perspectives on the modern city; the impact of city life on various groups such as women, children, the elderly, the poor, workers, unions, and minorities; urban issues in politics, economics, housing, transportation, planning, education, and the media; various efforts to reform city life; the impact of current political and economic trends on cities and their populations. Also listed as ED 517 and CORE 541.

Prerequisite: None.

Credit: 3 semester hours.

SS 518**WOMEN WRITING THE WEST, 1880-1940**

Same as LA 542.

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 521.

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 526**MIDDLE EAST IN MODERN TIMES**

The Middle East, its religious and cultural contributions, indigenous empires, and outside imperialists. The course covers the region's strategic significance as the connecting link of three continents and as affected by the discovery of oil in the 20th century. Topics include the impact of nationalism on each nation's viability in the region, economic dilemmas, and pressing national problems.

Prerequisite: None.

Credit: 3 semester hours.

SS 528**AMERICAN EDUCATIONAL REFORM: PAST, PRESENT, AND FUTURE**

Same as ED 528.

SS 531**MULTICULTURAL LITERATURE (GRADES 5-12)**

Same as LA 561.

SS 532**ANTHROPOLOGY IN THE CLASSROOM**

How anthropology aids teaching about cultural diversity in the United States and around the world. The course covers theory, methods of inquiry, and materials, and examines the concept of cultural relativism. Participants analyze and critique lessons incorporating anthropological content and method, and construct their own lessons. They select ethnographic materials to examine in depth from a limited selection of cultures (e.g., Australian Aborigines, Lakota

Sioux, Maya, Igbo, Vietnamese). Materials include ethnography, sacred literature, fiction, film, music, and artifacts. Recommended for teachers interested in interdisciplinary studies.
Prerequisite: None.
Credit: 2 semester hours.

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 543
AFRICAN-AMERICAN PERSPECTIVES ON HISTORY, EDUCATION, AND POLITICS
Perspectives, perceptions, and attitudes of both Europeans and African-Americans and how those relate to the dilemmas faced by African-Americans in the United States. Educational, institutional, cultural, racial, and political events that have significantly affected the experience of African-Americans. Topics include: African-American perspectives on racism, history, Afrocentrism, civil rights, media, and stereotypes; a global perspective on definitions of minorities and communities; recognition of diversity within the African-American community; culturally specific and culturally relevant curricula. Issues of gender are also addressed.
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 and CORE 538.
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 560
TEACHING CONSTITUTIONAL ISSUES
Issues in the field of constitutional law and practice and how to teach these issues in middle and high school. The course covers a definition of rights, the concept of constitutional law, and historical and contemporary issues. Topics include conflict resolution, comparison of the Oregon and U.S. bills of rights, First Amendment and due process, privacy, students' rights in public schools, and equal treatment and discrimination. Students practice the case method and the mock trial as teaching methods. Recommended for teachers at all levels.
Prerequisite: None.
Credit: 2 semester hours.

SS 568
NATURAL RESOURCE POLITICS
The policy process examined through case studies of national and regional natural resource policies. The public policy process; history of natural resource policy, including reflection on key personalities, agencies, groups, and laws; national energy policy, including reflections on the options available; emerging policies on water, land, and environmental quality; the Columbia River system, including its development and contemporary issues; Pacific Northwest forestry policy and its problems. Public policy as an outcome of the interactions of science, technology, values, institutions, and persons.
Prerequisite: None.
Credit: 2 semester hours.

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

Exploration of problems and ways of knowing about the moral and ethical realm, particularly as related 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 CORE 537, ED 575, and LA 575.

Prerequisite: None.

Credit: 3 semester hours.

SS 578**SOCIAL AND CULTURAL STUDIES**

Understanding and applying inquiry processes and content related to social and cultural studies in the elementary and middle school. Participants explore children's intuitive notions and reasoning about their social, cultural, and geographic worlds from developmental, social, historical, civic, and cultural perspectives. Topics include intercultural communication and the traditions and contributions of various groups to American culture, diversity, democracy, and civic life, with special focus on Oregon and the Northwest.

Prerequisite: Enrollment in elementary preservice intern concentration.

Credit: 2 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 591**ENVISIONING A SUSTAINABLE SOCIETY**

A consideration of cultural changes needed in response to the environmental crisis. Modern industrial societies are premised on uninhibited growth; planetary limits now challenge this possibility. The course explores the implications of this fundamental shift in our material conditions and what it may mean for those who work in public institutions. Also listed as LA 591 and CORE 540.

Prerequisite: None.

Credit: 2 semester hours.

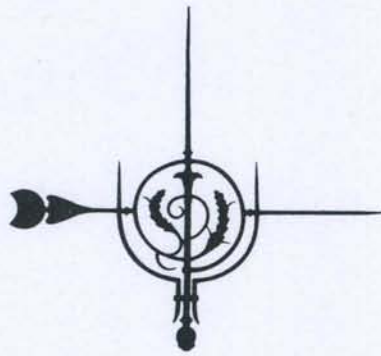
SS 592**INTEGRATING ECONOMICS INTO U.S. HISTORY**

Models of economic thought—including classical economists, Marxists, and modern Keynesians—and their relation to topics addressed in U.S. history, government, and current events or contemporary issues courses. How and why have structural economic changes influenced society, politics, and culture in teachers' own areas of interest? Topics include the impact of Adam Smith on early American political thought, the role of market forces in 19th-century labor and Populist political issues, mass production and mass consumption, the relevance of Keynes's ideas to the Great Depression and the New Deal, and economic origins of American foreign policy.

Prerequisite: None. Previous coursework in micro or macro economics helpful.

Credit: 2 semester hours.

SS 598**SPECIAL STUDIES: NEW OR EXPERIMENTAL COURSES****SS 599****INDEPENDENT STUDY**



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 themes of adult development, organizational life, and ethics, as well as other factors that affect their work and professional life.

Students are required to design a 4-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, Balancing Work and Family Life, Marginality, Constructive Conflict and Community, 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, peers, and 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 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. (Credit 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 SS 505 and SCI 550 (Teacher Education).

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. (Credit 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. (Credit may not be earned for both 526 and 536.)

CORE 528**PROFESSIONAL ETHICS
AND ORGANIZATIONAL
AUTHORITY**

An 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, and 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.

**CORE 537
SEMINAR IN MORAL
DEVELOPMENT, ETHICS,
AND EDUCATION**

Exploration of problems and ways of knowing about the moral and ethical realm, particularly as related 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, LA 575, and SS 575 (Teacher Education).

Prerequisite: None.

Credit: 3 semester hours.

**CORE 538
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 SS 547 and ED 547 (Teacher Education).

Prerequisite: None.

Credit: 3 semester hours.

**CORE 539
CULTURAL DIVERSITY
AND PROFESSIONAL
COLLABORATION**

An exploration of the ways culture shapes the human experience and how issues regarding identity development, family life, time, and racism are reflected in the professional setting. Students evaluate their expectations and examine their professions in terms of culturally appropriate practices.

Prerequisite: None.

Credit: 3 semester hours.

**CORE 540
ENVISIONING A
SUSTAINABLE SOCIETY**

A consideration of cultural changes needed in response to the environmental crisis. Modern industrial societies are premised on uninhibited growth; planetary limits now challenge this possibility. The course explores the implications of this fundamental shift in our material conditions and what it may mean for those who work in public institutions. Also listed as LA 591 and SS 591 (Teacher Education).

Prerequisite: None.

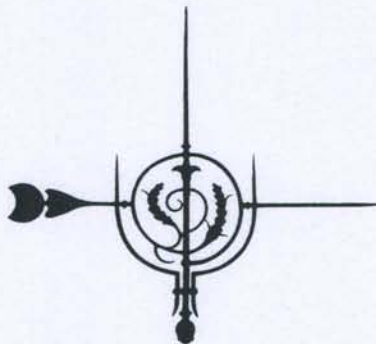
Credit: 2 semester hours.

**CORE 541
THE CITY IN
MODERN AMERICA**

Historical perspectives on the modern city; the impact of city life on various groups such as women, children, the elderly, the poor, workers, unions, and minorities; urban issues in politics, economics, housing, transportation, planning, education, and the media; various efforts to reform city life; the impact of current political and economic trends on cities and their populations. Also listed as SS 517 and ED 517 (Teacher Education).

Prerequisite: None.

Credit: 3 semester hours.



NORTHWEST WRITING INSTITUTE

The 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. 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.

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 may involve 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 8 semester hours of graduate credit.

In addition to the four-week institute, the Northwest Writing Institute offers the 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 for Imaginative Writing in Professional Life

The Northwest Writing Institute approaches writing as an imaginative act at the heart of cultural awareness and professional life. In support of writing as a tool for vision and change, the institute offers two kinds of workshops with this approach in common.

The first is a series of short workshops designed for faculty and professional development in writing and critical thinking. Developed in cooperation with the Institute for Writing and Thinking of Bard College and Northwest Writing Institute faculty, these workshops offer practice in the use of writing as a thinking tool in a wide variety of subject areas.

The second kind of workshops are courses in imaginative writing that draw together a community of writers for seminars and workshops in fiction, poetry, creative non-fiction, and other forms of lively discourse. Courses include the Imaginative Writing Seminar; workshops in writing essays, poetry, and fiction; weekend workshops; and special courses that investigate a particular cultural subject or community story.

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

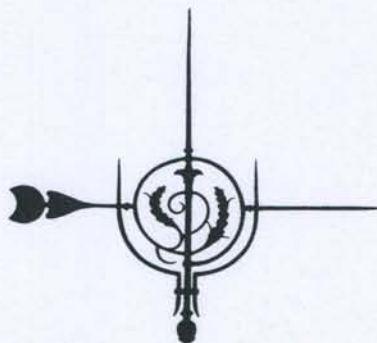
Northwest Writing Institute faculty are both widely published writers and experienced teachers. The faculty's combination of extensive writing and publishing activity coupled with dedicated and innovative teaching gives institute courses a particular flavor.

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 a newsletter from the Northwest Writing Institute. Students who wish to apply these courses to their degree concentrations should consult with their advisers.

For information about these programs, or to register, contact the Northwest Writing Institute, Lewis & Clark College, 0615 S.W. Palatine Hill Road, Portland, Oregon 97219-7899. Phone 503-768-7745.



PROFESSIONAL DEVELOPMENT AND RESEARCH

Lewis & Clark's Office of Professional Development and Research (formerly Continuing Professional Education) is committed to promoting and nourishing a community of lifelong learners. The office joins professionals in a supportive environment and cooperatively designs learning opportunities that are relevant and applicable to the challenges and demands of practicing professionals.

Courses, conferences, and seminars draw on the resources of College and adjunct faculty as well as nationally known authors and educators. Classes

are held both on campus and in the community.

Courses offered by the Office of Professional Development and Research earn four types of credit:

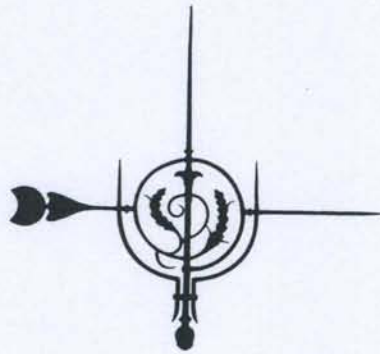
1. Graduate credit applicable to a Lewis & Clark degree is offered in courses numbered 600-609 and 635-649. These courses must meet graduate-level standards regarding theoretical underpinnings, assigned readings and writings, and course requirements. Up to seven of these credit hours may apply to a Lewis & Clark degree program.
2. Graduate credit applicable to a Lewis & Clark degree is offered in courses numbered 610-634. All of these credits apply to a degree program. These courses are offered in programs of study conducted off campus.
3. Graduate credit intended to respond to the ongoing educational needs of practicing professionals is offered in courses numbered 650-699. The primary focus of these courses is on professional application and practice rather than on serving the academic expectations of a master's-degree program. These

courses are not applicable to a Lewis & Clark degree.

4. Noncredit courses or conferences that are primarily interactive are offered as clock hour courses. The clock hours are measured in actual number of contact hours designated for a particular offering. Clock hours and certificates of participation are awarded.

Students working toward a graduate degree or licensure, before enrolling in any professional development courses, should consult their advisers to determine whether course credit will apply toward the degree.

Professional development opportunities are offered for both educators and mental health professionals. Information about current offerings is available from the Office of Professional Development and Research, Lewis & Clark College, 0615 S.W. Palatine Hill Road, Portland, Oregon 97219-7899. Phone 503-768-7720.



POLICIES AND PROCEDURES

Admission to Graduate Study

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

Meeting the minimum entrance requirements of a given program 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 program requires applicants to take the Miller Analogies Test, the Graduate Record Examination, the National Teachers Examination, and/or the California Basic Educational Skills Test (CBEST). The Miller Analogies Test may be taken by appointment at the Lewis & Clark

Counseling Center or at Portland State University (503-725-4423). Information about Graduate Record Examination testing dates and sites may be obtained at the Lewis & Clark Office of Career Services and in graduate program offices. The CBEST is administered by Portland State University, Portland Community College, and the University of Portland.

Admission of International Students

Lewis & Clark College is authorized under federal law to enroll nonimmigrant alien students. Graduates of American colleges and universities or of recognized degree-granting institutions abroad are eligible to apply for 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 program to obtain an admission package and to inquire about specific requirements and procedures.

International students should have sufficient knowledge of the English language to follow their proposed program of study. All international students who do not speak English as a native language and who have not completed an undergraduate degree in the United States must submit scores from the Test of English as a Foreign Language (TOEFL). For information and arrangements for taking the TOEFL, students should write to the Educational Testing Service, Princeton, New Jersey 08540. A score of 550 is usually necessary to begin 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, 0615 S.W. Palatine Hill Road, Portland, Oregon 97219-7899. 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 programs 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 *March 1*. 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 program may reapply for admission according to published procedures available in each program office.

On receipt of a letter denying admission, the applicant may contact the appropriate program coordinator, 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 licensure in school counseling or school psychology.

Student Status: Special Student

A Special Student is defined as one of the following:

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 program section of this catalog for more information about Special Student status.

Special Student enrollment does not guarantee subsequent admission to any graduate program or acceptance of the coursework for degree or licensure requirements.

Special Students are not eligible for federal student aid.

Advisers

The coordinator of each graduate program is responsible for assigning advisers to students in that program. 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 coordinator 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 program coordinator. 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 program 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 completing 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 the graduate registrar's office and each program 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 program coordinator. At this point a final decision is made as to whether the student will be allowed 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 and whether the student has earned more than two grades below B- or any grade lower than C-.

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 program coordinator 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 the dean of the graduate school.

Continuous Enrollment

Students who elect to interrupt their studies must show a justifiable reason to obtain an approved leave of absence from the program coordinator.

Students who remain unenrolled for 12 months and who have not been approved for a leave of absence may, at the discretion of their program, be required to seek formal readmission. An approved leave of absence must be filed with the graduate registrar's office.

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 programs 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 from an accredited institution 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 transfer credit with the advice of the graduate registrar. 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 1996-97 academic year is \$382 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, Professional Development and Research (formerly Continuing Professional Education), and special programs. Contact the appropriate program 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 graduate school registrar's office, or by mail postmarked or fax dated within the course withdrawal time limit.

Refunds

For information about refunds, inquire at the Cashier and Credit Office.

Special Fees

The following fees apply only to graduate students.

Application to graduate study:
\$45

Graduation fee: \$50

Educational Placement and Licensure Service:

■ *Placement file activation and mailing of 10 placement files:* \$50

■ *Weekly vacancy listing service March through mid-September:*
\$50

Some graduate programs may charge additional fees for fieldwork 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 provides financial assistance for students who are admitted to the master's degree or graduate teaching programs. It is important to begin the application process

as early as possible to ensure that funding will be available at the beginning of the semester. In addition, because funding for the Perkins Loan and Federal Work-Study is limited, filing late could decrease the chance of receiving funding from these programs. Other aid, such as the subsidized and unsubsidized Stafford student loans, may be available to students enrolled at least half time (3 semester hours per semester).

Aid recipients must be admitted as regular students to Lewis & Clark College, be U.S. citizens or have eligible noncitizenship status, and be making normal progress toward their degree (see Academic Progress Requirements for Financial Aid, below).

Students receiving aid from federal programs must not be in default or owe a refund on any prior federal loan or grant from any college or university.

Applying for Need-Based Aid

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

The priority deadline for funds that are most limited (such as the federal Perkins

Loan) is March 1. 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 application.

Additional information on the forms and procedures is available in the Office of Student Financial Services. The office, located on the lower level of Templeton Student Center, is open weekdays from 10 a.m. to 4 p.m. A secured drop box is located outside the office for use after hours.

Need-Based Aid

Federal Stafford Loan (Subsidized):

Students enrolled in a graduate concentration leading to a degree or certification 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 \$65,000, including loans borrowed as an undergraduate. The interest rate is variable, changing each June 1, with a cap of 8.25 percent. Interest and payment of principle are deferred until the student ceases to be enrolled at least half time. The Office of Student Financial Services must assess the student's eligibility for the Federal Stafford Loan based on the information submitted on the Free Application for Federal Student Aid (FAFSA) and the Lewis & Clark

Institutional Data Form (IDF). The student must also submit an additional separate loan application certified by the school to his or her lender of choice. Students who drop below half time or do not enroll for the full loan period must have their loan canceled, the lender notified, and subsequent disbursements returned to the lender.

Federal Perkins Loans:

These federal loans are awarded to students based on their demonstrated eligibility from the filing of the federal (FAFSA) and institutional (IDF) forms. Funds are limited and awarded on a first come, first served basis. Interest and payments begin nine months after the student graduates, withdraws from school, or drops below half time. The interest rate is 5 percent.

Students who are in default or have been in default on previous federal loans are not eligible for Perkins Loans.

Unsubsidized Stafford Loans:

This is a non-need-based student loan program that allows students to borrow \$10,000 per year in addition to the amount received through a subsidized Federal Stafford Student Loan. As with the subsidized Stafford loan, the principle on this loan is deferred; however, the interest is not. The student is responsible for interest payments during periods of enrollment.

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 Student Center. Wages range from minimum wage to \$6.25 per hour; students may work a maximum of 20 hours per week.

Academic Progress Requirements for Financial Aid

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. Less-than-full-time students (enrolled for 3-5 semester hours each semester) must successfully complete a minimum of 4 semester hours to remain eligible 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

The Office of Student Financial Services is required to evaluate aid packages for students who withdraw while receiving financial assistance through Lewis & Clark, regardless of the source. This evaluation determines whether funding has to be returned to aid programs as dictated by federal guidelines. If funding returned to aid programs creates a deficit in a student's account, the student is responsible for clearing the account. The refund evaluation focuses on the cost of education, the actual length of enrollment, and the funding received. For further information on refund calculations, contact the Office of Student Financial Services.

Veterans

Students qualifying for Veterans Administration benefits should consult the graduate school registrar's office. Lewis & Clark is required by law to report to the Veterans Administration any graduate student receiving veterans benefits whose cumulative GPA falls below 3.0 for two consecutive semesters.

Registration

Registration for graduate students is by mail. There is no formal arena registration, but students may register in person at the graduate school registrar's office, at the times indicated in the *Registration Announcements* bulletin for On Campus Registration.

Course Numbering System

100-299 Lower-division undergraduate courses.

300-499 Upper-division undergraduate courses.

500-599 Graduate courses.

600-609, 635-649 Graduate professional development 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.

610-634 Graduate professional development courses. All credits may be applicable to a Lewis & Clark College master's degree.

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

Students should check with their advisers before enrolling in any 600-level professional development 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-) may 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 program and offered only on a Credit/No Credit basis. Students should check with their advisers before choosing to enroll in a course 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 consults with a faculty member 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 program 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 student's control prevent completion of the course.

The Incomplete must be made up no later than one year following the last day of the final examination period of the

semester, or by a date prior to one year agreed upon by the instructor and the student.

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. It is the responsibility of the student to initiate the request for an extension.

Academic Integrity

Lewis & Clark College believes that each student holds responsibility for the integrity of his or her individual academic and professional performance. When the student abrogates this responsibility, the College may take appropriate steps to maintain standards of academic honesty.

Academic dishonesty or cheating involves the use of any method or technique enabling a student to misrepresent the quality or integrity of his or her academic study, scholarship, or practice.

When alleged dishonesty is of a nature that it cannot be addressed through a prescribed course of action within the parameters of the class or practicum, dismissal will be considered.

In certain situations where there is cause to believe the level of dishonesty brings into question the personal qualities necessary to perform as a scholar or practice as a professional, dismissal from the program may be required.

Modification or Waiver of Courses and Degree Requirements

A student may seek waiver of 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. Lewis & Clark does not grant credit for courses waived. Petition to Waiver forms and information about specific waiver procedures are available in each program office and in the graduate school registrar's office.

Students who seek modification of academic requirements may petition the graduate school. Before submitting a petition, the student should meet with his or her adviser to consider ways of fulfilling the requirement without the need for a special waiver. A petition form is available from the graduate school registrar's office.

Degree Application and Conferral

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

December degree completion:

September 1

May degree completion:

October 15

August degree completion and May commencement participation:

February 1

August degree completion:

April 15

Family Education Rights and Privacy Act

The Family Education Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These are:

1. The right to inspect and review the student's education records.
2. The right to request amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

4. The right to file with the U.S. Department of Education a complaint concerning alleged failures by the College to comply with the requirements of FERPA.

5. The right to obtain a copy of the College's student record policy. You can obtain a copy of the policy from the graduate school registrar's office.

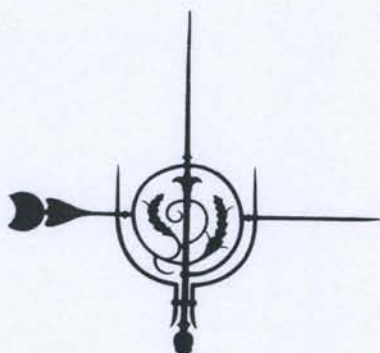
The graduate school has designated certain information as directory information, which, in accordance with FERPA, may be published without a student's express consent. Directory information includes the student's name, address, telephone number, dates of attendance, class, previous institution(s) attended, major field of study, awards, honors, degree(s) conferred and date(s), past and present participation in officially recognized activities, and date and place of birth. Students who wish to withhold disclosure of any or all of the categories designated as directory information must sign a "Request to Prevent Disclosure of Directory Information" form and return it to the graduate school registrar's office within two weeks of the beginning of the semester. The signed form expires one year after the date of signature. Students who wish to continue withholding directory information must sign and date a new form each year.

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. Instructors may also establish a telephone network among class members.



COLLEGE RESOURCES

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

Registrar

The graduate school Office of the Registrar, located in BoDine Hall, is open from 8:30 a.m. to 5:30 p.m. Monday through Thursday, and until 4 p.m. on Friday. During the first week of each semester, the office remains open until 7 p.m. Hours may vary during summer semester and semester breaks.

Cashier and Credit Office

The Cashier and Credit Office, located on the lower level of Templeton Student Center, is open from 10 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 two days of each semester, the office remains open until 7 p.m. Students may consult the office to get information on costs, to pay tuition and fees, to inquire about accounts, to change the address to which billings should be sent, and to pick up paychecks for work done on campus.

MasterCard and Visa credit cards are accepted for all charges. Credit card information may be given over the telephone or through the mail, as well as in person.

Students may cash checks up to \$100 at the office with presentation of a current Lewis & Clark ID card and picture/signature ID such as a driver's license.

Bookstore

The bookstore is located in Templeton Student 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

Media Services, located in Watzek Library, 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 Technologies

Academic Technologies, located on the first floor of Watzek Library, provides end-user support for faculty, staff, and students on personal computing issues. The Information

Technology Help Desk on the second floor of the library can provide student, faculty, and staff with an account to the campus academic computing system. In addition, the library has an open lab of networked microcomputers, supplied with standard word processing and other software, and a PC and a Mac lab are available in Throckmorton.

Duplicating Services

The library provides coin-operated photocopy machines. A photocopy machine is also located near the Information Desk in Templeton Student Center.

Food Services

College food services are operated by Bon Appetit Management Company. Fields Dining Room, located in Templeton Student 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 Student Center.

The Trail Room offers a variety of foods throughout the day. During the school year, hours are from 7 a.m. to 8 p.m. Monday through Friday. 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 fully equipped weight-training room, saunas, and locker rooms. Adjacent to the gym is the 25-yard swimming pool with one-meter and three-meter diving boards.

Located in Griswold Stadium is an eight-lane, quarter-mile, all-weather track. The Huston Sports Complex, down the hill from main campus, has baseball and softball fields. And during winter months an air dome transforms three outdoor tennis courts into a year-round facility.

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

Health Services

Located on the lower level of Templeton Student Center, the Health Center provides a variety of health services for all students. Graduate students may participate in a group health plan. Brochures and application forms for the health plan are available in the Cashier and Credit Office.

Counseling Center

The Counseling Center, located on the lower level of Templeton Student 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 lower level of Templeton Student Center, across from the Cashier and Credit Office. The office maintains a circulating library of exploration and employment resources. A database of alumni willing to assist with networking is available. Professional career counselors are available to discuss individual career interests.

Educational Placement and Licensure Service

Located in the graduate dean's office in BoDine Hall, this facility provides information on education-related job vacancies, sets up placement files, and is the only place on campus where applications for licensure through the Oregon Teacher Standards and Practices Commission are processed. The office is open 8:30 a.m. to 4 p.m. Monday through Friday.

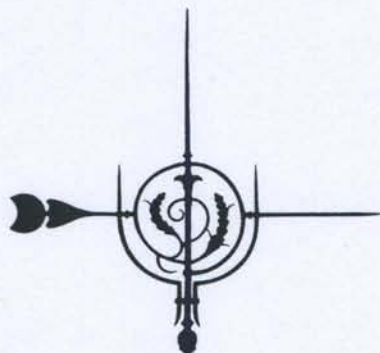
Further Information

For additional information on graduate programs, policies, or College resources, consult the appropriate office listed below. 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.
Campus Safety
503-768-7855
Director, Bill Curtin.
Cashier and Credit
503-768-7830
Chief Cashier, Tracey Phillips.
Library
503-768-7270
Director, Johanna Sherrer.
On-Campus Housing and Conferences
503-768-7183
Director, Sandi Bottemiller.
Student Financial Services
503-768-7090
Director, Ron Elmore.

Graduate School of Professional Studies
Office of the Dean
503-768-7700
Dean, Richard Steiner
(to August 31, 1996).
Dean, Jay Casbon
(effective September 1, 1996).
Assistant Dean, Barbara Schirmer.
Administrative Assistant,
Glenna Getz.
Office of the Registrar
503-768-7708
Registrar, Barbara Schirmer.
Graduate Core Program
503-768-7710
Program Coordinator,
Caryl Hurtig.
Program in Counseling Psychology
503-768-7730
Program Coordinator,
Gordon Lindbloom.
Program in Educational Administration
503-768-7740

Program Coordinator,
Jay Casbon.
Program in Special Education: Deaf and Hard-of-Hearing
503-768-7780
Program Coordinator,
H. William Brelje.
Program in Teacher Education
503-768-7760
Program Coordinator,
Andra Makler.
Northwest Writing Institute
503-768-7745
Director, Kim Stafford.
Professional Development and Research (formerly Continuing Professional Education)
503-768-7720
Director, Sabra Bradshaw.
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.

Sabra Bradshaw, director, professional development and research. M.S. 1975 Portland State University. B.S. 1969 University of Kansas.

H. William Brelje, program coordinator 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, associate professor of education. Ph.D. 1971 Ohio State University. M.A. 1969 Syracuse University. B.A. 1966 Catholic University of America.

Rebecca Browers, 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, dean of the graduate school (effective September 1, 1996); program coordinator and associate professor of educational administration. Ed.D. 1981 University of Alabama. M.S. 1969 West Georgia College. B.S. 1966 Florida State University.

Connie Eldridge-Pederson, assistant professor of counseling psychology. Ph.D. 1989 University of North Texas. M.S. 1981 University of Oregon. B.A. 1977 Principia College.

Doran French, professor of counseling psychology (on leave). 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.

Vernon Jones, professor of education. Ph.D. 1971 University of Texas at Austin. B.A. 1968 Lewis & Clark College.

Gordon Lindbloom, program coordinator and 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, program coordinator and 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.

Nancy Nagel, 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.

Joan Polansky, assistant professor of counseling psychology. Ph.D. 1994 Arizona State University. M.A. 1987 Temple University. B.S. 1979 Northern Arizona University.

Michael Salzman, assistant professor of counseling psychology. Ph.D. 1987 University of Arizona. M.A. 1978 University of Oregon. B.A. 1968 Brooklyn College.

Barbara Schirmer, assistant dean and registrar of the graduate school; 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.

Gregory Smith, associate 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.

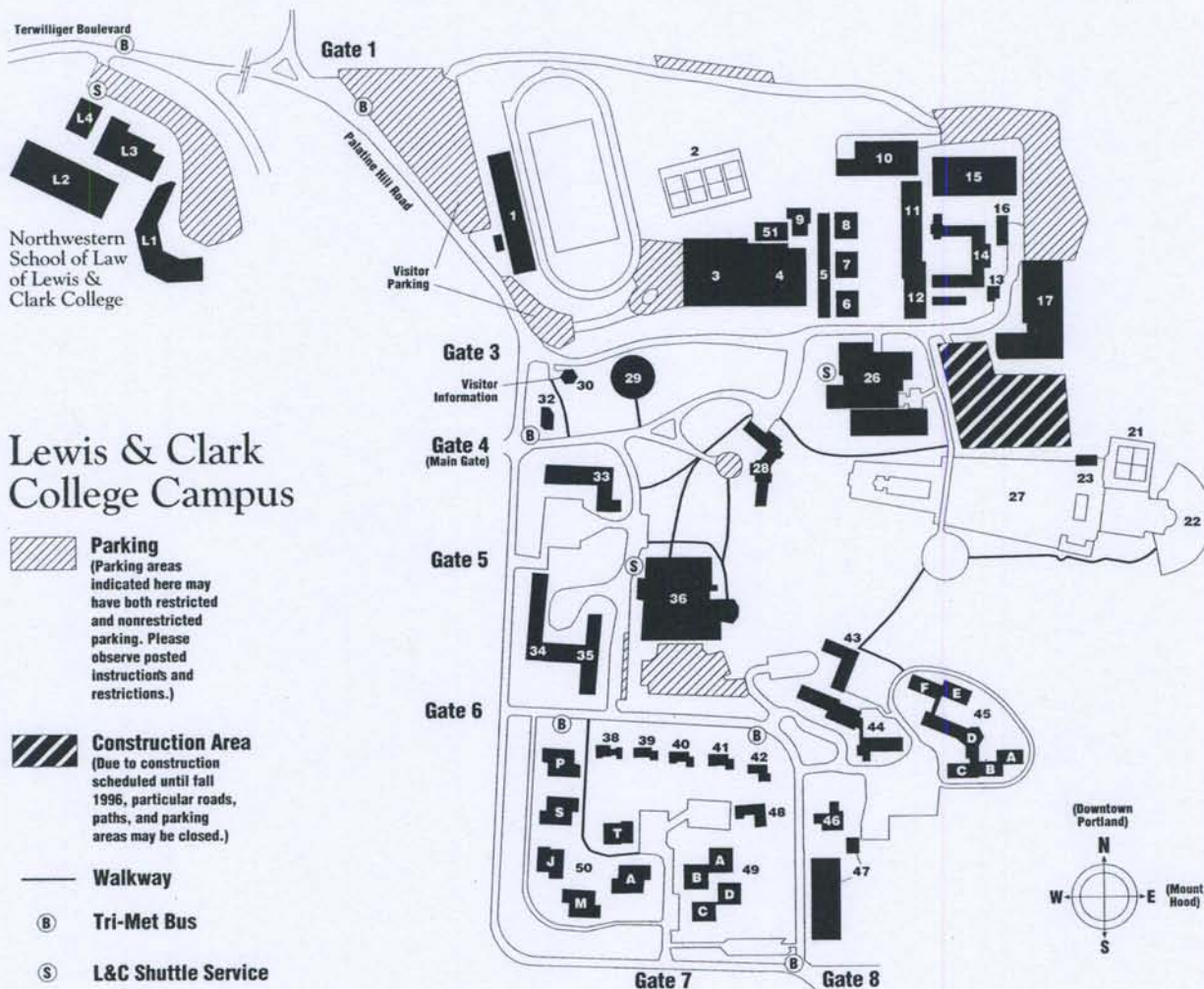
Richard Steiner, dean of the graduate school; associate professor of education (to August 31, 1996). M.S. 1961 University of Nebraska. B.S. 1954 Nebraska State Teachers College.

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, assistant professor of education. Ph.D. 1984, M.Ed. 1977 University of Hawaii. B.A. 1975 University of Adelaide.

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.



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BoDine 12
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Flanagan Chapel 29
Gallagher House 48
Gatehouse 32
Griswold Stadium 1
Heating & Cooling Plant 51
Huddleson House I 38
Huddleson House II 39
Huddleson House III 40
Huddleson House IV 41
Huddleson House V 42

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McAfee House 46
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Watzek Library 26
Zehntbauer Swimming Pavilion 4

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Hartzfeld (A-D) 49
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Odell 35
Platt 44
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Northwestern School of Law of Lewis & Clark College

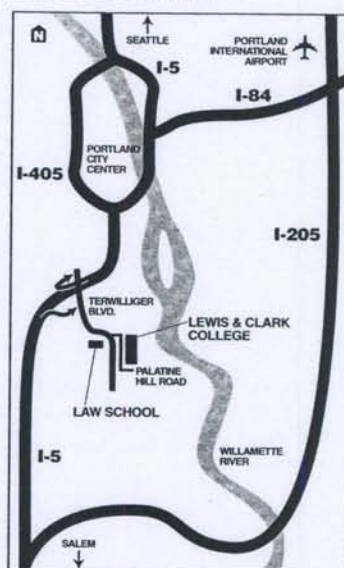
Boley Law Library L2
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Tamarack Lounge 50T
Teacher Education 14
Theatre 15
Visitor Information 30
Volunteer Service Center 36
Writing Center 26

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.