

LEWIS & CLARK COLLEGE

GRADUATE SCHOOL OF PROFESSIONAL STUDIES



1988-89 1989-90

CATALOG

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Graduate School
of Professional Studies
Lewis & Clark College
Portland, Oregon 97219 U.S.A.
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CONTENTS

Introduction,	page 5
Core Curriculum,	page 5
Counseling Psychology,	page 6
Educational Administration,	page 12
Public Administration,	page 16
Special Education:	
Hearing Impaired,	page 23
Special Programs:	
□ Continuing Professional Education,	page 25
□ Northwest Writing Institute,	page 25
Teacher Education,	page 25
Policies and Procedures,	page 36
□ Admission,	page 36
□ Tuition and Fees,	page 37
□ Financial Assistance,	page 38
College Resources,	page 41
Route to Campus,	page 43
Campus Map,	page 44

CORE CURRICULUM

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

Other sources of information are also useful in planning a course of graduate studies. Pamphlets describing the nature of the graduate school are available in the Graduate School Office or from the individual program offices. Course schedules, published each term, are also available in the offices of the graduate school.

Information concerning specific programs can be obtained from each of the program offices.

The Graduate School of Professional Studies offers the following programs:

COUNSELING PSYCHOLOGY

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

EDUCATIONAL ADMINISTRATION

- Basic and Standard Administrative Certificate (Principal and Superintendent)
- Joint Degree: Master of Arts in Education and Public Administration

PUBLIC ADMINISTRATION

- Master of Public Administration
- Joint Degree: Law and Public Administration

SPECIAL EDUCATION: HEARING IMPAIRED

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

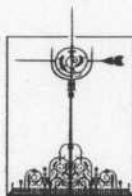
SPECIAL PROGRAMS

- Continuing Professional Education
- Northwest Writing Institute

TEACHER EDUCATION

- Basic and Standard Certification programs in elementary and secondary teaching

- Master of Arts degree program leading to preservice certification in social studies, language arts, science, and elementary education
- Master of Arts degree leading to standard certification



CORE CURRICULUM

The Core Curriculum provides to the student the foundation for understanding the complexities of professional growth and development. Students in the Graduate School of Professional Studies are required to complete issue-oriented seminars (total credit equals 1 quarter hour) and two core courses (total credit equals 6 quarter hours). Students are also encouraged to take individual program courses that stress core concerns.

CORE REQUIREMENTS

COREG 500 CRITICAL ISSUES IN THE PROFESSIONS

An issue-oriented seminar series. Students are required to complete a minimum of two such seminars (1 quarter hour total) and may use no more than six seminars (3 quarter hours total) toward their degree requirements. These seminars typically are held on one weekend per term and feature presentations, workshops, and seminars by individuals noted for their expertise on the seminar topic. Topics for the Critical Issues Seminars reflect current and important concerns in the professions and evolve with the changing needs of students and society. Seminar topics include the social construction of gender in organizations, international perspectives

on the professions, ethical dilemmas of the modern professional, and intellectual development during the adult years. Seminars also include student-faculty small group discussions and presentations.

Prerequisite: None

Credit: ½ quarter hour

COREG 501 INDIVIDUAL AND SOCIETAL PERSPECTIVES ON ADULTHOOD

The various stages of human development, with emphasis on adulthood and the intersections between private and public lives. Development is considered from multicultural, multiethnic, and gender-sensitive perspectives.

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

Prerequisite: None

Credit: 3 quarter hours

COREG 502 ORGANIZATIONAL CULTURES AND PROFESSIONAL LIFE

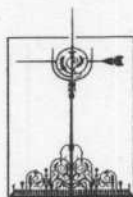
Connections between our thinking about human nature and community and our thinking about the nature and structure of organizations. Students consider the premises on which organizational cultures are built and maintained. Organizational models and theories are critiqued using international and intercultural perspectives and gender-balanced perspectives. The course also presents information on the similarities and differences among organizations, with particular emphasis on public and human service institutions. Students apply the general theory and knowledge of the course to their professions.

Prerequisite: None

Credit: 3 quarter hours

CORE ELECTIVES

Students are encouraged to take elective courses that focus on core concerns of the Graduate School of Professional Studies. Students should check with their advisors to determine which electives are suited to their particular needs.



COUNSELING PSYCHOLOGY

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

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

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

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

Practicum work is video-taped for review and training.

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

ADMISSION

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

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

2. Satisfactory scores within the last five years on the Graduate Record Examination Aptitude Test. The advanced test in psychology is not required. Applicants should realize there is a lag of several months between registering for the GRE and receipt of those scores by the college.

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

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

ORIENTATION

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

WAIVERS AND TRANSFERS

Students seeking master's degrees may petition to waive courses based on competence or

experience. Preparatory courses (501, 503, 560) that are waived need not be replaced. All other required or elective courses that are waived must be replaced by coursework with equivalent credit.

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

CORE CURRICULUM

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

MASTER OF ARTS IN COUNSELING PSYCHOLOGY

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

Degree Requirements

A minimum of 75 quarter hours, distributed as follows.

Required Courses:

Counseling Psychology

501 Advanced General Psychology, 4 quarter hours

503 Introduction to Counseling Psychology, 4 quarter hours

510 Clinical Work with Children and Adolescents, 4 quarter hours OR 511 Philosophy and Theory of Counseling Psychology, 4 quarter hours

519 Process and Outcome of Psychotherapy, 3 quarter hours

525 Introduction to Assessment, 3 quarter hours

535 Counseling Psychology Professional Seminar, 3 quarter hours

540 Treatment of Anxiety, Stress, and Behavior Disorders, 4 quarter hours OR 559 Theory and Treatment of Depression and Anxiety, 4 quarter hours

COUNSELING PSYCHOLOGY

542 Career Development and Life Style Counseling, 4 quarter hours

546 Group Counseling, 4 quarter hours

560 Statistics and Research Design I, 4 quarter hours

561 Statistics and Research Design II, 4 quarter hours

Two practicum sequences, 12 quarter hours total, selected from:

570-571 Practicum in Child and Adolescent Psychology I & II, 6 quarter hours

574-575 Practicum in Adult Development and Psychopathology I & II, 6 quarter hours

576-577 Practicum in Marriage and Family Counseling I & II, 6 quarter hours

Graduate Core Requirements

A minimum of 7 quarter hours.

Electives

A minimum of 15 quarter hours of electives.

MASTER OF ARTS IN COUNSELING PSYCHOLOGY: SCHOOL COUNSELING

This option is required for students seeking endorsement as school counselors in Oregon. The program has been approved by the Oregon Teachers Standards and Practices Commission.

ELIGIBILITY FOR BASIC CERTIFICATION

A minimum of 35 quarter hours, distributed as follows.

503 Introduction to Counseling Psychology, 4 quarter hours

504 Child and Adolescent Development, 3 quarter hours

510 Clinical Work with Children and Adolescents, 4 quarter hours

519 Process and Outcome of Psychotherapy, 3 quarter hours

525 Introduction to Assessment, 3 quarter hours

530 School Counseling Professional Seminar I, 3 quarter hours

531 School Counseling Professional Seminar II, 2 quarter hours

545 Psychology of Exceptional Children, 4 quarter hours

547 Family Counseling, 3 quarter hours

572-573 Practicum in School Counseling I & II, 6 quarter hours

ELIGIBILITY FOR STANDARD CERTIFICATION AND MASTER'S DEGREE REQUIREMENTS

A minimum of 70 quarter hours, distributed as follows.

Required Courses:

Counseling Psychology

ED 500 Researching Teaching Goals and Strategies, 3 quarter hours

501 Advanced General Psychology, 4 quarter hours

503 Introduction to Counseling Psychology, 4 quarter hours

504 Child and Adolescent Development, 3 quarter hours

510 Clinical Work with Children and Adolescents, 4 quarter hours

519 Process and Outcome of Psychotherapy, 3 quarter hours

525 Introduction to Assessment, 3 quarter hours

530 School Counseling Professional Seminar I, 3 quarter hours

531 School Counseling Professional Seminar II, 2 quarter hours

540 Treatment of Anxiety, Stress, and Behavior Disorders, 4 quarter hours

542 Career Development and Life Style Counseling, 4 quarter hours

545 Psychology of Exceptional Children, 4 quarter hours

547 Family Counseling, 3 quarter hours

570-571 Practicum in Child and Adolescent Psychology I & II, 6 quarter hours

572-573 Practicum in School Counseling I & II, 6 quarter hours

Graduate Core Requirements

A minimum of 7 quarter hours.

Electives

A minimum of 7 quarter hours of electives.

MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY

This curriculum is for students who have demonstrated interest and potential in psychological research and who ultimately wish to pursue a research doctorate in psychology. Students are encouraged to select a thesis advisor early in the program (within the first term of enrollment, if possible) who then helps them select their courses and thesis

area. The thesis is a large part of the program and students should begin to think about it early in their graduate careers.

Degree Requirements

A minimum of 75 quarter hours, distributed as follows.

Required Courses:

Counseling Psychology

501 Advanced General Psychology, 4 quarter hours

510 Clinical Work with Children and Adolescents, 4 quarter hours

OR 511 Philosophy and Theory of Counseling Psychology, 4 quarter hours

519 Process and Outcome of Psychotherapy, 3 quarter hours

525 Introduction to Assessment, 3 quarter hours

535 Counseling Psychology Professional Seminar, 3 quarter hours

560 Statistics and Research Design I, 4 quarter hours

561 Statistics and Research Design II, 4 quarter hours

562 Statistics and Research Design III, 4 quarter hours

563 Research Seminar, 3 quarter hours

Two practicum sequences, 12 quarter hours minimum, selected from:

570-571 Practicum in Child and Adolescent Psychology I & II, 6 quarter hours

574-575 Practicum in Adult Development and Psychopathology I & II, 6 quarter hours

576-577 Practicum in Marriage and Family Counseling I & II, 6 quarter hours

595 Master's Thesis Research, 10-20 quarter hours

Graduate Core Requirements

A minimum of 7 quarter hours.

Electives

A minimum of 4-14 quarter hours (depending on the number of hours taken for thesis).

MASTER OF SCIENCE IN SCHOOL PSYCHOLOGY

Students may enter the program in school psychology with or without previous graduate training. Students who have had little or no related graduate work may earn a master of science in school psychology. Students who enter the program with a master's degree in a related field may qualify for certification without

the coursework necessary for a new master's degree. Transcripts of previous graduate work are evaluated by a faculty committee to determine the amount and kind of credit a student receives toward the requirements of the Lewis & Clark program in school psychology.

Degree Requirements

A minimum of 90 quarter hours, distributed as follows.

Required Courses:

Counseling Psychology

- 501 Advanced General Psychology, 4 quarter hours
 - 504 Child and Adolescent Development, 3 quarter hours
 - 510 Clinical Work with Children and Adolescents, 4 quarter hours
 - 526 Psychological Measurement, 4 quarter hours
 - 541 Instructional Consultation, 3 quarter hours
 - 545 Psychology of Exceptional Children, 4 quarter hours
 - 547 Family Counseling, 3 quarter hours
 - 548 Behavior Consultation I, 3 quarter hours
 - 549 Behavior Consultation II, 3 quarter hours
 - 560 Statistics and Research Design I, 4 quarter hours
 - 561 Statistics and Research Design II, 4 quarter hours
 - 562 Statistics and Research Design III, 4 quarter hours
 - 567 Learning Disabilities, 3 quarter hours
 - 570-571 Practicum in Child and Adolescent Psychology I & II, 6 quarter hours
 - 578-579 Internship in School Psychology I & II, 12 quarter hours
 - 580 Intellectual Assessment, 4 quarter hours
 - 581 Personality Assessment, 3 quarter hours
 - 582 Assessment of the Exceptional Child, 4 quarter hours
 - 583 Psychoeducational Assessment, 4 quarter hours
- Graduate Core Requirements*
A minimum of 7 quarter hours.
- Electives*
A minimum of 4 quarter hours of electives.

FACULTY

The counseling psychology faculty is composed of seven full-time professors and 13 adjunct

professors, the majority of whom are practicing professionals. The faculty's research interests include psychotherapy with substance abusers, psychotherapy of depression, treatment of anxiety and stress disorders, social skills assessment and training, social judgment, coping strategies in differing family configurations, midlife transition, religious and sociocultural variables in the psychotherapy process, self-esteem of women and minorities, learning disabilities, assessment procedures, behavior disorders, and health psychology. Faculty members encourage student involvement in their research. The program seeks to balance applied clinical training with a rigorous approach to psychological inquiry.

PSY 501 *

ADVANCED GENERAL PSYCHOLOGY

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

Prerequisite: None

Credit: 4 quarter hours

PSY 503 *

INTRODUCTION TO COUNSELING PSYCHOLOGY

The basic concepts of counseling psychology and practice in applying those concepts in counseling situations in class. Emphasis is on conditions for an effective helping relationship, intrapersonal and interpersonal responsibility, self-disclosure, feedback, and basic concepts from major counseling theories.

Prerequisite: None

Credit: 4 quarter hours

PSY 504 *

CHILD AND ADOLESCENT DEVELOPMENT

The psychological, social, cognitive, and physical development of children and adolescents.

Prerequisite: None

Credit: 3 quarter hours

PSY 510

CLINICAL WORK WITH CHILDREN AND ADOLESCENTS

Individual and group counseling, and psychotherapy with children and adolescents in various school and agency settings. Techniques and strategies from a variety of theoretical approaches are covered.

Prerequisite: PSY 503 or consent of instructor

Credit: 4 quarter hours

PSY 511

PHILOSOPHY AND THEORY OF COUNSELING

Several major counseling theories (existential, logotherapy, client-centered, Gestalt, rational-emotive, behavioral, Adlerian, psychoanalytic). Emphasis is on clarifying personal philosophical and theoretical views and on developing a balanced counseling view for practical application and implementation of therapeutic techniques.

Prerequisite: PSY 503

Credit: 4 quarter hours

PSY 519

PROCESS AND OUTCOME OF PSYCHOTHERAPY

Constructive intervention procedures in a large group setting. Students work on developing clinical skills to become more effective counselors. Students also become familiar with research literature regarding the effectiveness of psychotherapy in general and the relationship between particular counseling techniques and outcomes for specific client populations.

Prerequisite: PSY 503 or consent of instructor

Credit: 3 quarter hours

PSY 525 *

INTRODUCTION TO ASSESSMENT

Principles of psychological assessment as employed in clinical and applied settings. Topics related to reliability and validity and a survey of intelligence, personality, career, interest, aptitude, and achievement tests and alternate methods of assessing person-situation interactions and competence are reviewed.

COUNSELING PSYCHOLOGY

Prerequisite: PSY 560 recommended
Credit: 3 quarter hours

PSY 526 **PSYCHOLOGICAL MEASUREMENT**

Introduction to psychological measurement specifically intended for school psychology students. Topics include test construction, reliability and validity, norm and criterion referenced assessment, behavioral assessment, and evaluating the psychometric characteristics of test procedures.

Prerequisite: PSY 560 and 561
Credit: 4 quarter hours

PSY 530* **SCHOOL COUNSELING PROFESSIONAL SEMINAR I**

Professional concerns and issues that students confront in the role of school counselor. These include legal and ethical issues, consultation methods, use of community resources, program administration, crisis intervention, and writing skills necessary for the school counselor.

Prerequisite: PSY 503 recommended
Credit: 3 quarter hours

PSY 531* **SCHOOL COUNSELING PROFESSIONAL SEMINAR II**

Continuation of topics considered in the first part of this sequence.

Prerequisite: PSY 530
Credit: 2 quarter hours

PSY 535 **COUNSELING PSYCHOLOGY PROFESSIONAL SEMINAR**

Issues which confront the helping professional in practice. The course emphasizes legal and ethical issues and includes community resources and referral, program administration, and crisis intervention. Attention is also given to the development of writing skills needed in community settings.

Prerequisite: PSY 510 or 511
Credit: 3 quarter hours

PSY 540 **TREATMENT OF ANXIETY, STRESS, AND BEHAVIOR DISORDERS**

Contemporary theories, strategies, and techniques for the assessment and treatment of emotional, interpersonal, and behavior disorders in adolescents and adults. The course relates these disorders and their treatment to current understanding of psychological stress. Emphasis is on the development of an approach to treatment which is multifaceted, tailored to the individual, and integrates multiple theoretical perspectives.

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

PSY 541* **INSTRUCTIONAL CONSULTATION**

The interaction between learners and educational philosophies, instructional methods and techniques, and the scope and sequence of curricula in a school setting. Additional topics include achievement testing and curriculum-based assessment.

Prerequisite: PSY 510 recommended
Credit: 3 quarter hours

PSY 542 **CAREER DEVELOPMENT AND LIFE STYLE COUNSELING**

Career development theories; career information resources; current career trends, concerns, and programs; and the facilitation of life style awareness, choice, and action. Emphasis is on developing a broad view of career as life style and on practical application of theoretical models.

Prerequisite: PSY 503
Credit: 4 quarter hours

PSY 545*/TTD 584 **THE PSYCHOLOGY OF EXCEPTIONAL CHILDREN**

Major categories of exceptionalities found in public schools. These include the emotionally handicapped and behavior disordered, learning disabled, gifted, mentally retarded, hearing impaired, visually impaired, health impaired, non-English speaking students, and students

with communication disorders. Students examine the methods specialists employ to identify and evaluate these children and the resources available for helping them function effectively.

Prerequisite: PSY 504 or CORE 501 recommended

Credit: 4 quarter hours

PSY 546 **GROUP COUNSELING**

Areas of knowledge related to group work: major theoretical approaches, dynamics, ethical issues, research modes, process components, and impact of personal characteristics on others. Emphasis is on acquisition of group leader skill competencies such as diagnosing self-defeating behaviors of group members, operationalizing a group counseling model, interpreting non-verbal behavior, pacing, dealing with problem group members, facilitation of group therapeutic forces, and use of leader interventions. The course provides practical experience in applying group knowledge and skills.

Prerequisite: PSY 503
Credit: 4 quarter hours

PSY 547* **FAMILY COUNSELING**

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

Prerequisite: PSY 503 recommended
Credit: 3 quarter hours

PSY 548, 549 **BEHAVIORAL CONSULTATION I & II**

Experience in the application of advanced social learning procedures. The course combines practicum experience and seminar sessions in the implementation of social learning-based in-

interventions involving parents and teachers through a consultation delivery mode. Each student implements and evaluates at least one intervention program for a primary school child with behavior and/or learning problems in an educational setting.

Prerequisite: PSY 501

Credit: 6 quarter hours

PSY 550

GESTALT THERAPY

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

Prerequisite: PSY 503

Credit: 2 quarter hours

PSY 551 *

HEALTH PSYCHOLOGY

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

Prerequisite: PSY 503 or consent of instructor

Credit: 4 quarter hours

PSY 552 *

ADULT DEVELOPMENT AND GERONTOLOGICAL COUNSELING

The biological, social, and cultural factors in adult development and aging, plus strategies for working with elderly people.

Prerequisite: None

Credit: 4 quarter hours

PSY 553 *

CLINICAL WORK WITH ETHNIC MINORITIES

Theory, information, and techniques for mental health professionals working in culturally diverse environments. The course focuses on providing information on the mental health issues of ethnic minority groups. Emphasis is on having students become aware of their own percep-

tions regarding ethnic minorities. Students develop techniques conducive to effective psychotherapy with minority groups.

Prerequisite: None

Credit: 3 quarter hours

PSY 555 *

DRUGS AND BEHAVIOR

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

Prerequisite: PSY 501

recommended

Credit: 4 quarter hours

PSY 556 *

PASTORAL COUNSELING

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

Prerequisite: None

Credit: 4 quarter hours

PSY 557 *

SEXUALITY AND THE HEALTH PROFESSIONAL

Recent research on particular sexual health issues of importance to counselors. Communication skills essential to this area are practiced. Issues include sexual health in childhood, adolescence, adulthood, and aging; review of new research in homosexuality, bisexuality, rape, and incest; and common sexual dysfunctions and modes of treatment.

Prerequisite: None

Credit: 3 quarter hours

PSY 558 *

CLINICAL WORK WITH WOMEN: THEORY AND PRACTICE

Contemporary models of working with women in counseling. Focus is on theoretical material regarding gender identity, consciousness raising, and clinical skills appropriate to the disorders of high prevalence among women.

Prerequisite: PSY 503 or consent of instructor

Credit: 4 quarter hours

PSY 559 *

THE THEORY AND TREATMENT OF DEPRESSION AND ANXIETY

The diagnosis, etiology, and treatment of depression and anxiety. Etiology is considered from biological, cognitive, behavioral, and sociological perspectives. Strong treatment emphasis includes the cognitive and behavioral therapies and psychotherapies of depression and anxiety. Special attention is given to women and depression and to sociocultural factors in depression.

Prerequisite: PSY 501 and 503 recommended

Credit: 4 quarter hours

PSY 560 *

STATISTICS AND RESEARCH DESIGN I

Statistical principles in experimental design and hypothesis testing. The course examines the concepts of frequency distribution, central tendency, and measures of variability. Topics include design and analysis of factorial experiments and single and multiple analysis of variance. Students are also expected to attain familiarity with the common computer languages and competence in using the major statistical packages for computers.

Prerequisite: Graduate status or consent of instructor

Credit: 4 quarter hours

PSY 561 *

STATISTICS AND RESEARCH DESIGN II

Advanced experimental design and techniques. Students learn the use of computer applications in the analysis of complex sets of data.

Prerequisite: PSY 560

Credit: 4 quarter hours

PSY 562 ***STATISTICS AND RESEARCH DESIGN III**

Multivariate and factor analysis. Students continue the development of their expertise in computer application.

Prerequisite: PSY 561

Credit: 4 quarter hours

PSY 565 ***PERCEPTION AND THOUGHT**

Issues and present knowledge concerning human perception, including recent breakthroughs in the neurobiology of sensation and perception as well as the role these processes play in color vision, form, and depth perception.

Prerequisite: PSY 501

recommended

Credit: 4 quarter hours

PSY 567 ***LEARNING DISABILITIES**

Characteristics of children who experience learning difficulties. Principles of evaluation and intervention are reviewed.

Prerequisite: Graduate status

Credit: 3 quarter hours

PSY 570-571**PRACTICUM IN CHILD AND ADOLESCENT PSYCHOLOGY I**

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.

Prerequisite: PSY 510 or consent of instructor

Credit: 6 quarter hours

PSY 572-573**PRACTICUM IN SCHOOL COUNSELING I & II**

School counseling placement and a seminar involving didactic presentations and casework analysis. The course provides students with skills in implementing a variety of preventative and corrective techniques appropriate to school settings. Specifically, students are introduced to strategies for improving teacher-student and peer relationships and for assisting teachers to develop skills which foster functional classroom norms. Students develop skills for assisting teachers in analyzing

ing their instructional methods as a means to increase appropriate student behavior. Students also explore approaches for working with families within the school environment.

Prerequisite: PSY 510 or consent of instructor

Credit: 6 quarter hours

PSY 574-575**PRACTICUM IN ADULT DEVELOPMENT AND PSYCHOPATHOLOGY I & II**

A practicum in a community setting which serves clients in need of mental health intervention.

The practicum requires actual on-site counseling and participation in related professional responsibilities 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. Whenever possible, the focus is on the application of theory to actual cases. Techniques for intervention are emphasized.

Prerequisite: PSY 511 or consent of instructor

Credit: 6 quarter hours

PSY 576-577**PRACTICUM IN MARRIAGE AND FAMILY COUNSELING I & II**

Placement in a community setting and didactic presentations focusing on critical issues in counseling couples and families. Student's current cases are used as a basis for identifying central problems and effective means for responding to them. Methods of teaching include lectures, seminar presentations, case reviews, and direct supervision. Content varies depending on student need and interest but includes refinement of skills in assessing strengths, competencies, and dysfunctions; identifying their individual and systemic impact; and planning appropriate interventions. Specific focus is on structural and systemic approaches to marriage and family therapy.

Prerequisite: PSY 547 and consent of instructor

Credit: 6 quarter hours

PSY 578-579**INTERNSHIP IN SCHOOL PSYCHOLOGY I & II**

Supervised experience as a school psychologist working under the direct supervision of a

certified school psychologist in the field and under indirect supervision by the instructor. Students must spend 30 hours per week (300 hours each term) providing assessment, consultation, and intervention services for exceptional and normal children. In addition, students meet in a seminar to examine legal, ethical, and professional issues.

Prerequisite: Successful completion of school psychology coursework and consent of instructor

Credit: 12 quarter hours

PSY 580**INTELLECTUAL ASSESSMENT**

Theory, techniques, and contemporary issues regarding the assessment of intelligence. Students are provided with extensive training with the Wechsler Intelligence Scale for Children-Revised, and the Wechsler Adult Intelligence Scale-Revised. This training includes lectures, practice administrations, and report writing.

Prerequisite: PSY 526 and admission to school psychology

Credit: 4 quarter hours

PSY 581**PERSONALITY ASSESSMENT AND INTERVENTION STRATEGIES**

Theory, techniques, and contemporary issues regarding personality assessment with children and adolescents. The course focuses on a variety of assessment devices (e.g., empirically based and projective tests) and procedures (e.g., play and classroom observation, diagnostic interviewing, collateral information gathering). Intensive training with selected personality tests involves practice administrations, test interpretation, and report writing.

Prerequisite: PSY 580 and consent of instructor

Credit: 3 quarter hours

PSY 582**ADVANCED ASSESSMENT OF EXCEPTIONAL CHILDREN**

The administration, scoring, and interpretation of tests designed to assess children experiencing varied handicapping conditions.

Prerequisite: PSY 581, 583

Credit: 4 quarter hours

PSY 583 PSYCHOEDUCATIONAL ASSESSMENT

Review of currently employed intellectual and achievement assessment procedures. Students become proficient in the administration and interpretation of assessment instruments (e.g., K.A.B.C., Stanford-Binet-Revised, Woodcock-Johnson) through lectures and readings, practice observations, and report writing.

Prerequisite: PSY 580

Credit: 4 quarter hours

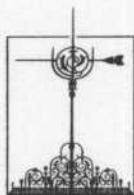
PSY 595 MASTER'S THESIS RESEARCH

Individually arranged.

Prerequisite: PSY 563 and consent of thesis chair

Credit: Variable; may be taken for as many as 4 terms

* These courses are open to nondegree students with the consent of the instructor and as space is available.



EDUCATIONAL ADMINISTRATION

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

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

Classes are kept small, conducted as seminars, and taught

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

A master's degree is a prerequisite for receiving administrative certification from the Teacher Standards and Practices Commission. However, joint programs with the Public Administration Program and the Master of Arts in Teaching Program allow students without a master's to complete the degree while satisfying requirements for certification.

NONCERTIFICATE STUDIES

Special Student status is available for individuals wanting to sharpen their administrative skills or update their knowledge in certain areas. New developments in organization theory, budget management, and computer applications are available as regular graduate coursework. Admission to these courses is granted through the Special Student option. Interested individuals are encouraged to consult the program director for details.

The college also provides special continuing education programs for education professionals. Admission is determined by the nature of the program. These programs frequently take the form of two or three-day intensive seminars which meet over weekends or during school vacations and breaks. Subject matter usually addresses contemporary administrative needs and problems. For example, the Institute for Administrators convenes each summer on the Lewis & Clark campus and provides timely educational issues for practicing administrators. The Leadership Seminar for Executive Women convenes each summer for a three-day workshop about gender, morality, and choice. The innovative Institute for Executive Leadership provides prospective superintendents and central office administrators with an exciting alternative to conventional coursework. Stu-

dents participate as a class for six consecutive semesters. Details on these programs are available from the Educational Administration Program or from the Continuing Professional Education Office.

ADMISSION

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

1. Proof of enrollment in or completion of a master's degree program from an approved teacher education program.
2. Satisfactory scores on the California Basic Educational Skills Test (CBEST), administered by the State of Oregon five times a year.
3. A completed Application for Admission to Graduate Study.
4. Two official transcripts from each undergraduate and graduate institution attended. Minimum standards are 2.75 GPA undergraduate and 3.0 graduate.
5. Three letters of recommendation from former professors, employers, or both.
6. An interview with a faculty advisor detailing career plans and educational philosophy.
7. A \$35 nonrefundable application fee, payable to Lewis & Clark College.
8. Within two weeks of notification of acceptance, the candidate must schedule a meeting with an advisor to plan a program of study.

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

CORE CURRICULUM

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

EDUCATIONAL ADMINISTRATION

cific core requirements for educational administration.

ELIGIBILITY FOR BASIC CERTIFICATION

Lewis & Clark recommends for the Basic Administrative Certificate those candidates who fulfill the following requirements.

1. Completion of a master's degree from an approved teacher education institution.
2. Admission to the Lewis & Clark Educational Administration Program and approved program of study on file.
3. Completion of the required hours of graduate coursework appropriate to the desired certificate and completion of the approved competencies established by Lewis & Clark for administrator preparation. For additional details see "Policies and Procedures: Transfer of Credit and Course Waivers."
4. Demonstration of knowledge of antidiscrimination statutes.

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

ELIGIBILITY FOR STANDARD CERTIFICATION

Lewis & Clark recommends for the Standard Administrative Certificate those candidates who fulfill the following requirements.

1. Successful completion of the Basic Administrative Certificate at Lewis & Clark or an approved institution.
2. Completion of the required hours of graduate coursework appropriate to the desired certificate and completion of the approved competencies established by Lewis & Clark for administrator preparation. For additional details see "Policies and Procedures: Transfer of Credit and Course Waivers."

REQUIREMENTS FOR CERTIFICATION ENDORSEMENT

All Lewis & Clark coursework and transfer credit must be letter graded unless approved by the director. Such approval is given during the candidate's initial advising session.

Three courses of at least three quarter hours each must be taken in residence at Lewis & Clark. Exceptions may be approved by the director.

Recommendation for certification is based on meeting T.S.P.C. hour and content requirements, as well as the Lewis & Clark competencies. The competency booklet is on file with the Educational Administration Program secretary.

BASIC CERTIFICATION PROGRAM: BUILDING ADMINISTRATOR

A minimum of 21 quarter hours, distributed as follows.

Required Courses

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

STANDARD CERTIFICATION PROGRAM: BUILDING ADMINISTRATOR

A minimum of 21 quarter hours, distributed as follows.

Required Courses

- 500 Research Methods, 3 quarter hours
- 503 The School and Its Communities, 3 quarter hours
- 513 Leadership Seminar, 3 quarter hours
- 531 Leadership and the Teaching-Learning Process, 3 quarter hours OR 532 Leadership and Curriculum Construction, 3 quarter hours
- 533 Communication Skills for Administrators, 3 quarter hours
- CORE 502 Professionals in Organizations, 3 quarter hours
- Elective Courses*
- CORE 501 Individual and Social Perspectives on Adulthood, 3 quarter hours
- PA 571 Public Policy Analysis, 3 quarter hours
- 521 Elementary School Organization, 3 quarter hours
- 522 Secondary School Organization, 3 quarter hours
- 545 Computer Applications for Administrators, 3 quarter hours
- 598 Educational Leadership and Gender, 3 quarter hours

BASIC CERTIFICATION PROGRAM: BASIC SUPERINTENDENT

A minimum of 21 quarter hours, distributed as follows.

Required Courses

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

Note: Enrollment in the Institute for Executive Leadership for six terms meets the requirements for the Basic Superintendent Certificate. Institutes begin in spring 1989 and spring 1991.

STANDARD CERTIFICATION PROGRAM: STANDARD SUPERINTENDENT

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

Required Courses

- 500 Research Methods, 3 quarter hours
- 503 The School and Its Communities, 3 quarter hours
- 511 Management of Physical Resources, 3 quarter hours
- 513 Leadership Seminar, 3 quarter hours
- 531 Leadership in the Teaching-Learning Process, 3 quarter hours, OR 532 Leadership in Curriculum Construction, 3 quarter hours
- 533 Communication Skills for Administrators, 3 quarter hours
- CORE 502 Professionals in Organizations, 3 quarter hours
- Elective Courses*
- One elective, selected from:
- 598 Educational Leadership and Gender, 3 quarter hours
- CORE 501 Individual and Social Perspectives on Adulthood, 3 quarter hours
- PA 501 Administration in Government, 3 quarter hours
- PA 561 Administrative Ethics, 3 quarter hours

PRACTICUM

The Educational Administration Program employs practicum experiences in two ways to sup-

port students' growth in the application of theory. These are the major practicum and the minor practicum. Practicum experiences constitute approximately one-third of the basic certification programs.

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

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

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

JOINT DEGREE PROGRAM: MASTER OF ARTS IN TEACHING AND EDUCATIONAL ADMINISTRATION

This joint program permits students to combine studies in teaching and educational administration. Students may take courses leading to an administrative certificate while pursuing advanced teaching certification. The curriculum in the joint program provides an opportunity for students to enrich their general education through courses in the liberal arts and to broaden their professional education by addressing issues from the perspectives of teachers and administrators. This combination of studies is of particular interest to teachers who are contemplating a career shift to administration or those who have made the decision to become an administrator and obtain a master's degree. For further details on this pro-

gram, consult the Educational Administration Office.

JOINT DEGREE PROGRAM: MASTER OF PUBLIC ADMINISTRATION AND EDUCATIONAL ADMINISTRATION

The joint program in public administration and educational administration at Lewis & Clark is one of the few available in the country to offer an advanced program of administrative training and the opportunity to earn the educational administration credential. Through a combined program, students prepare for a public service career in an educational setting. Course offerings include budgeting, policy analysis, organizational behavior, computer applications, management of schools, and supervision and evaluation within the Public Administration Program and the Educational Administration Program.

The student's program is composed of at least 52 hours of coursework to be developed with an advisor to offer the maximum opportunities for leading schools in the future. Classes are small and curriculum is based on models of instructional leadership. Instructors include faculty at Lewis & Clark, with experienced public sector and school administrators serving as adjunct professors.

A cooperative doctoral program with the University of Oregon's Department of Educational Policy and Management allows students in the Educational Administration Program to apply credits to a doctorate at the University of Oregon. The Wednesday Program includes nine quarter hours of basic coursework and fulfills the residency requirement. Some doctoral-level classes are available yearly on the Lewis & Clark campus.

FACULTY

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

EDAD 500

RESEARCH METHODS

Reading research critically and evaluating validity of purpose and methodology. The course examines research studies dealing with teacher effectiveness as it relates to student learning.

Prerequisite: None

Credit: 3 quarter hours

EDAD 501

INTRODUCTION TO SCHOOL ADMINISTRATION

The first of a two-part sequence in the program for basic principal certification. This course should be taken prior to but in tandem with 502. The course encompasses the school improvement process, particularly as it relates to academic planning, theories of leadership, and organizational change. The course also includes a minor practicum component.

Prerequisite: None

Credit: 5 quarter hours

EDAD 502

DEVELOPMENT, EVALUATION, AND SUPERVISION OF EDUCATIONAL STAFF

The second of a two-part sequence in the program for basic principal certification. This course should be taken after but in tandem with 501. The course encompasses clinical supervision, techniques for teacher evaluation, legal issues related to evaluation, and planning comprehensive staff development programs. The course also includes a minor practicum component.

Prerequisite: None

Credit: 5 quarter hours

EDAD 503

THE SCHOOL AND ITS COMMUNITIES

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

Prerequisite: None

Credit: 3 quarter hours

EDAD 504**MANAGEMENT OF FINANCIAL RESOURCES**

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

Prerequisite: None

Credit: 3 quarter hours

EDAD 506**NEGOTIATION AND COLLECTIVE BARGAINING**

Management of the collective bargaining process as it applies to public employees. The course is designed for administrators who will have responsibilities for negotiations or administration of negotiated contracts. Emphasis is on the influence of Oregon's collective bargaining law. The course includes a minor practicum component.

Prerequisite: None

Credit: 3 quarter hours

EDAD 507**PERSONNEL MANAGEMENT IN SCHOOLS**

Management of school district employees with emphasis on the selection, appraisal, development, and maintenance of their individual needs. The course is designed for administrators who will have personnel and program responsibilities. Emphasis is on the personnel management responsibilities of the district administrator.

Prerequisite: None

Credit: 3 quarter hours

EDAD 508**CONTRACT MANAGEMENT**

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

Prerequisite: 506

Credit: 2 quarter hours

EDAD 509**PRACTICUM FOR PRINCIPALS**

Supervised, on-site, predesigned administrative experience and a campus seminar involving discussions, student presentations,

and task analyses. Students examine their understanding of administrative theory in light of their field application of the theory, synthesizing the theory and experience into a holistic interpretation of educational administration. Activities vary depending on the site chosen, student interests, and desired skill development.

Prerequisite: None

Credit: 4 quarter hours

EDAD 510**PRACTICUM FOR SUPERINTENDENTS**

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

Prerequisite: None

Credit: 4 quarter hours

EDAD 511**MANAGEMENT OF PHYSICAL RESOURCES**

Management and maintenance of school facilities and equipment. Topics include school-plant needs, planning, costs, design, and operations. Issues of legal liability, transportation, capital investment, and depreciation are analyzed. The course is required for those seeking the Standard Superintendent Certificate.

Prerequisite: None

Credit: 3 quarter hours

EDAD 512**POLICY DEVELOPMENT AND IMPLEMENTATION**

The processes by which the broad goals of public policy are established and put into practice. Legal, legislative, and contractual constraints on these processes and the nature of those engaged in policy-making are being assessed. Board management, agenda setting, coalition formation, and conflict resolution are also covered. The course is required for those seeking the Basic Superintendent

Certificate; it is open to other students with consent of instructor.

Prerequisite: None

Credit: 3 quarter hours

EDAD 513**LEADERSHIP SEMINAR**

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

Prerequisite: None

Credit: 3 quarter hours

EDAD 521**ELEMENTARY SCHOOL ORGANIZATION**

Organization theory and development as they relate to the operation of public elementary schools. The course provides an overview of all phases of elementary school administration, including scheduling, student assignment, goal setting, resource acquisition and allocation, supervision, and evaluation.

Prerequisite: None

Credit: 3 quarter hours

EDAD 522**SECONDARY SCHOOL ORGANIZATION**

Organization theory and development as they relate to the operation of public junior high, middle, and high schools. The course provides an overview of all phases of secondary school administration, including scheduling, discipline, curriculum development, evaluation, and supervision.

Prerequisite: None

Credit: 3 quarter hours

EDAD 523**ADMINISTRATION OF SMALL SCHOOLS**

Basic concepts of organization theory, development, and change as applied to smaller schools. The course covers application of theory and research to small school problems such as recruitment, staffing, curriculum balance, resource allocation, and public relations.

Prerequisite: None

Credit: 3 quarter hours

EDAD 528**STRATEGIC PLANNING AND SCHOOL FINANCE**

Timely material for school administrators facing declining enrollments, budget cutting, and reordering of priorities. The course covers strategies for generating revenues and eliminating inefficiencies, as well as taxation issues and risk management.

Prerequisite: None

Credit: 3 quarter hours

EDAD 531**THE TEACHING-LEARNING PROCESS AND INSTRUCTIONAL IMPROVEMENT**

Application of research on teaching and learning to classroom instruction and instructional leadership. The course stresses ways of adapting instruction to student characteristics and developing systematic staff development programs. Research on the special needs of students from different cultures is reviewed. The course is required for those seeking the Standard Superintendent Certificate; it is open to others with consent of instructor.

Prerequisite: None

Credit: 3 quarter hours

EDAD 532**LEADERSHIP IN CURRICULUM CONSTRUCTION**

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

Prerequisite: None

Credit: 3 quarter hours

EDAD 533**COMMUNICATION SKILLS FOR ADMINISTRATORS**

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

Prerequisite: None

Credit: 3 quarter hours

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

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

Prerequisite: None

Credit: 4 quarter hours each

EDAD 543**THE LAW AND PUBLIC EDUCATION**

The legal framework for public education. The course covers church-state education relationships; pupil personnel; desegregation; Title VI; first, fourth, and 14th amendment rights of students and teachers; districts; officers and employees; local school boards; certification and contracting of teachers; terms and conditions of employment; and discharge and retirement.

Prerequisite: None

Credit: 4 quarter hours

EDAD 544**THE CONSTITUTION, POLICY, AND LAW**

A review of federal, state, and local policies and their implication for educational planning. The course includes dialogue with educational policymakers and review of current agendas for educational change.

Prerequisite: None

Credit: 4 quarter hours

EDAD 598**EDUCATIONAL LEADERSHIP AND GENDER**

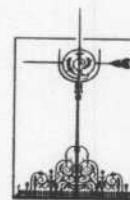
The research and theory on gender and leadership focusing on educational administration. Performance of principals, decision making, and ethical choices are considered by gender.

Prerequisite: None

Credit: 3 quarter hours

INTERDISCIPLINARY COURSES

See Public Administration.

**PUBLIC ADMINISTRATION**

The Public Administration Program is dedicated to preparing individuals for positions of leadership in public and not-for-profit organizations. Shrinking resources, disenchantment with past approaches to social problems, and forces of decentralization will combine to create unparalleled opportunities for creative leadership by career administrators in the years ahead. The MPA Program is especially designed to provide these individuals with the managerial skills and understanding necessary to address the emerging problems of the next decade.

The program seeks to cultivate leadership capacity in each of its students by carefully blending traditional academic and classroom theory with exposure to prevailing administrative practices. Extensive use is made of experienced practitioners to provide students with an understanding of how textbook theory can be successfully transformed into administrative practice. Courses span the fields of budgeting, personnel relations, bureaucratic politics, organization behavior, administrative ethics, policy development and implementation, research methods, and computer applications for administrators.

The program offers students four options to meet their career objectives: an evening and weekend program for part-time students who are already well established in their careers; an Executive MPA Program for experienced administrators; an enhanced, skills-focused option for students planning to enter a public service career; and joint degree programs for those who wish to combine a master's de-

PUBLIC ADMINISTRATION

gree in public administration with degrees in law and counseling psychology or certification in educational administration.

BASIC PROGRAM

The MPA Program provides students an opportunity to pursue a degree by offering evening and weekend courses. The program also offers intensive seminars each term. This format permits the use of distinguished visiting scholars and practitioners from across the United States as well as from foreign countries. These seminars are conducted during a weekend of concentrated class work, after a meeting several weeks in advance for disseminating reading materials and making assignments.

Students come from a variety of federal agencies (e.g., the Army Corps of Engineers, the Bonneville Power Administration, the U.S. Forest Service), state, city, and local government, nonprofit organizations, quasi-public agencies, public utilities, and private firms having substantial contact with governmental entities. This mix creates a unique opportunity for students to share practical experiences and evaluate current theories and problem-solving procedures. Course assignments, opportunities for independent study, and internships emphasize the importance of using practical experience to test classroom and textbook theory. The diversity of practical experience enables students and instructors alike to ask why a theory or a particular approach seems to work in some circumstances but not in others.

EXECUTIVE MPA PROGRAM

The Executive MPA Program is especially designed for career administrators with substantial amounts of previous work experience. Instead of permitting students to take courses at their own discretion, the Executive MPA option takes students through a predetermined course of study with up to 25 other students. They proceed through the program as a cohort group, completing degree requirements in approximately two years.

This option offers several advantages. It permits career administrators to share a common

educational experience, thus enabling them to benefit from peer camaraderie, support, and criticism not found as frequently in regular program courses. Textbook theory can be more closely integrated into the day-to-day work experience of the participants. Finally, course content and location can be tailored to better serve the convenience of the participants.

ENHANCED MPA PROGRAM

This option is designed for college graduates who wish to begin a career in public service. It undertakes to integrate theory and practice, initially acquainting students with the skills necessary to undertake program planning and policy analysis in classroom settings and then permitting the refinement of these skills through supervised internships. Throughout the program, the student works closely with an experienced public administrator who serves as a mentor.

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

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

JOINT JD/MPA PROGRAM

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

Students must apply to and be accepted by the Northwestern School of Law and the Public Administration Program. Students must satisfy both sets of degree requirements. In some cases the same course may sat-

isfy the requirements of both programs. A student in either program will find a much broader and more attractive range of electives within the combined program. As a result, a student is able to develop a specialty or expertise that should significantly enhance career development and placement.

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

ADDITIONAL JOINT DEGREE PROGRAMS

Two additional joint degree programs are available with educational administration and counseling psychology.

Students taking courses in the Educational Administration or Counseling Psychology Programs may apply some of this work toward an MPA degree. Courses throughout the Graduate School of Professional Studies are open to all graduate students. Most courses at the law school are also open to graduate students. For a more complete explanation refer to the Joint Degree Programs section.

RESOURCES FOR PROFESSIONAL DEVELOPMENT

The MPA Program encourages students to enroll in courses at any time for their own personal and professional development. Students are considered enrolled upon registration and may later opt to apply for degree candidacy and have up to 15 quarter hours applied to the degree program. Students may also participate on a noncredit basis, although payment of tuition is still required. A certificate of completion for each course is provided on request, regardless of the student's enrollment status.

OFF-CAMPUS AND INTERNATIONAL PROGRAMS

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

A 10-day program of study in England and Scotland during early June focuses on comparative public administration. Several days are devoted to individual work with someone in a public program or agency that closely parallels students' current interests and responsibilities. In addition, group interviews are held with a variety of important government officials and appropriate local academicians.

A third course, Comparative Political Processes in the Pacific Northwest, focuses on the activities, structures, and processes of government in Salem, Olympia, and Victoria, B.C. This multi-state and multinational study provides a comparative perspective on the institutional, administrative, and political environment that confronts those who are managing the public's business in the Pacific Northwest.

SPECIAL PROGRAMS

The Executive Seminar Program provides advanced study opportunities for a small group of executives from industry and government. Participants examine issues and the decision-making process relating to selected natural resource policy questions. The 1985-86 seminar series focused on policies governing logging and wilderness, Big Sur, and the opportunities for state and federal coordinated resource planning and management. Admission to this program requires agency sponsorship and the consent of the Executive Seminar Program director, Ted Schlapfer.

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

LAW SCHOOL COURSES

A variety of law school courses are open to MPA students with

the consent of the instructor. Consult the Public Administration Office for further details and enrollment procedures.

ADMISSION

Individuals wishing to pursue an MPA degree may take up to four courses (14 credit hours) prior to filing an application to become a degree candidate. After the application is reviewed by the Public Administration Program faculty, it is forwarded with the program's recommendation to the Graduate School Admissions Committee for final action.

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

1. Have maintained a minimum 3.0 average in coursework taken during the last three years.
2. Submit a complete record of all academic work, including evidence of a bachelor's degree, and a record of all professional experiences of at least three years' duration.
3. Submit at least three letters of recommendation, two from academic instructors and at least one from a professional source who has had an opportunity to evaluate the applicant's prospects for professional growth at the management level.
4. Prepare a personal statement of at least 500 words, including professional career goals and how the Lewis & Clark program is expected to further them.
5. Submit the score from the Miller Analogies Test.
6. Pay a \$35 application fee.
7. Complete the TOEFL examination if English is a second language.
8. Submit a current resume.

SPECIAL ADMISSION

Under exceptional circumstances the Public Administration Program may admit students into the program who do not have a bachelor's degree but who have an extensive record of successful and significant practical experience in public management. Persons meeting this criterion are evaluated by a special committee of program faculty and outside reviewers, in addition to review by the Graduate Admissions Committee.

DEGREE REQUIREMENTS: BASIC PROGRAM

A minimum of 53 quarter hours, distributed as follows:

1. Successful completion of the graduate school core requirements, 7 quarter hours.
2. Successful completion of the MPA core courses, 34 quarter hours.
3. Successful completion of four elective courses, 12 quarter hours. (Note: no more than 6 quarter hours of which can be independent study courses).

DEGREE REQUIREMENTS: EXECUTIVE MPA OPTION

A minimum of 53 quarter hours, distributed as follows:

1. Successful completion of the graduate school core requirements, 7 quarter hours.
2. Successful completion of the curricular modules outlined in the Executive MPA Program brochure, 46 quarter hours.

DEGREE REQUIREMENTS: ENHANCED MPA PROGRAM

A minimum of 62 quarter hours, distributed as follows:

1. Successful completion of the graduate school core requirements, 7 quarter hours.
2. Successful completion of the MPA core courses, 34 quarter hours.
3. Successful completion of internships, practicums, integrative seminar, and specialty courses, 21 quarter hours.

FACULTY

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

CURRICULUM

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

PUBLIC ADMINISTRATION

MPA CORE REQUIREMENTS**PA 500****LIBRARY AND POLICY RESEARCH SKILLS**

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

Prerequisite: None

Credit: 2 quarter hours

PA 501**ADMINISTRATION IN GOVERNMENT**

The role of administration in society, including a consideration of form, structure, and theory. The course focuses on reorganization, leadership, decision making, budgeting, personnel management, administrative rule making, and ethics.

Prerequisite: None

Credit: 3 quarter hours

PA 502**ECONOMIC CONTEXT OF ADMINISTRATION**

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

Prerequisite: None

Credit: 3 quarter hours

PA 503**PUBLIC BUDGETING**

The history of public budgeting; the strengths and weaknesses of line item, performance, program, and ZBB formats; and the characteristics of the budgeting process which help to shape the behavior of the actors and the final outcome. Extensive use of simulations, including computer applications, give students some practical budgeting experience.

Prerequisite: None

Credit: 5 quarter hours

PA 504**ADMINISTRATIVE LAW**

The constitutional basis for administrative law, regulations and the rule-making process, administrative decision making, adjudication, and current administrative law problems.

Prerequisite: None

Credit: 3 quarter hours

PA 505**ADMINISTRATIVE THEORY AND BEHAVIOR**

The theory of complex organizations, individual and group behavior, organizational processes, organizational change, and the various theories which have been developed to explain their interaction.

Prerequisite: None

Credit: 3 quarter hours

PA 506**HUMAN RESOURCE MANAGEMENT**

The value conflicts inherent in human resource management and development within our modern, complex public organizations. Topics for discussion include merit systems; professionalization; performance evaluation; job classification; motivation; morale; productivity; human resource planning, recruitment, selection, and testing; affirmative action; collective bargaining; and assessment centers.

Prerequisite: None

Credit: 3 quarter hours

PA 507**RESEARCH METHODOLOGY**

Understanding problem structuring, monitoring, forecasting, evaluation, recommendation, and practical inference as policy-analytic methods—and the relation of these methods to normative, evaluative, and empirical modes of policy research.

Prerequisite: None

Credit: 3 quarter hours

PA 508**ADMINISTRATIVE ETHICS**

The causes of and solutions to the ethical dilemmas faced by public administrators in large, complex organizations, conflicts between program and organizational loyalty, between professional responsibility and meeting client needs, and between political responsibility and administrative neutrality.

Prerequisite: None. PA 504, 505, and 510 are strongly recommended.

Credit: 3 quarter hours

PA 509**CAPSTONE COURSE**

The final closure course for all MPA degree candidates. Students examine a body of literature and produce a final paper

on a policy issue or a practical administrative problem.

Prerequisite: Completion of 45 quarter hours

Credit: 3 quarter hours

PA 510**POLICY ANALYSIS**

The nature of public policy, the processes involved in its development, and the diverse methods and techniques available to enhance the quality of public decision making.

Prerequisite: None

Credit: 3 quarter hours

POLICY PROCESS**PA 520****SELECTED TOPICS IN POLITICS AND ADMINISTRATION**

Topics vary each term. Recent courses have examined arts administration, court reorganization, and transportation policy.

Prerequisite: None

Credit: 3 quarter hours

PA 521**STATE AND LOCAL GOVERNMENT**

The role and function of state and local government within our federal system. What are the emerging patterns, their causes, and the likely administrative impact they will have on the process of government? Particular attention is given to state and local governmental developments in Oregon.

Prerequisite: None

Credit: 3 quarter hours

PA 522**NATURAL RESOURCES POLICY**

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

Prerequisite: None

Credit: 3 quarter hours

PA 523**LEGISLATIVE POLITICS**

The role and function of the legislative process within our system of separation of powers. Particular attention is given to the effects of the movement from strong centralized leadership to a more decentralized and open legislative system.

Prerequisite: None

Credit: 3 quarter hours

PA 524**NORTHWEST ENERGY POLICY**

Hydroelectric power development in the Pacific Northwest, including the hydrothermal plan and NEPP, later modified by new factors and challenged by financial and environmental problems. Central focus is on the 1980 Regional Power Act.

Prerequisite: None

Credit: 3 quarter hours

PA 525**NATIONAL POLICY PROCESS: SEMINAR IN WASHINGTON, D.C.**

Intensive, on-the-scene seminars with key professional staff from Congress, the executive branch, interest groups, think tanks, and the press.

Prerequisite: None

Credit: 3 quarter hours

PA 526**COMPARATIVE ADMINISTRATION**

Interactions among organizational environments, public policy, and public management in cross-national perspective. Themes include characteristics of administrative systems elsewhere which set them apart from our own; conditions, priorities, and strategies which govern their responses to human needs; and management and policy options which may have applicability in the United States.

Prerequisite: None

Credit: 3 quarter hours

PA 527**COMPARATIVE NORTHWEST POLITICS AND POLICY**

The political history, state and local government structures, party and interest group operations, and major policy questions facing Oregon, Washington, and British Columbia. Field trips and interviews are normally scheduled as part of the course.

Prerequisite: None

Credit: 3 quarter hours

PA 528**INTERGOVERNMENTAL RELATIONS**

The "hidden" dimension of government. The field of intergovernmental relations has been characterized as performing almost as a fourth branch of government and yet without a direct electorate, operating from no set perspective, under no special

control, and moving in no particular direction. The course pursues some of the implications of that characterization, paying particular attention to federal-state-local relationships and the preeminent role of administrators in shaping public policy.

Prerequisite: None

Credit: 3 quarter hours

HUMAN RESOURCES MANAGEMENT AND DEVELOPMENT**PA 530****SELECTED TOPICS IN HUMAN RESOURCE MANAGEMENT**

Topics vary from term to term. Recent courses have examined interpersonal relations and work motivation.

Prerequisite: None

Credit: 3 quarter hours

PA 531**PLANNED CHANGE IN ORGANIZATIONS**

The various efforts that have been made to achieve planned change within an organizational setting. What works and under what conditions? What are the strengths and weaknesses of various theories and techniques?

Prerequisite: None

Credit: 3 quarter hours

PA 532**SKILLS DEVELOPMENT**

Organizational intervention instruction techniques and skills for affecting the process of organization change and development. Students examine and compare knowledge and preconceptions about organization development with current applications, theories, and practices.

Prerequisite: None

Credit: 3 quarter hours

PA 533**COMMUNICATION SKILLS FOR ADMINISTRATORS**

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

Prerequisite: None

Credit: 3 quarter hours

PA 534**MANAGING NOT-FOR-PROFIT ORGANIZATIONS**

The not-for-profit human service agency setting, including working with a policy board,

volunteer-staff relations, personnel administration, budgeting, fund-raising, public relations, and the need for long-range planning.

Prerequisite: None

Credit: 3 quarter hours

PA 535**MANAGING BOARDS AND COMMISSIONS**

The history and function of boards and commissions in the public and not-for-profit sector. The course focuses on types of boards and commissions and methods of appointment, member characteristics and activities as they relate to decision making, policy formulation and implementation, power sharing, resource development and allocation, environmental sensing and buffering, and the board-commission role in acting as public representatives for monitoring and legitimizing agency functions and activities. The relationships between staff members and boards or commissions is also examined.

Prerequisite: None

Credit: 3 quarter hours

PA 536**STRATEGIC PLANNING**

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

Prerequisite: None

Credit: 3 quarter hours

PA 553**ORGANIZATIONAL LEADERSHIP AND DECISION MAKING**

Theories of leadership, including trait, power, behavioral, and contingency theories. Each approach is examined to determine how successfully it copes with recurring organizational leadership problems of complexity, moral ambiguity, and the need to find personal meaning within the work setting.

Prerequisite: None

Credit: 3 quarter hours

PUBLIC ADMINISTRATION

FINANCIAL MANAGEMENT AND ANALYSIS**PA 540****CURRENT DEVELOPMENTS IN FINANCIAL MANAGEMENT**

Topical issues of concern to those interested in state and local financial management. Topics include, but are not limited to, strategies for cut-back management, public-private sector cooperation, computer applications, intergovernmental cooperation.

Prerequisite: None

Credit: 3 quarter hours

PA 541**ACCOUNTING FOR ADMINISTRATORS**

The understanding and use of financial information in the decision-making and control processes in public and not-for-profit organizations. Although some accounting principles and procedures are discussed, emphasis is on management control using accounting information.

Prerequisite: None

Credit: 3 quarter hours

PA 542**PROGRAM EVALUATION**

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

Prerequisite: None

Credit: 3 quarter hours

PA 543**STATE AND LOCAL FINANCE**

The various sources of state, local, and intergovernmental revenue, with an evaluation of both their economic and political strengths and weaknesses. Attention is given to problems associated with cash management, debt service, and capital expenditures.

Prerequisite: None

Credit: 3 quarter hours

PA 544**RESEARCH METHODOLOGY II**

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

Prerequisite: PA 507 or consent of instructor

Credit: 3 quarter hours

ADMINISTRATIVE MANAGEMENT**PA 545****COMPUTER APPLICATIONS FOR ADMINISTRATORS**

Evaluating, selecting, and integrating microcomputers and application software into an organization. Topics include terminology, system components (hardware and software), needs assessment, networks and communications systems, microcomputer decision support systems and software evaluation. Software programs for word processing, data base management, electronic spread sheets, business graphics, and communications are examined. Hands-on experience is stressed. On completion of the course, students will be able to complete a needs assessment for the acquisition and implementation of a microcomputer system.

Prerequisite: None

Credit: 3 quarter hours

PA 546**PERFORMANCE AUDITING**

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

Prerequisite: None

Credit: 3 quarter hours

PA 547**OPERATIONS RESEARCH IN PUBLIC ADMINISTRATION**

Some of the important tools of management science and operations research for administrators. Quantitative or technical background is not required for the course. A variety of topics are covered, with some flexibility in choice of topics according to student's interest. Topics include linear programming, queuing, simulation, decision analysis, forecasting, PERT/CPM, inventory analysis, and replacement analysis. Methods taught in the course are presented in the context of public administration.

Prerequisite: None

Credit: 3 quarter hours

PA 550**ARTS ADMINISTRATION**

The role of government in the arts, including historical patterns in both the U.S. and foreign countries. Topics include the economics of artistic expression and administration; arts management; marketing; and the interactive role of federal, state, and local jurisdictions with local arts agencies.

Prerequisite: None

Credit: 3 quarter hours

PA 551**GRANT WRITING**

The process of grant acquisition, beginning with the formulation of a fundable idea and concluding in an application and its review. Students are expected to identify potential funding sources, initiate inquiries, and develop an application to request funds to support a program or study of special interest. The steps involved in this process are discussed in general terms and in the context of each student's particular application.

Prerequisite: None

Credit: 3 quarter hours

PA 552**CONTRACTING FOR SERVICES**

The four major phases of the contracting process: establishing a decision framework, evaluating service delivery options, selecting a contractor, and negotiating and managing the contract. Students learn to define the contracting decision process to ensure that the service delivery strategy selected is consistent with organizational goals and objectives as well as being fiscally sound. They also identify methods that can be used to conduct rational, objective analysis of competing contractor proposals and understand the legal, business, and practical dimensions of preparing and managing a contract. Students develop the practical skills and knowledge to undertake the contracting process.

Prerequisite: None

Credit: 3 quarter hours

PA 554**COLLECTIVE BARGAINING: LEGAL FRAMEWORK**

The history and development of public sector collective bargaining in the United States. Topics

include the role and importance of public sector collective bargaining laws; comparison of various state laws with proposed national legislation; an in-depth analysis of Oregon's public sector collective bargaining law; the Oregon Employment Relations Board (ERB) and its structure, operation, and rules of procedure; ERB bargaining unit determination, representation, and decertification procedures; unfair labor practices; the conduct of elections; the Oregon Mediation Service; impasse procedures; and continuing legal issues (mandatory vs. permissive, home rule and sovereignty, bargaining in good faith).

Prerequisite: None

Credit: 3 quarter hours

PA 555

PUBLIC SECTOR COLLECTIVE BARGAINING: NEGOTIATIONS AND IMPASSE RESOLUTION

The diversity of roles of the parties in negotiation, planning for negotiations, development of original demands and fallback positions, negotiation strategy and tactics, the major issues of negotiating, the diversity and similarity of negotiations in state government, cities, counties, school districts, and higher education. A mock negotiation case is bargained. This course also deals with the processes of mediation, fact-finding, and interest arbitration.

Prerequisite: PA 554 or consent of instructor

Credit: 3 quarter hours

PA 556

COLLECTIVE BARGAINING: ADMINISTERING THE AGREEMENT

The nature of the collective bargaining agreement; establishment of a grievance procedure; the meaning of a grievance; processing of grievances; and continuing grievance problems such as discipline, transfers, seniority, overtime, work assignments, insubordination, layoff, recall, and staffing requirements. Case materials illustrate these problems. The course also includes a discussion of arbitration followed by a mock arbitration session.

Prerequisite: PA 555 or consent of instructor

Credit: 3 quarter hours

PA 557

ORGANIZATION AND METHODS

The substance and range of work performed by management analysts in the public sector, commonly referred to as organization and methods. Emphasis is on developing skills and the ability to conduct management analysis studies. Specific content includes conducting reorganization studies, work measurement and productivity analysis, procedures analysis, forms control, management by objectives, and management information systems.

Prerequisite: PA 507 or consent of instructor

Credit: 3 quarter hours

PA 558

ADVOCACY ROLES IN MANAGEMENT

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

Prerequisite: None

Credit: 3 quarter hours

PA 560

SELECTED TOPICS IN ALLIED HEALTH

Current problems and issues facing allied health managers and practitioners.

Prerequisite: None

Credit: 3 quarter hours

PA 561

HEALTH CARE ECONOMICS

Economic factors affecting health care delivery and the implications these factors have for administrative policies and issues.

Prerequisite: None

Credit: 3 quarter hours

PA 562

HEALTH POLICY

The public policy process as it affects the health care field. Specific health care policies and programs are used to explore the characteristics of the health care policy process and the factors involved in the formulation, implementation, and evaluation of health care policies and programs.

Prerequisite: None

Credit: 3 quarter hours

PA 563

HEALTH ADMINISTRATION

Issues related to the administration of health care systems. Topics include changing patterns of health care, budget and financial management techniques, and political influences on health administration.

Prerequisite: None

Credit: 3 quarter hours

PA 591

INTEGRATIVE POLICY SEMINAR

Usually taken toward the end of the student's program of study, the seminar helps students integrate the coursework they have taken throughout their master's degree program.

Prerequisite: 10 courses or consent of instructor

Credit: 3 quarter hours

PA 592-594

PRACTICUM

Application of previous coursework in a specific area (such as program evaluation, policy analysis, personnel, or budgeting) to an organized field project conducted with faculty supervision.

Prerequisite: Designated courses or consent of instructor

Credit: 3 quarter hours

PA 595

INTERNATIONAL FIELD EXPERIENCE

Through travel to a foreign country, an opportunity to examine the ways in which the larger socioeconomic and political processes of a country affect such administrative practices as budgeting, personnel, and intergovernmental and interorganizational relations.

Prerequisite: None

Credit: Variable

PA 596

THESIS

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

Prerequisite: Completion of coursework and consent of advisor

Credit: Variable

PA 597

INTERNSHIP

Field-based experiences. Internships help students acquire practical skills and knowledge for a successful public service career.

Prerequisite: Consent of advisor

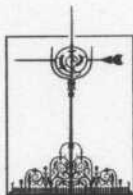
Credit: Variable

PA 598 SPECIAL TOPICS

Courses offered on an experimental or nonrecurring basis.

PA 599 INDEPENDENT STUDY

Individually arranged.



SPECIAL EDUCATION: HEARING IMPAIRED

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

The program is fully accredited by the State of Oregon and the National Council on the Education of the Deaf. It conforms to teacher preparation standards established by the State of Oregon and the Council on the Education of the Deaf (C.E.D.). The student who meets all requirements of the Lewis & Clark Program in Special Education: Hearing Impaired earns a master of education degree and is eligible for an Oregon Basic Certificate as a teacher of the hearing impaired and a Provisional Certificate from C.E.D.

Students are selected from a nationwide pool of applicants. Many enter with an undergraduate emphasis in education or speech and hearing science.

However, students with other backgrounds are urged to apply.

A full range of services is available for hearing impaired graduate students, including interpre-

ters and notetakers. More than \$1.5 million in federal grant money has assisted the program over the years. A limited number of federally funded scholarships, private scholarships, and loans may be available for full-time students. Acceptance into the program qualifies the student for these potential awards.

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

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

RESOURCES FOR NONDEGREE STUDY

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

ADMISSION

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

For information regarding the application procedure for the

parent-infant specialist track, consult Infant Hearing Resource Center, 3930 S.W. Macadam Avenue, Portland, Oregon 97201. Phone 503-279-4206.

CORE CURRICULUM

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

PROGRAMS OF STUDY AND DEGREE REQUIREMENTS

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

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

CURRICULUM: ELEMENTARY AND SECONDARY TRACKS

Note: In addition to the following courses, students are required to take a 3-quarter-hour course in classroom management and 7 quarter hours in the graduate core curriculum.

TTD 500 RESEARCHING TEACHING GOALS

Educational research methods, focusing on the interpretation, criticism, and use of existing published research and the design of action research.

SPECIAL EDUCATION: HEARING IMPAIRED

Prerequisite: None
Credit: 3 quarter hours

TTD 501
PSYCHO-SOCIAL AND
EDUCATIONAL FOUNDATIONS
OF DEAFNESS

Psychological, social, and educational implications of deafness and the history of the education of the deaf.

Prerequisite: None
Credit: 3 quarter hours

TTD 505
COMMUNICATION SYSTEMS I

Methods of developing speech, speech reading abilities, and existing residual hearing.

Prerequisite: None
Credit: 3 quarter hours

TTD 506/507
COMMUNICATION SYSTEMS II:
ELEMENTARY OR SECONDARY

A continuation of TTD 505; speech development, auditory learning, and various methods used in communication with the deaf.

Prerequisite: TTD 505
Credit: 3 quarter hours

TTD 508
COMMUNICATION
AND LANGUAGE LAB I

Participation in classes for hearing impaired students. Students perform teacher-aide functions under supervision. Skills in observation, communication, language, and speech instruction emphasized.

Prerequisite: To be taken concurrently with TTD 505 and 515
Credit: 2 quarter hours

TTD 509/510
ELEMENTARY/SECONDARY
COMMUNICATION
AND LANGUAGE LAB II

Participation in classes for hearing impaired students. Students are engaged in supervised instruction in content areas, speech, and language.

Prerequisite: To be taken concurrently with TTD 506/507 and 516/517
Credit: 2 quarter hours

TTD 515
LANGUAGE DEVELOPMENT I
 Basic principles of language development with application to the diagnosis of the linguistic needs of the hearing impaired child and to the development of

strategies for integrating theory and practice.

Prerequisite: None
Credit: 3 quarter hours

TTD 516/517
LANGUAGE DEVELOPMENT II:
ELEMENTARY OR SECONDARY
 A continuation of TTD 515; development of teaching strategies and techniques which promote the communicative competence of the hearing impaired child.

Prerequisite: TTD 515
Credit: 3 quarter hours

TTD 520
AUDIOLOGY I: ANATOMY
AND PHYSIOLOGY OF THE
SPEECH AND HEARING
MECHANISMS

The nature of sound and the function of the ear, conductive and sensory-neural hearing losses, and medical and surgical aspects of hearing impairment.

Prerequisite: None
Credit: 3 quarter hours

TTD 525
AUDIOLOGY II: AUDIOLOGICAL
TESTING

Pure tone, bone conduction, speech reception, and discrimination evaluations; hearing aid use, construction, and evaluation.

Prerequisite: TTD 520
Credit: 3 quarter hours

TTD 530
CURRICULUM AND GENERAL
METHODS OF TEACHING THE
HEARING IMPAIRED

Curriculum development and general methods of teaching hearing impaired individuals.

Prerequisite: None
Credit: 3 quarter hours

TTD 536
SPECIAL METHODS OF
TEACHING READING AND
SCHOOL SUBJECTS TO THE
HEARING IMPAIRED:
ELEMENTARY

Basic concepts of reading development; content of an elementary reading program; and instructional strategies, methods, and materials used with hearing impaired students.

Prerequisite: None
Credit: 3 quarter hours

TTD 537
SPECIAL METHODS OF
TEACHING READING AND
SCHOOL SUBJECTS TO THE
HEARING IMPAIRED:
SECONDARY

Basic concepts of reading development; content of a secondary

reading program; and instructional strategies, methods, and materials used with hearing impaired students.

Prerequisite: None
Credit: 3 quarter hours

TTD 540
DIRECTED OBSERVATION

Observation of on-site classroom activities at all levels, from infant training through community college in both public and residential schools. Students engage in various teacher-aide experiences and field trips to agencies serving the deaf. Activities are scheduled throughout the academic year.

Prerequisite: None
Credit: 1 quarter hour

TTD 546/547
STUDENT TEACHING:
ELEMENTARY OR SECONDARY

Supervised student teaching in a public school or residential school for the deaf during the full day for a 10-week period. Supervision and guidance are provided by the cooperating teacher and the college coordinator of student teaching.

Prerequisite: Completion of specialized methods courses
Credit: 15 quarter hours

TTD 563
MEDIA AND COMPUTERS IN
THE CLASSROOM

Overview of many media formats; hands-on experience in production, presentation, design, and acquisition; evaluation of materials in graphics, sound, film, video, slides, filmstrips, computers, and overhead projectors.

Prerequisite: None
Credit: 4 quarter hours

TTD 580, 581, 582
SIGN LANGUAGE: BEGINNING,
INTERMEDIATE, ADVANCED

American Sign Language and sign systems that follow English syntax. The course meets individual needs according to competency in manual communications. Two of the three sign language courses are required unless competency allows the student to waive the courses.

Prerequisite: None
Credit: 3 quarter hours each

SPECIAL PROGRAMS

CURRICULUM: PARENT-INFANT SPECIALIST TRACK

Instruction for the Parent-Infant Specialist Track takes place at the Infant Hearing Resource Center, 3930 S.W. Macadam Avenue, Portland, Oregon 97201. At the completion of the parent-infant specialist course of study, a student may enroll for an additional 16 hours of credit at Lewis & Clark and receive a master of education degree.

TTD 554**EXTENDED PRACTICUM: SKILLS OF THE PARENT-INFANT SPECIALIST**

Offered three consecutive terms as a series, and designed to foster and develop additional roles required by the hearing impaired parent-infant specialist.
Prerequisite: None
Credit: 3 quarter hours

TTD 550**COUNSELING PARENTS OF HEARING IMPAIRED CHILDREN I & II**

Basic theory of individual and family dynamics, and training in observational and interviewing skills to assist students to gain confidence and competence as parent counselors.
Prerequisite: None
Credit: 5 quarter hours for both courses

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 quarter hours

TTD 552**SEMINAR IN PARENT-INFANT HABILITATION I, II, III**

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

Prerequisite: None
Credit: 3 quarter hours each

TTD 555, 556, 557
OBSERVATION AND PRACTICUM I, II, III

Relates theory to evaluation and teaching of children and instruction of their families enrolled in the habilitation program.

Prerequisite: None
Credit: 3 quarter hours each

TTD 558**HEARING AID AMPLIFICATION**

Basic background information on hearing aids as they are used with very young children, procedural applications, use, care, and maintenance.

Prerequisite: None
Credit: 2 quarter hours

TTD 560**INFANT DEVELOPMENT AND DEVELOPMENT DISORDERS**

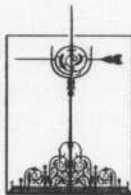
Normal infant development, including language and cognition, motor development, visual development, developmental evaluation, and genetics.

Prerequisite: None
Credit: 3 quarter hours

TTD 561**LANGUAGE AND SPEECH: DEVELOPMENT AND ASSESSMENT**

Theories of language development, information and formal language assessment, and an overview of Ling's Speech Teaching Model.

Prerequisite: None
Credit: 3 quarter hours

**SPECIAL PROGRAMS**

In addition to its many certification and degree programs, the Graduate School of Professional Studies extends an array of special programs for personal and professional enrichment.

CONTINUING PROFESSIONAL EDUCATION

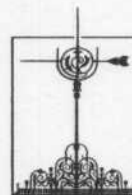
To strengthen life-long learning, the college provides continuing education courses, workshops, and conferences throughout the year. Included are educational experiences on and off campus for educators, counselors, public administrators, business managers, musicians, and other pro-

fessional groups. Optional graduate credit (to a maximum of 10 quarter hours) offered through selected offerings may be applied to graduate programs. Students admitted to graduate degree or certification programs should consult with their advisors before enrolling in any continuing education course to determine whether course credit will apply to their program. For specific information about programs, phone or write the Continuing Professional Education Office, 503-293-2758.

NORTHWEST WRITING INSTITUTE

The Northwest Writing Institute coordinates several graduate writing programs, on and off campus, intended to assist teachers and writers. One of the institute's summer projects is the Oregon Writing Project at Lewis & Clark, in which K-12 teachers exchange tested strategies for writing instruction and increase their own power as writers.

The institute also sponsors workshops for teachers and writers in Oregon and other Western states throughout the year. For information about these graduate offerings, as well as the institute's youth programs (e.g., Young Writers and Writer to Writer), consult the director of Northwest Writing Institute, Lewis & Clark College, Portland, Oregon 97219. Phone 503-293-2757.

**TEACHER EDUCATION**

Teacher education at Lewis & Clark combines the tradition of the liberal arts with a program of study and practice in professional education. The Teacher Education Program develops educators who are thoughtful decision makers and leaders in our

TEACHER EDUCATION

nation's schools. Students have the opportunity to work closely with faculty in the Teacher Education Program and in the College of Arts & Sciences.

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

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

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

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

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

ADMISSION TO GRADUATE STUDY IN TEACHER EDUCATION

The teacher education faculty is committed to accepting candidates who:

- Value life-long learning.
- Wish to advance their education in the liberal arts and their understanding of this knowledge for the practice of teaching.
- Seek to improve their ability to teach by enhancing their understanding of their students' intellectual and social development, their practice of the teaching craft, and their commitment to equal education for all students.

Applicants are also evaluated on the basis of undergraduate and prior graduate work, the strength of their recommendations, and the results of a standardized test designed to measure potential for graduate study.

Applicants to inservice and preservice MAT programs and for standard certification programs must meet these requirements:

1. Hold a baccalaureate degree from an accredited college or university.
2. Have completed an academic major and have a minimum cumulative GPA of 2.75.
3. Complete an application form for the appropriate program, including a personal statement of goals and objectives.
4. Submit a \$35 nonrefundable application fee.
5. Submit two separate official transcripts from each college attended at the undergraduate and graduate levels.
6. Submit scores from either the Miller Analogies Test or the Aptitude Section of the Graduate Record Exam.
7. Request three letters of reference from teachers or employers who can assess the candidate's qualifications for advanced study and ability as a teacher.
8. Applicants to the Inservice MAT Program who seek standard certification must hold or be a candidate for an Oregon Basic Teaching Certificate or its equivalent.
9. Applicants who do not already hold an Oregon teacher

certificate must submit scores from the California Test of Basic Skills (CBEST). Request testing information from The Teacher Education Office, 503-293-2741.

Applications to the Inservice MAT Program are accepted throughout the year and are reviewed each month.

Applications to the Preservice MAT Programs are due April 1. Local candidates are encouraged to attend an orientation meeting, held monthly and during which information and application materials are distributed.

SPECIAL STUDENT STATUS

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

ADVANCEMENT TO DEGREE CANDIDACY

After no more than 18 quarter hours, each student's work is evaluated by the program director to determine whether the student is allowed to advance to candidacy for the chosen degree.

The candidacy advancement application procedure provides an opportunity for the student's advisor to review progress and determine if the student is moving satisfactorily toward completion of degree requirements.

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

ACADEMIC ADVISING

Each accepted degree student is assigned to an academic advisor from among the full-time teacher education faculty to assist in planning a program of study.

An experienced advisor may be helpful in resolving the complexities of certification requirements, transfer credits, and unusual circumstances. Lewis & Clark thus urges students to seek faculty advice to help them satisfy their degree or certification goals. However, Lewis & Clark also expects its students to take responsibility for making such arrangements.

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

FINANCIAL AID

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

In addition to loans, a limited number of scholarships and intern stipends may be available on a competitive basis. Five scholarships, awarded each year on a competitive basis, are available to MAT science students.

OFFICES AND HOURS

Located in Albany Quadrangle, the Teacher Education Office is open 8:30 a.m.-noon and 1-5 p.m., Monday through Friday. Offices are not open on holidays, Saturdays, or Sundays. For an appointment call the administrative secretary, 503-293-2731.

CERTIFICATION

Students seeking Oregon certification who successfully complete the Inservice MAT Program receive institutional recommendation to the Teacher Standards and Practices Commission (TSPC) for the standard certificate. Students should note that they must individually apply to TSPC by submitting a completed C-2 form to the director of teacher placement, located in Albany Quadrangle, 503-293-2739.

Washington teachers who need a fifth-year certificate must submit their Lewis & Clark planned program of study to the Washington State Department of Public Instruction in Olympia or, if they received the bachelor's degree from a Washington college or university, to the education program from which they graduated.

CORE CURRICULUM

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

PRESERVICE MAT PROGRAM: ENGLISH LANGUAGE ARTS, SOCIAL STUDIES, SCIENCE, AND ELEMENTARY EDUCATION

Designed for academically talented graduates with strong backgrounds in the liberal arts, the Preservice MAT Program is a 15-month graduate program that leads to basic teacher certification and a master's degree. The program provides a nine-month internship in a local school under the mentorship of a master teacher.

Beginning in the spring, students take subject matter and professional education coursework. During fall and winter terms they continue study in both areas, while spending increasing amounts of time in public school classroom internships observing, tutoring, assisting, planning, and teaching occasional lessons. During spring term they teach nearly full time and continue to participate in seminars with mentors and college faculty.

The second summer includes additional coursework in subject matter and in education. A final seminar challenges students to integrate what they have learned throughout the program. Students may be eligible for basic certification at the end of 12 months, leaving the second summer for the completion of master's degree requirements.

Under the guidance of Lewis & Clark faculty in the arts and sciences, students use the liberal arts courses offered during the

academic year to research areas in which they wish to teach.

The professional curriculum includes historical and philosophical foundations of education; social, political, and moral contexts of schooling; child and adolescent development and learning, including exceptionality; classroom pedagogy; curriculum design; literacy and ethnography; and the analysis of subject matter. In the internship, students have extensive opportunities to observe outstanding teachers and to practice teaching under careful supervision. Students are guided in developing strategies as lifelong learners throughout the program.

Graduates of the Preservice MAT Program receive Basic Teacher Certification in Oregon and can acquire certification to teach in the schools of other states.

Further information on each of the preservice MAT programs, including specific requirements and a typical course of study, can be found in literature available from the Teacher Education Program.

Admission

Talented liberal arts graduates who have completed little or no coursework in professional education and who are interested in preparing to be language arts, social studies, science, or elementary school teachers are encouraged to apply. The Preservice MAT Program is appropriate for persons who have been out of college for some time and who now seek to prepare to teach, as well as for recent college graduates.

Faculty and staff in the MAT Program are prepared to answer questions about the program and assist individuals as they plan for a career in teaching. Interested individuals should call 503-293-2731 or write to Teacher Education Program, Graduate School of Professional Studies, Lewis & Clark College, Portland, Oregon 97219.

TEACHER EDUCATION

Admissions deadlines for the Preservice MAT Program are:

Application due:

February 1-April 1

Notification of acceptance:

April 15

Orientation for new students:

June 20

See "Admission to Graduate Study in Teacher Education" (above) for specific admission criteria and procedures.

Degree Requirements

Completion of a minimum of 60 quarter hours during five quarters of attendance at Lewis & Clark. Work in the program is divided between academic and professional education coursework in combination with a yearlong (September to June) teaching practicum experience.

INSERVICE MAT PROGRAMS

Inservice MAT Programs at Lewis & Clark are for elementary and secondary teachers wishing to extend and integrate their intellectual, personal, and professional development. When appropriate, teachers may also acquire Oregon Standard Teaching Certification. The program's curriculum continues the tradition of the degree by requiring approximately equal numbers of liberal arts and professional education courses.

The elementary program focuses on coursework and experience appropriate for the teacher of the self-contained classroom, grades PP-9, and encourages an interdisciplinary examination of subject matter.

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

A student may wish to complete a second basic subject matter endorsement as part of the MAT Program instead of a standard subject matter endorsement. Basic endorsement programs are offered in art, drama, English language arts, foreign languages, mathematics, music,

reading, science, (biology, chemistry, or physics), social studies, and speech.

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

MASTER OF ARTS IN TEACHING AND OREGON ELEMENTARY STANDARD CERTIFICATION (PP-9)

Students in this program complete a mix of required education, liberal arts, and elective courses to earn the degree. The program satisfies Oregon requirements for a Standard Elementary Teaching Certificate.

Students who have already completed graduate education coursework with essentially the same content as that of any required course may substitute education electives with the consent of their advisors. Students choose other education electives and subject matter courses to meet professional and intellectual needs.

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

Degree Requirements

A minimum of 54 quarter hours, distributed as follows.

Education Course Requirements

500 Researching Teaching Goals and Strategies, 3 quarter hours

501 Evaluating the Outcomes of Teaching, 3 quarter hours

503 Student Development and Learning, 3 quarter hours

504 Individuals in the Classroom, 3 quarter hours

505 Teaching and Learning in Elementary Schools, 3 quarter hours

506 Practicum in Elementary Teaching, 2 quarter hours

509 Q.E.D. Seminar, 3 quarter hours

511 Education and Society: Continuities and Discontinuities, 3 quarter hours

Liberal Arts Course Requirements

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

Graduate Core Requirements

A minimum of 7 quarter hours.

Electives

A minimum of 4 quarter hours, chosen from education or liberal arts offerings.

MASTER OF ARTS IN TEACHING AND OREGON STANDARD SECONDARY CERTIFICATION (5-12)

Students in this program complete education, liberal arts, and elective courses. The program satisfies Oregon requirements for a Standard Secondary Teaching Certificate.

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

Degree Requirements

A minimum of 54 quarter hours, distributed as follows.

Education Course Requirements

500 Researching Teaching Goals and Strategies, 3 quarter hours

501 Evaluating the Outcomes of Teaching, 3 quarter hours

503 Student Development and Learning, 3 quarter hours

504 Individuals in the Classroom, 3 quarter hours

507 Teaching and Learning in Secondary Schools, 4 quarter hours

508 Practicum in Secondary Teaching, 3 quarter hours

509 Q.E.D. Seminar, 3 quarter hours

511 Education and Society: Continuities and Discontinuities, 3 quarter hours

Liberal Arts Course Requirements

A minimum of 20 quarter hours of graduate study in a subject field:

1. LA/SS/SCI 501 (examining scholarship pertaining to teaching in a subject field), 3 quarter hours.

2. Liberal arts electives, 3 quarter hours

3. Electives from liberal arts disciplines, 17 quarter hours.

The subject field may be in an area in which a basic endorsement is already held or in a new

TEACHER EDUCATION

field of study in which the candidate seeks a basic endorsement. Lewis & Clark can recommend candidates for endorsement in art, drama, English language arts, foreign languages, mathematics, music, sciences (biology, chemistry, or physics), social studies, and speech.

Graduate Core Requirements
A minimum of 7 quarter hours
Education or Liberal Arts Electives

Courses in the psychology of learning, 3 quarter hours
Open electives, 3 quarter hours

MASTER OF ARTS IN TEACHING: LIBERAL STUDIES

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

Persons teaching in other states, community colleges, independent and parochial schools, or informal learning centers usually choose this degree. It provides flexibility and allows degree candidates to identify their individual learning needs and select appropriate courses.

Students design an individual course of study in consultation with a faculty member in the MAT Program. The MAT Liberal Studies degree may include special credentials or endorsements in areas such as educational administration or reading (e.g., Language and Literacy Program).

The program includes professional education and subject matter courses chosen in consultation with a faculty advisor.

Degree Requirements

A minimum of 54 quarter hours, distributed as follows.

Education Course Requirements
500 Researching Teaching Goals and Strategies, 3 quarter hours
509 Q.E.D. Seminar, 3 quarter hours

A minimum of 18 quarter hours selected from the 501-599 sequence of courses. *Note:* ED 505 and 506 OR 507 and 508 are required of regular classroom teachers. Some educational administration credits may be applied to this requirement.

Subject Matter Requirements

A minimum of 23 quarter hours in courses appropriate to individual needs, as agreed in consultation with a faculty advisor.

Graduate Core Requirements

A minimum of 7 quarter hours.

MASTER OF ARTS IN TEACHING: MUSIC

The Lewis & Clark graduate program in music leads to the MAT degree and certification for the teaching professional. Programs are designed with a high degree of individuality and seek to achieve a balance between musical, philosophical, and practical growth.

The curriculum includes a full range of courses in musicianship, performance, pedagogy, theory, research, and methodology.

Full-time and summer-session students come to study with specific members of the distinguished faculty, each a recognized expert in one or several fields.

Resources for Nondegree Students and Special Program

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

The second half of the summer term is traditionally devoted to institutes and workshops serving the music professional. Past offerings have included Orff and Kodaly workshops, choral symposia, jazz study with George Shearing, electronic music, music therapy, and summer instrumental workshops.

Degree Program

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

Admission

1. A bachelor of music education or equivalent degree with music as a major.

2. Teaching experience or evidence of demonstrated aptitude.

3. Interview with the director of graduate studies in music.

See admission criteria and procedures in previous section titled "Admission to Graduate Study in Teacher Education."

Degree Requirements

A minimum of 55 quarter hours, distributed as follows.

Note: Precise degree requirements for each student are determined by the student's graduate advisor in consultation with the student. The program listed here, however, is typical.

Required Courses

MuE 581 Introduction to Research in Music Education, 5 quarter hours

MuE 582 Historical Developments and Current Trends in Music Education, 5 quarter hours

MuE 584 Seminar in Music Education, 3 quarter hours

MuE 585 Music Teaching Practicum, 3 quarter hours

ED 503 Student Development and Learning, 3 quarter hours

ED 504 Individuals in the Classroom, 3 quarter hours

Subject Matter (Professional Music) Requirements

A minimum of 20 quarter hours, selected from graduate music courses.

Graduate Core Requirements

A minimum of 7 quarter hours.

General Electives

A minimum of 3 quarter hours.

CERTIFICATION AND ENDORSEMENT PROGRAMS

Four postbaccalaureate programs are available to students wishing to obtain teaching certificates or subject matter endorsements but not academic degrees:

1. The Basic Teacher Certification Program leads to the Oregon Basic Teaching Certificate, elementary or secondary, for students who hold a bachelor's degree but no teaching credentials.

2. The Basic Subject Matter Endorsement Program is for elementary and secondary teachers who already hold an Oregon Basic Teaching Certificate and who wish only to obtain an additional basic subject matter endorsement.

TEACHER EDUCATION

3. The Basic Reading Endorsement Program is offered as a separate program or in conjunction with basic and standard teacher certification. Consult the coordinator of the reading program for information and advising.

4. The Standard Teaching Certification Program is for elementary and secondary teachers wishing to obtain an Oregon Standard Teaching Certificate but not an advanced degree.

Admission

Application materials for the Basic Subject Matter Endorsement Program, Basic Reading Endorsement Program, or Standard Teaching Certification Program are distributed at orientation meetings. Admission requirements for these programs are the same as those for the MAT Program.

Applicants for the Basic Teacher Certification Program should phone 503-293-2741 for program materials and applications. Request basic certification materials, *not* MAT applications.

Program Requirements:

Elementary or Secondary Standard Certification

A minimum of 45 quarter hours, distributed as follows.

Education Course Requirements

500 Researching Teaching Goals and Strategies, 3 quarter hours

501 Evaluating the Outcomes of Teaching, 3 quarter hours

503 Student Development and Learning, 3 quarter hours

504 Individuals in the Classroom, 3 quarter hours

Elementary Certification Courses

505 Teaching and Learning in Elementary Schools, 3 quarter hours

506 Practicum in Elementary Teaching, 2 quarter hours

Secondary Certification Courses

507 Teaching and Learning in Secondary Schools, 4 quarter hours

508 Practicum in Secondary Teaching, 3 quarter hours

Liberal Arts Course Requirements

A minimum of 20 quarter hours selected from liberal arts courses.

Electives

A minimum of 8 quarter hours for elementary and 6 quarter

hours for secondary certification selected from education or liberal arts courses.

Program Requirements:

Basic Subject Matter Endorsement

Programs leading to Basic Subject Matter Endorsement are offered in art, biology, chemistry, foreign language, English language arts, social studies, basic mathematics, advanced mathematics, music, physics, reading, social studies, speech, and drama. Consult an MAT advisor to determine specific endorsement requirements.

Endorsement information is available in the Teacher Education Office, 503-293-2741.

FACULTY

The MAT faculty is composed of individuals who believe that a combination of liberal arts courses and education classes develops the strongest teachers and educators. Nearly all of the full-time faculty have doctorate degrees, as do more than 70 percent of the adjunct faculty. Individuals are selected for their teaching abilities as well as for their scholarship. Special care has been taken to see that "teachers who teach teachers" are among the very best.

CURRICULUM

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

INSERVICE PROGRAM

ED 500

RESEARCHING TEACHING GOALS AND STRATEGIES

Collection of relevant information to aid in decision making in educational settings. Students learn the minimum essential knowledge about the research process in order to use research for better decision making. Students gain sufficient understanding of the research process to interpret and evaluate educational research reports. The course provides students with sufficient knowledge to plan and carry out small-scale action research and evaluation studies.

Prerequisite: None

Credit: 3 quarter hours

ED 501

EVALUATING THE OUTCOMES OF TEACHING

The principles of test construction and the role of testing in the educational process. Topics include the construction of classroom tests, including nontraditional assessment tools, for student and program evaluation; use of standardized tests; how to analyze, evaluate, and interpret tests; the limitations and strengths of testing; and the correct use of tests and test scores.

Prerequisite: None

Credit: 3 quarter hours

ED 502

THE PERSONAL AND SOCIAL DIMENSIONS OF TEACHING

An opportunity for individual reflection about one's role as a teacher. Topics include reasons for choosing teaching as a profession, criteria for quality teaching, the relationships between a philosophy of education and approaches to classroom instruction, and the societal and institutional contexts of teaching.

Prerequisite: None

Credit: 3 quarter hours

ED 503

STUDENT DEVELOPMENT AND LEARNING

The range of human development, both normal and exceptional, across the developmental domains of cognition, motor development, social and emotional development, and language. Focus includes areas of exceptionality and the problems of definition and labeling, legislation and litigation, and education services for children.

Prerequisite: ED 501 and 502, or consent of instructor

Credit: 3 quarter hours

ED 504

INDIVIDUALS IN THE CLASSROOM

Classroom management, counseling management, instruction, and counseling techniques for assisting classroom teachers in creating positive learning environments for a wide range of students. Methods discussed include student-teacher relationships, peer relationships, beginning the school year, preventing disruptive behavior, effective in-

TEACHER EDUCATION

struction, problem solving, cognitive behavior management, self-modification, contracting, school-wide student management, and how to more effectively use school counselors and psychologists.

Prerequisite: ED 503 or consent of instructor

Credit: 3 quarter hours

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

Evaluating teaching and making desirable changes based on an increased understanding of instructional models appropriate to students. Instruction is evaluated through observation, case studies, and videotaping of teaching.

Prerequisite: ED 501 and 502, or consent of instructor. This course is to be followed by ED 506.

Credit: 3 quarter hours

ED 506**PRACTICUM IN TEACHING**

Implementation of the models of teaching studies in ED 505. Students use their own classes or work in an arranged placement. Each student videotapes sessions in which a given model is employed. Segments of tapes are viewed and evaluated during class sessions.

Prerequisite: ED 505

Credit: 2 quarter hours

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

Evaluating teaching and making desirable changes based on an increased understanding of instructional models appropriate to students. Instruction is evaluated through observation, case studies, and videotaping of teaching. The course includes methodologies of reading and writing instruction in courses in various content areas.

Prerequisite: ED 501 and 502, or consent of instructor. This course is to be followed by ED 508.

Credit: 4 quarter hours

ED 508**PRACTICUM IN TEACHING**

Implementation of the models of teaching studied in ED 507. Students use their own classes or work in an arranged placement.

Each student videotapes sessions in which a given model is employed. Segments of tapes are viewed and evaluated during class sessions.

Prerequisite: ED 507

Credit: 3 quarter hours

ED 509**Q.E.D. SEMINAR**

An opportunity for inservice MAT students to integrate what they have learned throughout their academic program. In consultation with the instructor, students define and answer a question related to their teaching and intellectual and professional development. The seminar meets as a group during the term.

Prerequisite: ED 506 or ED 508

Credit: 3 quarter hours

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

The curious and dialectical relation between education and our society. The course examines cultural reproduction and resistance; stability and change; excellence and equity; realism and idealism, ethics and pragmatism; teaching from an embattled career to empowered profession; review of major reform reports; homogeneity and pluralism; race, class, and gender in education; critical pedagogy; and school as panacea and contested terrain.

Prerequisite: ED 503

Credit: 3 quarter hours

ED 529**LANGUAGE ACQUISITION AND DEVELOPMENT**

How human beings learn their native language and what it is people know when they have learned a language. This understanding is used to formulate a school environment which maximizes language learning potential, identifying both the learner's and the teacher's roles. The course is required for the Basic Reading Endorsement and is recommended preparation for language arts offerings, particularly Researching and Teaching the Language Arts.

Prerequisite: None

Credit: 3 quarter hours

ED 530**FOUNDATIONS OF LITERACY**

Basic developmental factors in learning to read, with emphasis on language development, beginning reading skills, and basic communication skills.

Prerequisite: None

Credit: 3 quarter hours

ED 531**DEVELOPING READING SUCCESS**

Reasons for and solutions to reading failure. The course explores the efficacy of whole-language versus skills-based approaches to gaining literacy at all ages, as well as examining sociolinguistic factors contributing to reading difficulty. Students critique reading assessment instruments; expand their knowledge of books appropriate to students of various ages, ethnic groups, etc.; and explore a controversial topic in the teaching of remedial reading.

Prerequisite: None

Credit: 3 quarter hours

ED 532**ASSESSING READING STRATEGIES: PRACTICUM**

Combined seminar and practicum, to familiarize the classroom teacher or reading specialist with a language orientation to the diagnosis of reading problems, the causes and correlations of reading disability, assessment procedures in reading, and remedial strategies which can facilitate improvement. Students assess a reader and develop a profile of her or his strategies. The profile is used to design and implement an instructional plan to aid the reader in developing effective, efficient reading strategies.

Prerequisite: None

Credit: 3 quarter hours

ED 533**INNOVATIONS IN READING, K-12**

Methods and materials used in a whole-language reading program, including the integration of reading and writing processes. Students develop curricular plans emphasizing language-based, student-centered activities that create an integrated environment.

Prerequisite: None

Credit: 3 quarter hours

TEACHER EDUCATION

ED 534**A THEORETICAL APPROACH TO READING COMPREHENSION**

Reading comprehension and its cognitive and linguistic components. Strategy-based methods of teaching comprehension are applied to the classroom. Students read varied articles, examine their own reading comprehension processes, and do theoretical and practical projects to further their understanding of comprehension processes.

Prerequisite: None

Credit: 3 quarter hours

ED 543**LAW AND PUBLIC EDUCATION**

Same as EDAD 543.

ED 598**COMPUTERS FOR EDUCATORS I**

Computer literacy and computer operation skills. For K-12 teachers in all subject areas, the course explores the computer as an instructional tool and examines ways to integrate the computer into instructional units within various subject areas.

Prerequisite: None

Credit: 3 quarter hours

ED 598**CULTURE AND LITERACY**

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

Prerequisite: None

Credit: 3 quarter hours

EDUCATIONAL ADMINISTRATION**EDAD 513****LEADERSHIP SEMINAR**

Understanding how concepts of leadership have evolved over the past 300 years serves as the initial focus for this interdisciplinary course. Students consider a variety of issues related to leadership in organizations, including moral ambiguity, increasing complexity, and inequities in access to leadership. Leadership problems are drawn from private industry, government, and education. This course is appropriate for students in teacher preparation, educational admin-

istration, public administration, and for selected undergraduates.

Prerequisite: None

Credit: 3 quarter hours

HEALTH AND PHYSICAL EDUCATION**HPE 514****FITNESS: EVALUATION AND PRESCRIPTION**

Techniques and interpretation of results of individual physical fitness programs.

Prerequisite: None

Credit: 3 quarter hours

HPE 562**COMMUNITY HEALTH PROBLEMS**

Health problems in a community. The course makes inservice teachers aware of the agencies that cope with these problems.

Prerequisite: None

Credit: 3 quarter hours

HPE 572**HUMAN SEXUALITY**

Contemporary issues affecting human beings as males and females. The course examines approaches to education concerning human sexuality.

Prerequisite: None

Credit: 3 quarter hours

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

Same as ED 529.

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 concerning curriculum and methodology in listening, speaking, reading, and writing. Other curricular disciplines are also examined to see how language can be developed in those areas.

Prerequisite: LA 500

recommended

Credit: 3 quarter hours

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

Same as ED 533.

LA 508**STRUCTURE OF KNOWLEDGE AND THE CURRICULUM**

Same as SCI 508.

LA 531**WRITING AND THE WRITING PROCESS**

Writing class designed for professionals, especially secondary teachers from all disciplines. Class sessions focus on recent research and theory in composing, typical writing problems, and the way the English language works. Weekly, students read their own prose to their peers and receive feedback from them. The course responds to teachers' understanding of the writing process and, through firsthand experience, introduces them to techniques that can be used in their classrooms.

Prerequisite: None

Credit: 3 quarter hours

LA 598**WRITING WORKSHOP**

Pursuing writing beyond that which students have done in other courses, including Writing and the Writing Process. The content of this course is the writing that students bring to each class and the responses offered by all class members. Whether a particular class focuses on fiction, nonfiction, or a combination of the two forms is at the discretion of the instructor.

Prerequisite: None

Credit: 2 quarter hours

LA 598**NOVELS: BRITISH AND AMERICAN**

Several themes as handled in British and American novels. The readings all concern young people who struggle with prejudice and with growing up, with the clash of cultures, and, finally, with family dynamics and the ways in which family life produces both the expression and the repression of personality. Students chart the distinctive differences not only among the novelists as writers but also between the British and the American vision of life.

Prerequisite: None

Credit: 3 quarter hours

LA 598**CULTURE AND LITERACY**

Same as ED 598.

LA 598**TEACHING AND WRITING POETRY**

The nature of poetry and fiction, of contemporary work in partic-

TEACHER EDUCATION

ular. The best ways to teach these genres are integrated with writing poems and fiction.

Prerequisite: None

Credit: 3 quarter hours

LA 598

ADVANCED TEACHING STRATEGIES FOR THE WHOLE LANGUAGE CLASSROOM

Research bases and classroom strategies for whole language instruction in reading and writing. Focus is on analysis and application of research beneficial to the development of children's reading and writing skills, with emphasis on refining conferencing skills.

Prerequisite: LA 530 or 502

Credit: 3 quarter hours

MUSIC EDUCATION

MuE 581

INTRODUCTION TO RESEARCH IN MUSIC EDUCATION

The five areas of music education research: aesthetic, philosophical, historical, descriptive, and experimental. Basic statistics is studied, and each student writes a formal research proposal and outline in either descriptive or experimental research. National assessment tools in music are sampled and analyzed. Emphasis is on extending research reading and relating it to practical improvements in music teaching.

Prerequisite: None

Credit: 5 quarter hours

MuE 582

HISTORICAL DEVELOPMENTS AND CURRENT TRENDS IN MUSIC EDUCATION

Major curriculum developments in music education from the 1700s through the present. Discussion and practice in areas such as new secondary curriculum possibilities, MMCP, Orff-Schulwerk, Kodaly, Dalcroze, Gordon, and K-12 curriculum goals and sequence. The course includes integration of reading and writing instruction in various content areas.

Prerequisite: None

Credit: 5 quarter hours

MuE 584

SEMINAR IN MUSIC EDUCATION

The philosophy and craft of music teaching. Topics include goal setting, problem solving, al-

ternative methods of teaching, and evaluation. Discussion and papers are presented on current issues and problems salient to the school music teacher, including organization and planning, budgets, curriculum, and music in relation to the entire school system.

Prerequisite: None

Credit: 3 quarter hours

MuE 585

MUSIC TEACHING PRACTICUM

Practical experience in the student's own classes or in arranged placements. Students videotape sessions, and instruction is evaluated through observation and project developed materials. The practicum provides a context to integrate into practice the materials discussed in MuE 584.

Prerequisite: MuE 584

Credit: 3 quarter hours

PRESERVICE PROGRAM

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. The course studies the school as an organization and as a means of cultural transmission and examines the interdependence between the educational system and the sociocultural milieu in which it operates. The course will extend student perspectives on education; encourage a reexamination of personal and social values and a testing of those values against perceptions of reality; induce students to question assumptions, institutions, and processes which may have been unchallenged; and enable students to analyze educational goals, theories, practices, structures, and outcomes, and the underlying sociocultural forces which influence them.

Prerequisite: Enrollment in the MAT Preservice Program

Credit: 3 quarter hours

ED 551

LITERACY AND ETHNOGRAPHY

Reading and writing across the curriculum from a developmental perspective and a whole-language orientation. Problems

in writing and reading, peer teaching, media competency are examined by way of qualitative methods selected to understand the learning environment and the meaning-making system of students. Interviewing, participant observation, ethnographic methods, and observation systems are applied. Tutoring a student in reading is required.

Prerequisite: Enrollment in MAT Preservice Program

Credit: 2 quarter hours

ED 552

ADOLESCENT DEVELOPMENT AND LEARNING

Discussion, critique, and applications of theories of adolescent development, classroom management theories, and instructional methods conducive to healthy adolescent development and learning. The course enables prospective teachers to integrate field experience, empirical psychological research, and perspectives from other disciplines in examining adolescent physiological, psychological, cognitive, social, and moral development. They also develop an understanding of how social, cultural, and institutional factors influence adolescent development.

Prerequisite: Enrollment in MAT Preservice Program

Credit: 5 quarter hours

ED 553

CLASSROOM INSTRUCTION AND LEARNING I

Integration of previous courses with students' emerging ideas of themselves as teachers. The course enables preservice teachers to develop a student-centered philosophy of teaching; learn teaching methodologies and materials compatible with that philosophy and appropriate to particular groups of students; and develop a rationale and methodology for integrating reading, writing, and visual literacy into the curriculum. Students observe and teach in collaboration with an excellent secondary school teacher.

Prerequisite: Enrollment in MAT Preservice Program

Credit: 6 quarter hours (4 quarter hours interdisciplinary, 2 quarter hours by discipline)

TEACHER EDUCATION

ED 554**CLASSROOM INSTRUCTION AND LEARNING II: TEACHING PRACTICUM**

Developing an in-depth understanding of teaching methodologies compatible with subject matter and students. Interns apply this knowledge in a full quarter of both independent and collaborative teaching. They assist students in developing reading and writing skills as well as visual literacy. Teaching is analyzed through observation and videotaping to refine methods and curricular approaches.

Prerequisite: Enrollment in MAT Preservice Program

Credit: 12 quarter hours

ED 555**EDUCATION: EXPERIENCE AND MEANING**

Information and ideas derived from the previous 12 months of the program are synthesized and examined in the light of educational research. Students review their learning in the schools and in their education and content classes as they develop seminar papers which integrate and critique this learning. The course returns to some of the issues studied the previous summer and reexamines them with the perspective of experience in MAT classes and in the schools. These issues include equity, school finance, educational politics, teacher organizations, and professionalism.

Prerequisite: ED 554

Credit: 2 quarter hours

SCIENCE AND SCIENCE EDUCATION**SCI 501****THE SCIENCE OF LEARNING SCIENCE**

Practices for improving laboratory instruction, text comprehension, and questioning strategies. Students examine their own assumptions about science learning and study conceptual problems encountered by children throughout the elementary and secondary science curricula.

Prerequisite: None

Credit: 3 quarter hours

SCI 502**NORTHWEST SCIENTISTS AND TECHNOLOGIES**

The range of scientific enterprises in the Pacific Northwest,

particularly in the Portland area. Students encounter a variety of scientists and engineers and learn of their work during guest presentations and excursions to sites of interest.

Prerequisite: None

Credit: 3 quarter hours

SCI 503**INFORMAL SCIENCE AND TECHNOLOGY EDUCATION**

Sources of science education experience outside of the classroom. Students learn to evaluate how well visitors grasp museum and zoo exhibit messages. They then apply these insights to helping children learn science through exploration in a variety of settings.

Prerequisite: None

Credit: 3 quarter hours

SCI 506**SCIENCE LAB AND MICRO-COMPUTERS FOR INSTRUCTION**

Organizing and using a science laboratory in keeping with principles of pedagogy, curriculum, and safety. The course also explores uses of microcomputers and other instructional technology throughout the science curriculum.

Prerequisite: None

Credit: 3-5 quarter hours

SCI 508**STRUCTURE OF KNOWLEDGE AND THE CURRICULUM**

Curriculum theory, the underlying structure of the discipline, and implications for curriculum construction. Topics include analysis of major topics in the discipline, analysis of curriculum in use, intention and student performance, objectives and their purpose, qualitative and quantitative evaluation, the hidden curriculum, assumptions about knowing, knowledge, human nature, language, culture, and values. Conference sections for teachers of different subject areas.

Prerequisite: Enrollment in MAT Preservice Program.

Credit: 3 quarter hours

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

Relationships among science, technology, and society, especial-

ly in the realm of values and the nature of scientific inquiry.

Prerequisite: None

Credit: 3 quarter hours

SCI 550**ENVIRONMENTAL SCIENCE IN EDUCATION**

For practicing and prospective teachers, concepts used to interpret the state of an ecosystem; plan for effective use of environmental sites in classroom teaching and make use of newly developed environmental curricula; connect local, value-laden environmental issues to global perspectives on the state of the world; develop skills for conducting inquiry-style teaching through simulation exercises and field studies; and enrich the store of natural history knowledge applicable to appreciating the environments of the Pacific Northwest.

Prerequisite: None

Credit: 3 quarter hours

SCI 595**PHYSICAL SCIENCE**

Imaginative inquiry with simple materials, science concepts, and interesting connections among everyday experiences. Topics may include force and balance, sound and vibration, light and shadow, simple electrical circuits, and material properties. The class provides teachers with guidance in preparing classroom science activities and emphasizes the enjoyment of doing science with children.

Prerequisite: None

Credit: 3 quarter hours

SCI 596**EARTH/SPACE SCIENCE**

Changes in the sky and on the earth which occur on scales beyond ordinary experience. Inquiry focuses on celestial events, orbital motion, local landscapes, rock and mineral identification, and simple weather instruments. Students translate this knowledge into classroom practices. The class provides teachers with guidance in preparing science activities and stresses the enjoyment of doing science with children.

Prerequisite: None

Credit: 3 quarter hours

TEACHER EDUCATION

SCI 597
LIFE SCIENCE

For practicing teachers, an exploration of life science concepts and elementary teaching strategies. Topics include cell biology, ecology, reproduction and development, adaptation, and natural selection. Emphasis is on life science curriculum grades K-8. Site visitations and laboratory activities are included.

Prerequisite: None

Credit: 3 quarter hours

SCI 598
SCIENCE ENRICHMENT IN THE HIGH SCHOOL

Special concerns in secondary science: opportunities for advanced study or research by very capable students, preparation for science and technology competitions and expositions, and inclusion of social issues and ethical questions in science courses for all students. The course assists teachers in building networks of resources and resource persons to call on for assistance in directing student research. The course provides guidance in discussing controversial science and technology issues in the classroom. Students pursue independent study to update their knowledge of a topic relevant to advanced secondary science and present this information in class.

Prerequisite: Science background

Credit: 3 quarter hours.

SCI 598
COMPUTERS FOR EDUCATORS II

Programming concepts using the BASIC language on a variety of microcomputers. The course is for K-12 teachers in all subject areas who have completed the equivalent of the course, Computers for Educators I; understand what it means to write a computer program; and wish to extend their programming ability using BASIC.

Prerequisite: None

Credit: 3 quarter hours

SOCIAL STUDIES**SS 501**
SOCIAL STUDIES: INSTRUCTION, CURRICULUM, AND EVALUATION

Builds on elementary and secondary teachers' previous

courses in social studies education and experiences as classroom teachers to improve instruction and evaluation in social studies programs. Students refine a rationale for teaching social studies, examine selected social studies curricula, and implement and evaluate curricula and teaching strategies in the classroom.

Prerequisite: None

Credit: 3 quarter hours

SS 508
STRUCTURE OF KNOWLEDGE AND THE CURRICULUM
Same as SCI 508.**SS 510**
HISTORY AND CULTURE OF THE AMERICAN INDIAN

The purposes of archaeology and its contributions 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 quarter hours

SS 511
AFRICAN-AMERICAN HISTORY
The distinct experiences of people of African descent in America, the creation of African-American culture, and the development of Black liberation movements. The course analyzes the interaction among race, class, and culture in African-American communities. Readings include first-person narratives and political manifestos as well as secondary sources.

Prerequisite: None

Credit: 3 quarter hours

SS 530
PSYCHOLOGICAL ANTHROPOLOGY

Exploration of the range of human variability with an eye toward the question, "How essential are the differences among peoples?" Culture and personality, cross-cultural study of cognition, and the impact of the individual on culture and society are studied.

Prerequisite: None

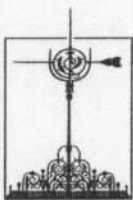
Credit: 3 quarter hours

SS 550
TEACHING CITIZENSHIP (K-12)

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. Credit may be applied toward certification requirement in state and local government.

Prerequisite: None

Credit: 3 quarter hours



POLICIES AND PROCEDURES

While being responsible for meeting the specific degree requirements within each graduate program, students are also expected to understand and comply with the general policies and procedures of the Graduate School of Professional Studies.

ADMISSION TO GRADUATE STUDY

Each of the graduate programs has unique admission requirements and procedures, listed in the appropriate program section of this catalog. Application information for graduate study is available on request at each program office. Meeting the minimum entrance requirements of a given program does not guarantee admission.

Conditional Admission may be granted to applicants who meet certain admission requirements at the minimal level if other indicators suggest probable success in the program.

Each program requires applicants to take the Miller Analogies Test, the Graduate Record Exam, or the CBEST. The Miller Analogies Test may be taken by appointment at the Lewis & Clark Student Counseling Center, 503-293-2682, or at Smith Memorial Center, Room M-342, 1825 S.W. Broadway, Portland, Oregon 97201, phone 503-229-4428. Information about Graduate Record Examination testing dates and sites may be obtained at the Career Planning & Placement Center in the Gatehouse, 503-293-2770. The CBEST is administered by Portland State University, Portland Community College, and the University of Portland.

ADMISSION OF INTERNATIONAL STUDENTS

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

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

International students should have sufficient knowledge of the English language to follow their proposed program of study. All international students whose native language is other than English and who have not completed an undergraduate degree in the United States must submit the Test of English as a Foreign Language (TOEFL). For information and arrangements for taking the TOEFL, students should write to the Educational Testing Service, Princeton, New Jersey 08540. A score of 550 is usually necessary to begin a graduate program, but there is flexibility in that score level. That is, other factors of achievement and aptitude enter into an admission decision.

Students who do not have sufficient skills in the English language may apply to the Institute for the Study of American Language & Culture, Lewis & Clark College, Portland, Oregon 97219. When they have attained 550 on the TOEFL, they may apply for admission to graduate studies.

All students from abroad are required to have a medical examination before they come to the United States. They must also show proof of major medi-

cal coverage or enroll in the college insurance plan before registration.

ADMISSION DATES

Applications for admission are processed on a monthly basis. However, to assure consideration for a specific term applications should be completed by the following dates.

Fall admission:

Apply by August 1

Winter admission:

Apply by December 1

Spring admission:

Apply by February 1

Summer admission:

Apply by May 1

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

Some programs begin in specific terms. Consult the program office regarding admission dates for each program.

ADMISSION APPEAL PROCESS

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

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

STUDENT STATUS: DEGREE/CERTIFICATE SEEKING STUDENT

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

POLICIES AND PROCEDURES

**STUDENT STATUS:
SPECIAL STUDENT**

A Special Student is defined as:

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

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

ADVISORS

The director of each graduate degree program is responsible for assigning advisors to students in that program. The Counseling Psychology Program has an open advising system and does not assign permanent advisors. In the other degree and certification programs, the assignment of a permanent advisor occurs immediately following admission to graduate study. Preadmission advice is given by the appropriate program director.

SEQUENTIAL RESPONSIBILITIES OF CANDIDATES IN A MASTER'S DEGREE PROGRAM

These steps apply for all degree programs.

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

admitted to degree candidacy, usually after completing three courses in the program. (See Public Administration section on admission.)

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

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

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

ADVANCEMENT TO DEGREE CANDIDACY

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

The following steps are taken during the review:

1. Course grades are examined to determine whether a 3.0 grade point average is being maintained, whether more than two grades below B- have been earned, and whether any grade lower than C- has been earned.
2. The courses taken are compared to those listed on the student's formal program to ensure that the student is progressing as planned.
3. Information relevant to each degree/certification program is solicited from advisor(s), professors, and other sources.

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

Note: All courses applicable to the masters degree must have been completed within the five years preceeding the granting of

the degree. Special exceptions to this rule may be provided within individual graduate programs.

CREDIT SYSTEM

Lewis & Clark's academic year is composed of three terms, plus a summer term. Lewis & Clark College transcripts of a student's work completed prior to fall 1986 reflect course credits, with one credit equivalent to five quarter hours. Courses were assigned one credit or partial credit, as designated in each program's curriculum. Beginning fall 1986 courses are assigned credit in quarter hours.

TRANSFER OF CREDIT

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

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

GRADUATE TUITION AND FEES

Cost for the 1988-89 academic year is \$124 per quarter hour. The college reserves the right to change tuition, fees, or both.

The standard tuition schedule applies to all graduate courses, except special education-hearing impaired and special programs. Contact the appropriate program offices for this information. Moreover, some courses charge additional fees for laboratory or off-campus work. Full tuition must be paid for any course the student wishes to appear on a transcript, including courses taken as audit.

POLICIES AND PROCEDURES

REFUND POLICY

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

SPECIAL FEES

The following fees apply only to graduate students.

Application to graduate study:

\$35

Graduation fee: \$40

Registration with Teacher

Placement Bureau (optional):

\$35

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

FINANCIAL ASSISTANCE

Lewis & Clark College provides financial aid for students who are admitted to master's degree graduate programs. Some funds such as the Perkin's Loan and College Work-Study are limited and are therefore restricted to students enrolled full time (nine quarter hours each term). Other aid, such as the Guaranteed Student Loan and Supplemental Loan, may be available to students enrolled at least half time (five quarter hours each term), depending on individual lender policies. Students who are not pursuing master's degrees, such as those enrolled as post-baccalaureate students for teacher certification, should refer to the section "Teacher Certification or Postbaccalaureate Students."

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

Students receiving aid from federal programs are required to sign a statement of registration compliance with the Selective

Service Program and may not be in default or owe a refund on any prior federal loan or grant funds from any college or university.

NEED-BASED AID

Guaranteed Student Loans: Students pursuing a master's degree may borrow a maximum of \$7,500 per year through their local lending institution. Students enrolled as postbaccalaureate students (e.g., for teacher certification) may borrow a maximum of \$4,000 per academic year. The aggregate maximum which a master's degree candidate may borrow is \$54,750 including loans borrowed as an undergraduate. The interest rate is eight percent for new borrowers during the first four years of repayment and ten percent starting the fifth year. Interest and payments are deferred until six months after the student ceases to be at least half-time. Students who have previously borrowed a GSL at seven, eight, or nine percent and have outstanding loans will continue to borrow at seven, eight, or nine percent interest. The Financial Aid Office must assess the student's eligibility for the GSL Program based on the information submitted on the Financial Aid Form. The student must then submit an additional separate loan application and have lender approval to secure the funding.

Perkin's Loans (formerly National Direct Student Loans): This federal loan program is awarded to students on the basis of financial need. Graduate students may borrow an aggregate maximum of \$18,000 (including undergraduate loans). Interest and payments begin six or nine months after the borrower graduates, withdraws from school or enrolls less than half time. During the repayment period, interest accrues at five percent per year on the unpaid balance. The maximum Perkin's Loan awarded at Lewis & Clark is \$2,500 per year and students are required to borrow a maximum Guaranteed Student Loan before being considered for a Perkin's Loan.

College Work-Study: Graduate students whose financial need makes them eligible for college work-study may apply for jobs in the graduate departments.

Graduate students may not be employed in undergraduate departments through the College Work-Study Program. Wages range from \$3.35-\$5.50 per hour and students may work a maximum of 20 hours per week.

APPLYING FOR NEED-BASED AID

Application packets for 1988-89 (summer, fall, winter, and spring terms) are available in the Financial Aid Office. Students must complete the Financial Aid Form, Lewis & Clark Application for Financial Aid, Financial Aid Transcript/Record, and be admitted to a graduate program to be considered for need-based funds. The priority deadline for funds which are most limited (such as the Perkin's Loan) is February 15. Students are encouraged to apply past the priority deadline and will be considered for all available funds. Students should allow a minimum of 4-6 weeks to process their financial aid application and 4-8 weeks to process their Guaranteed Student Loan application. Additional information on the forms and procedures is provided in the financial aid application packet.

OTHER TYPES OF AID

Supplemental Loans: The major source of financial aid for graduate students is the student bank loan. The Guaranteed Student Loan (described above), which is the most commonly known, is now a need-based program. A nonneed-based loan program for students pursuing a master's degree is the Supplemental Loan (SLS). The SLS was formerly called the PLUS/ALAS loan. Through the SLS, graduate students may borrow a maximum of \$4,000 through their local lending institution. The interest rate is set annually at the Treasury Bill rate plus 3.25 percent with a 12 percent cap and begins from the time the funds are issued. Students may qualify for student deferment or payments on the loan principal but the interest will continue to accrue. Lenders have the option of collecting the interest during a deferment period or adding the deferred interest to the principal at the time repayment begins.

POLICIES AND PROCEDURES

Students may apply for the Supplemental Loan by submitting the SLS application to the Financial Aid Office. Completion of the Financial Aid Form is not required.

Short-Term Emergency Loans:

Full-time students may borrow a maximum of \$150 through the college. Emergency loans are generally processed within the same day and may be used for any educationally related expenses. The student may not have outstanding bills at the college. A small service charge/interest will be assessed to borrowers.

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

TEACHER CERTIFICATION OR POSTBACCALAUREATE STUDENTS

The federal government defines "graduate" student as admitted and enrolled in courses leading to a graduate degree. Students at Lewis & Clark enrolled in basic teacher certification are usually not pursuing a master's degree. Therefore, even though they are charged tuition at the graduate rate and even though the Teacher Certification Program is located within Lewis & Clark's graduate school, students are considered as postbaccalaureate for all federal funds. This means they are eligible for a maximum of \$4,000 per academic year in the Guaranteed Student Loan and are eligible for a Supplemental Loan only if they meet the definition of an "independent" student (see the application for financial aid for more information on this definition). Teacher certification students must enroll for a minimum of nine quarter hours per term to be full time.

ACADEMIC PROGRESS REQUIREMENTS

Students are required to maintain normal academic progress to receive financial aid. Students must enroll full time each term and must complete no less than 15 quarter hours per academic year. Students must maintain a minimum cumulative GPA of

2.00. Students enrolling less than the full academic year will have the minimum quarter hours pro-rated based on the number of terms enrolled.

Withdrawal, a grade of F, and no credit designations are not considered as satisfactory completion of a course. Incompletes are considered only if course requirements are completed within the time frame prescribed by the college. Deferred grades are acceptable until the sequence of courses is completed. Repeated courses are accepted to meet normal progress, though repeated courses do not carry credit for graduation.

The student's progress is reviewed at the end of each academic year. Failure to meet the minimum standard may result in cancellation of aid for subsequent terms or years. Should aid be withheld for academic reasons, the student is required to explain in writing the reasons for not achieving the minimum standard. A decision as to continuation of aid will be made by the Financial Aid Office.

FINANCIAL AID REFUND AND REPAYMENT POLICIES

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

Students who withdraw from the college and receive a refund of tuition, according to the college's schedule of refunds, are required to return a portion to the financial aid programs. The portion returned to federal programs (including federal student loans such as the Guaranteed Student Loan and Supplemental Loan) equals the amount of federal funds divided by the total aid received. The portion returned to institutional funds equals the amount of institutional funds divided by the charges for the term. The balance of the refund is returned to the student and/or parent.

If a student withdraws from courses during the refund period for tuition, but continues to be enrolled at the college, and if there is a reduction of tuition, the total amount of the refund will be returned first to the financial aid programs.

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

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

APPLYING FOR FINANCIAL AID

Applications for financial aid are processed through the college's Financial Aid Office, 503-293-2675. Students qualifying for V.A. benefits should consult the Registrar's Office, 503-293-2670.

REGISTRATION

Registration for graduate students is by mail. There is no formal mass registration, but students may register in person at the Registrar's Office at the times indicated in the *Registration Announcement* booklet as on campus registration.

COURSE NUMBERING SYSTEM

100-299 Lower-division undergraduate courses.

300-400 Upper-division undergraduate courses.

500-599 Graduate courses.

600-649 Graduate continuing professional education courses may be applicable to a Lewis & Clark College master's degree or certification program upon approval of advisor.

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

Note: No more than 10 quarter hours of continuing professional education coursework may apply to a graduate degree or certificate. Students should check with their program advisors before enrolling in any continuing education course to determine whether the course desired may apply to their planned program.

GRADING SYSTEM

Letter grades may be accompanied by a plus or minus to be calculated.

POLICIES AND PROCEDURES

culated into a student's GPA as follows:

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

GRADING POLICY

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

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

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

VETERANS

Lewis & Clark is required by law to report to the Veteran's Administration any graduate student receiving V.A. benefits whose cumulative GPA falls below 3.0 for two consecutive terms.

INCOMPLETE GRADES

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

When the instructor decides that an Incomplete grade is appropriate, an Incomplete Grade Form, obtained from the Registrar's Office, is filled out and signed by both the faculty member and, whenever possible, the student. Stated on the form is the reason for granting the Incomplete and the date by which

the Incomplete will be made up. This date may be no later than one year following the last day of the final examination period of the term. This form will be submitted to the registrar along with final grades for the term.

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

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

COURSE WAIVERS

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

1. Through a written or oral examination by a professor in the area in which competence is to be tested (with consent of instructor).
2. Through demonstration of skill, behavior, or other knowledge which clearly reveals mastery in the area in which competence is to be tested.
3. Through a written recommendation from an outside authority recognized by the college (e.g., a certified principal or superintendent), followed by a thorough review of the recommendation by a professor in the area in which competence is to be tested.

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

RESIDENCE

To establish residence in the MAT, MAT-LS, MPA, and non-degree programs, all coursework must be completed at Lewis & Clark College, except for a maximum of 15 quarter hours of transfer credit. Students should note that three programs have special residency requirements.

DEGREE APPLICATION AND CONFERRAL

The degree application, together with the \$40 graduation fee, should be filed with the appropriate program director before the applicable deadline.

Fall graduation: September 15

Winter graduation: November 15

Spring graduation: February 15

Summer graduation: June 15

Degrees are conferred at the end of each term. Commencement ceremonies are held in June each year for August, November, March, and June graduates.

A student intending to complete a program in August may participate in June commencement exercises if the degree application is submitted by April 1.

EMERGENCY INFORMATION

The best source of help in an emergency is the Security Office, x6705 (days) or 503-293-2779. An officer will either respond directly or call in necessary assistance from the police department, Student Health Center, or an ambulance. Whenever possible it is best to allow the Security Office to coordinate response to emergencies. To reach emergency assistance from off campus agencies, dial 9, then 911.

Only when the Security Office is not available by phone should you call in the police or an ambulance directly, and then you should be prepared to meet them at the Security Office. Police and ambulance drivers do not know their way around campus.

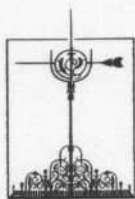
In case of a fire, please call the Fire Department directly and then notify the Security Office, x6705. Again, fire fighters must be met at the Security Office.

BAD WEATHER EMERGENCY PROCEDURES

During bad weather, students and faculty are notified of graduate evening class closures through notices on local radio stations. Several radio stations

COLLEGE RESOURCES

routinely include class closure announcements in their morning broadcasts. Additional evening closures may be broadcast between 2 and 5 in the afternoon. At the first meeting of winter term classes, instructors may also establish a telephone network among class members.



COLLEGE RESOURCES

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

REGISTRAR

The Registrar's Office, located on the main floor of Odell Manor, is open from 9 a.m. to 4 p.m., Monday through Friday. During the first two weeks of each term, the office remains open until 5 p.m. For information regarding official academic records and course schedules, phone 503-293-2670. For transcript information phone 503-293-2671.

CASHIER

The Cashier's Office, located in the basement of Odell Manor, is open from 9 a.m. to 4 p.m., Monday through Friday. During the first two weeks of each term, the office remains open until 5 p.m. Consult the office to get information on costs, to pay tuition and fees, to inquire about your account, to change an address to which billing should be sent, and to pick up your paycheck if you are working on campus. If payment of tuition and fees presents a problem, the Cashier's Office can help you develop a payment plan. You may cash checks at the office with presentation of a current, valid Lewis & Clark I.D. card. If you wish to cash a check of \$100 or more, please give the office 24 hours notice. Phone x6576 or 503-293-2664 from outside.

BOOKSTORE

The bookstore is located in Templeton College Center next to the Trail Room. It is open from 8:30 a.m. to 8 p.m. Monday through Thursday during the first two weeks of fall, winter, and spring terms. During the rest of each term the store is open from 8:30 a.m. to 4:30 p.m. Tuesday, Thursday, and Friday. On Mondays and Wednesdays the store is open until 8 p.m. During summer term the bookstore is open from 8:30 a.m. until 4:30 p.m. Monday through Friday. For information phone 503-293-2694.

LIBRARY

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

MEDIA SERVICES

The Media Services Center offers many services to students and faculty. Various types of equipment may be checked out, such as projectors, record players, tape recorders, and video recorders. Valid I.D. must be presented when equipment is checked out. You may reserve equipment in advance by calling x6540 or 503-293-2762.

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

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

COMPUTING SERVICES

Information processing, problem solving, data analysis, and simulations on high-speed interactive computers are an integral part of our modern technological society. They are also a part of daily life at Lewis & Clark. Computing

services at Lewis & Clark meet a range of academic and administrative needs.

WRITING CENTER

The Writing Center provides individual writing instruction in the form of one-to-one conferences with a tutor. The staff encourages students to seek help on papers and assignments for regular courses. Available to any Lewis & Clark student, the service is staffed by professional writing instructors and carefully selected student tutors. The center is located in Albany 103 and is normally open from 9 a.m. to 5 p.m. weekdays. To make an appointment, phone x6293 or 503-293-2744.

MATH SKILLS CENTER

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

DUPLICATING SERVICES

The Duplicating Center offers a variety of services and has the capacity to handle most duplicating requirements. The center is open 8 a.m. to noon and 1 to 5 p.m. weekdays.

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

For additional information, phone x6478.

FOOD SERVICES

College food services are operated by Marriott Corporation. Fields Dining Room, located in Templeton College Center, is the main dining room for resident students. Breakfast, lunch, or dinner meal tickets may be obtained from the Food Services Office.

The Trail Room, also located in Templeton College Center, offers a variety of foods throughout the day and evening. During the school year, hours are Monday-Thursday 7 a.m.-8 p.m. and Friday 7 a.m.-7 p.m. Vacation schedules vary; for information phone x6749 or 246-5639.

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

ATHLETIC FACILITIES

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

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

For information about availability of the gym and weight room, phone x6019.

HEALTH SERVICES

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

EMERGENCY PROCEDURES

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

COUNSELING CENTER

The Student Counseling Center, located on the third floor of Odell Manor, is a broad-based service designed for facilitating student learning and growth. The center is open from 8 a.m. to 4 p.m. daily.

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. To schedule an appointment, phone x6636 or 503-293-2682.

CAREER PLANNING AND PLACEMENT

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

PROFESSIONAL EDUCATION PLACEMENT AND CERTIFICATION OFFICE

Located in Albany Quadrangle, this facility provides information on education-related job vacancies, sets up placement files, and is the only place on campus where Oregon TSPC Certification applications can be processed. The office is open 8:30 a.m.-5 p.m., Monday through Friday. Phone 503-293-2739.

FURTHER INFORMATION

For additional information on graduate programs, policies, or college resources consult the appropriate program office listed below:

Office of the President

503-293-2650

Office of the Provost

503-293-2653

Graduate School of Professional Studies

503-293-2656

Aubrey Watzek Library

503-293-2763

Counseling Psychology Program

503-293-2729

Educational Administration Program

503-293-2742

Public Administration Program

503-293-2719

Special Education: Hearing

Impaired Program

503-293-2756

Teacher Education Program

503-293-2741

Continuing Professional

Education

503-293-2758

Northwest Writing Institute

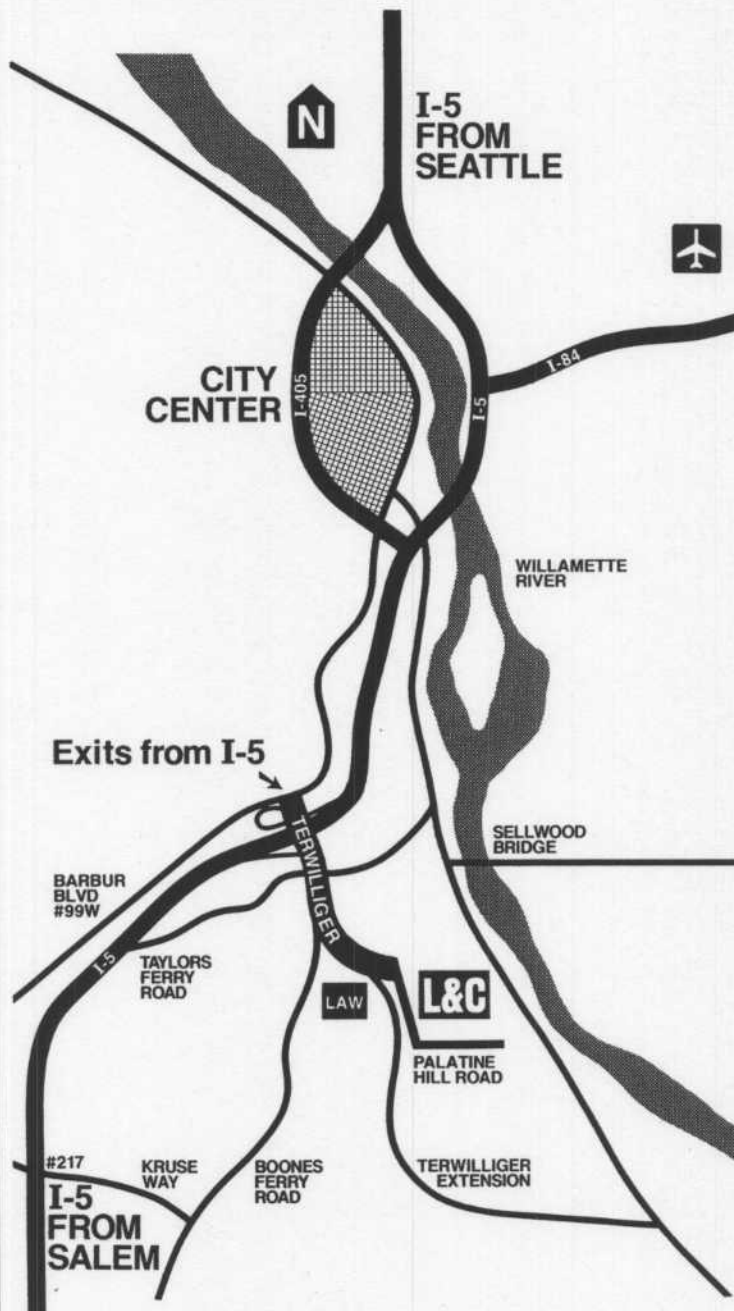
503-293-2757

ROUTE TO CAMPUS

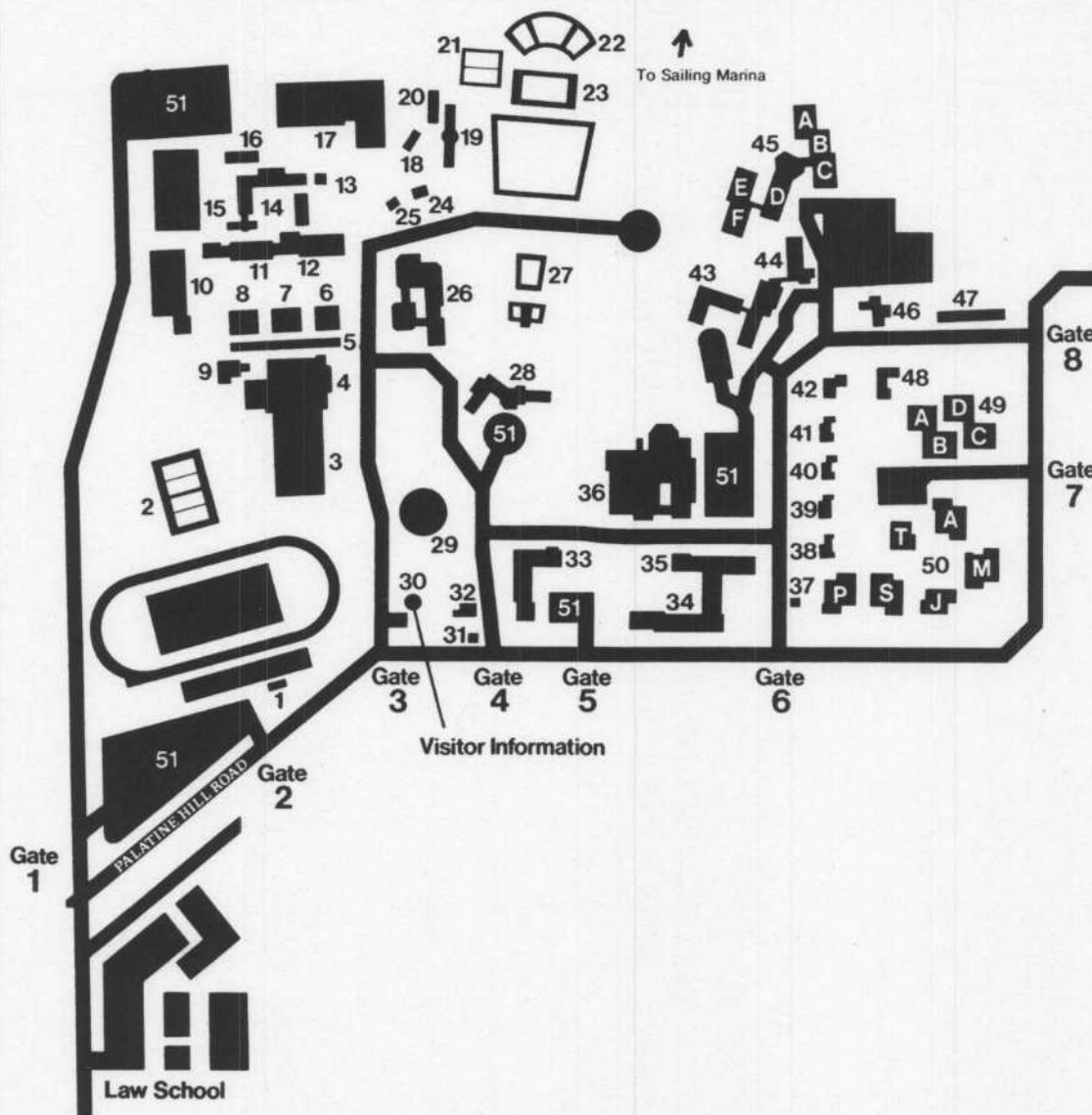
**GRADUATE SCHOOL
OF PROFESSIONAL STUDIES**

Lewis & Clark College
0615 S.W. Palatine Hill Road
Portland, Oregon 97219
Phone: 503-244-6161

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



CAMPUS MAP



BUILDINGS AND FACILITIES

Agnes Flanagan Chapel 29
 Akin Hall 33
 Albany Quadrangle 14
 American Language
 Institute 38/39
 Appalachia II 9
 Art Studios 20
 Aubrey Watzek Library 26
 Biology-Psychology
 Building 11
 BoDine 12
 Bus Stops 31, 37
 Computer Science 25
 Copeland Hall 45
 Duplicating Center 18
 Edmonds Classrooms 8
 Edna Holmes Gardens 27
 Evans Music Building 10
 Faculty Office Building 5
 Fir Acres Theatre 15
 Forest Hall 50

Gallagher House 48
 Gatehouse 32
 Griswold Stadium 1
 Harrington House 40
 Hartzfeld Hall 49
 Heating Plant 13
 Howard Hall 43
 Institutional Advancement 42
 McAfee House 46
 Odell Manor 28
 Olin Physics-Chemistry
 Building 17
 Outdoor Pool & Dressing
 Pavilion 23
 Pamplin Sports Center 3
 Parking 51
 Peebles Art Building 19
 Physical Plant Services 47
 Platt Hall 44
 Publications & Public
 Relations 41
 Rose Gardens 22
 Ruth Odell Hall 35

Sacajawea 16
 Security 30
 Special Education: Hearing
 Impaired 24
 Stewart Hall 34
 Templeton College Center 36
 Tennis Courts 2, 21
 Thaxter Classrooms 6
 Throckmorton Classrooms 7
 Zehntbauer Swimming
 Pavilion 4

CAMPUS MAP

**DEPARTMENTS
AND OFFICES**

Academic Computing Services 16
 Admissions 28
 Alumni 32
 American Language Institute 38, 39
 Art 19, 20
 Athletics 3
 Auxiliary & Support Services 47
 Biology 11
 Bookstore 36
 Business & Administrative Studies 5
 Business Office 28
 Bus Stops 31, 37
 Career Planning & Placement 32
 Cashier's Office 28
 Chapel 29
 Chemistry 17
 College Center 36
 College Outdoors 36
 Communications 14
 Computer Assisted Teaching & Research 16
 Computer Laboratories 11, 16, 17, 26, 35
 Computer Science 25
 Continuing Professional Education 12
 Counseling Center 28
 Counseling Psychology 12
 Dean of the College of Arts & Sciences 28
 Dean of the Graduate School 12
 Dean of Students 36
 Duplicating Center 18
 Economics 5
 Edmonds Classrooms 8
 Education 14
 Educational Administration 12
 Electronic & Media Services 26
 English 9
 Evans Auditorium 10
 Financial Aid 28
 Food Service 36
 Foreign Languages 46
 Foreign Student Advisor 36
 Graduate School 12
 Health & P.E. 3
 Health Services 36
 History 12
 Information Desk 36
 Information Systems 14
 Institute for the Study of American Language & Culture (ISALC) 38, 39
 Institutional Advancement 42
 International Affairs 5
 International Education 36
 International Lounge 36
 KLC Radio 36
 Language Lab 6
 Library 26

Mail Room 36
 Master of Arts in Teaching 14
 Mathematics 14
 Math Skills Center 14
 Media Services 26
 Music 10
 Northwest Writing Institute 48
 Parking 51
 Personnel 28
 Philosophy 40
 Physical Plant Services 47
 Physics 17
 Pioneer Log Newspaper 36
 Political Science 5
 President's Office 28
 Provost's Office 28
 Psychology 11
 Public Administration 5
 Publications 41
 Public Relations 41
 Registrar 28
 Religious Studies 12
 Residence Halls Office 36
 Rose Gardens 22
 Security 30
 Sociology/Anthropology 14
 Special Education: Hearing Impaired 24
 Sports Center 3
 Stadium 1
 Student Activities 36
 Student Employment 28
 Student Government 36
 Summer Session/Special Programs 28
 Swimming Pools 4, 23
 Switchboard 30
 Tamarack Lounge 50T
 Teacher Education 14
 Templeton College Center 36
 Tennis Courts 2, 21
 Thaxter Classrooms 6
 Theatre 15
 Throckmorton Classrooms 7
 Visitor Information 30
 Writing Center 14

RESIDENCE HALLS

Akin Hall 33
 Copeland Hall 45
 Units A—F
 Forest Hall 50
 Ponderosa P
 Spruce S
 Juniper J
 Manzanita M
 Alder A
 Tamarack Lounge T
 Hartzfeld Hall 49
 Units A-D
 Howard Hall 43
 Platt Hall 44
 Ruth Odell Hall 35
 Stewart Hall 34