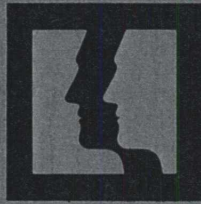

GRADUATE SCHOOL

OF PROFESSIONAL STUDIES



1985-86
LEWIS & CLARK
COLLEGE

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**Graduate School of Professional Studies
Lewis & Clark College
0615 S.W. Palatine Hill Road
Portland, Oregon 97219**

Telephone 503-244-6161

Lewis & Clark College does not discriminate on the basis of race, color, age, religion, sex, national origin, or physical handicap in its educational programs, activities, and employment policies, in keeping with the letter and spirit of all equal opportunity and civil rights laws.

Lewis & Clark's Graduate School of Professional Studies is committed to providing graduate degree and certification candidates with a unique educational experience that will enable them to function effectively throughout the rest of their lives as successful practitioners within their chosen fields. This unique experience results from three major goals of graduate education at Lewis & Clark College: a commitment to providing present and future practitioners with the technical skills and knowledge they will need to function effectively as successful leaders within their professions; an awareness of the broader social, economic, and political contexts within which professionals have to practice; an education that integrates theory with practice, and professional development with personal growth.

Commitment to Quality Education that Promotes Professional Competence

The faculty is committed to preparing professionals who are knowledgeable of the latest and most sophisticated theories, techniques, and modes of application for successful practice in their professional fields. They bring diverse, expert knowledge to their classrooms that is continually enhanced through ongoing research, writing, and contributions to their professions. The faculty is committed first and foremost to their students who are constantly challenged to test their full intellectual potential and accept lifelong responsibility for the quality of their professional and personal education.

Awareness of the Broader Context Within Which Professionals Operate

Students are not only challenged to acquire the professional competence they need for successful practice, but they are encouraged to ask questions of purpose and meaning that arise from considerations of the broader context within which professionals operate. These include some of the most serious issues facing the professions today: the dynamic interaction between theory and practice, between professional autonomy and organizational responsibility, and between personal growth and professional development. The faculty believes these issues can best be addressed in a community that respects and values multiple insights, experiences, and perspectives, including those of women and men, minorities, and people from other countries. Personal experience is viewed as a legitimate source of knowledge to be compared to, challenged by, and integrated with theoretical and practical learning. The faculty is committed to the development of an educational community that models how professionals can sustain a set of fully human values while serving their constituencies.

Commitment to an Integrative Education

Dedicated to developing the greatest potential of each student, the principle goal of the Graduate School of Professional Studies is an integrative education—one that integrates reason with emotion, theory with practice, technical skills with issues of meaning, liberal arts and professional education, and life-long personal development with continuing growth as a practicing professional. The Graduate School provides some unique opportunities to achieve these objectives. In addition to integrating these goals into the curriculum, the Graduate School presents a range of programs and specializations for administrators, counselors, musicians, psychologists, and educators with rare opportunities to cross traditional boundaries. Students will frequently find themselves in courses with others outside their professional field. They may also draw together elements of several curricula and create very personal programs of study.

Graduate Degree Programs

Lewis & Clark currently enrolls approximately 1,000 students in its graduate school. The college conferred its first graduate degree—Master of Education for teachers—in 1948. Since then it has added master's programs in music education, special education/hearing-impaired, counseling psychology, school psychology, and public administration. Degrees now focus on 10 fields, and students may pursue nondegree certification in eight specializations.

Master of Arts in Counseling Psychology (M.A.), for students who wish to become mental health counselors in a variety of community service settings. A specialization in school counseling is available for students seeking endorsement as school counselors in Oregon.

Master of Science in Counseling Psychology (M.S.), for students who have demonstrated interest and potential in psychological research and who wish to pursue advanced training.

Master of Science in School Psychology



Roger Paget
Dean, Graduate School of Professional Studies. Professor of political economy and Asian studies. Ph.D. Cornell University. B.A. Wesleyan University.

(M.S.), for students seeking endorsement as school psychologists in Oregon.

Master of Arts in Teaching (M.A.T.), for elementary or secondary school teachers seeking standard teaching certification (fifth year). A specialization in liberal studies is available for elementary and secondary teachers not seeking advanced teacher certification.

Master of Music Education (M.M.E.), for elementary and secondary teachers specializing in music instruction.

Master of Public Administration (M.P.A.), for preservice students wanting a public service career and for mid-career officials in government, nonprofit organizations, and private industry.

Master of Education (M.Ed.) in Special Education-Hearing Impaired, for elementary and secondary teachers of hearing impaired children.

Joint Degree Programs

Three joint degree programs are available. A joint program between the Law School and the Master of Public Administration Program allows students to obtain both a J.D. and an M.P.A. degree in four years, rather than the normal five.

Students in the Educational Administration Program may use their certification courses for either an M.P.A. or M.A.T. 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.

Graduate Nondegree Programs

Four nondegree graduate programs are available to students interested in teaching certificates or subject matter endorsements. See Master of Arts in Teaching section for details.

Basic and Standard Administrative Certification programs are available to students seeking vice-principal, principal, or superintendent endorsement. See Educational Administration section for details.

A specialization program in school psychology is available to students seeking Oregon endorsement in school psychology who already hold a master's degree in a related field. See Counseling Psychology section for details.

Continuing Studies

Continuing Studies at Lewis & Clark College strives to serve the residents of the greater Portland area by offering credit and noncredit courses, workshops, seminars, conferences, and special events during the summer and the regular academic year.

Credit and noncredit programs are available throughout the year. Tuition rates, application procedures, and course locations may also vary. Contact the Continuing Studies Office at 503-293-2758 for further information.



The master's degree and certification programs in counseling psychology are designed to 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 professionals 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-discipline work in law, administration, education, and other graduate offerings. Psychology courses are offered primarily in the evening during the academic year, to accommodate the working student. Coursework responds to the varied and complex realities faced by mental health professionals. Basic classes

in counseling and psychology are supplemented with electives in specialized areas including: clinical work with women, drugs and behavior, gerontology, health psychology, and pastoral counseling.

Challenging practicum experiences balance academic study. Practicum assignments may include college counseling, women's programs, mental health services, drug or pain 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 placed, as has the majority of counselors.

Faculty

The counseling psychology faculty is composed of five full-time professors and 13 adjunct professors, the majority of whom are practicing clinicians. The academic credentials of the staff are exceptional. Their research interests include psychotherapy with substance abusers, psychotherapy of depression, interpersonal perception within marital dyads, social skills assessment and training, social judgement, coping strategies in differing family configurations, mid-life transition, religious and socio-cultural variables in the psychotherapy process, learning disabilities, assessment procedures, behavior disorders, and the effects of diet on children's behavior. Faculty members encourage student involvement in their research, and the program seeks to balance applied clinical training with a rigorous approach to statistics and methodology.

Admission

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

1. A baccalaureate degree from an accredited institution. Minimum standard for admission to the Master of Arts program is an 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 G.R.E. and receipt of those scores by the college.

3. Completion of the application form including 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 those 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, 502, 503, 504) that are waived need not be replaced. All other required or elective courses that are waived must be replaced.

Students seeking master's degrees may petition to transfer credits from another institution. The maximum transfer allowed to replace program requirements includes all of the preparatory courses plus an additional 15 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.

FULL-TIME FACULTY



Michael Stark

Director and associate professor of counseling psychology. Ph.D., M.A. University of California Los Angeles. A.B. Michigan State University.

Gordon Lindbloom

Associate professor of counseling psychology. Ph.D., M.A. University of Oregon. B.A. Northwest Nazarene College.



Joan Hartzke McIlroy

Associate professor of counseling psychology. Ph.D., M.A. University of Colorado. B.A. Fontbonne College.

Master of Arts in Counseling Psychology

This program is designed for students who wish to become mental health counselors in a variety of institutions such as mental health clinics, hospitals, the juvenile justice system, and pastoral or other community service settings.

Degree Requirements

A minimum of 14-1/2 credits distributed as follows.

Required courses:

- 501 Advanced General Psychology, 1 credit
- 502 Introduction to Statistics, 1/2 credit
- 503 Introduction to Counseling Psychology, 1 credit
- 504 Child and Adolescent Development, 1/2 credit
- 511 Philosophy and Theory of Counseling Psychology, 1 credit
- 519 Process and Outcome of Psychotherapy, 1/2 credit
- 525 Introduction to Assessment, 1/2 credit
- 535 Counseling Psychology Professional Seminar, 1/2 credit
- 540 Strategies for Behavior Change, 1 credit
- 542 Career Development and Life Style Counseling, 1 credit
- 546 Group Counseling, 1 credit
- 560 Advanced Statistics, 1 credit
- 574-575 Practicum in Adult Development and Psychopathology I & II, 1 credit
- 570-571 Practicum in Child and Adolescent Psychology I & II OR 576-577 Practicum in Marriage and Family Counseling I & II, 1 credit

Elective courses:

Select a minimum of 3 credits 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 and the National Council for the Accreditation of Teacher Education.

Eligibility for Basic Certification

A minimum of 7 credits distributed as follows.

- 501 Advanced General Psychology, 1 credit
- 502 Introduction to Statistics, 1/2 credit
- 503 Introduction to Counseling Psychology, 1 credit
- 504 Child and Adolescent Development, 1/2 credit
- 511 Philosophy and Theory of Counseling Psychology, 1 credit
- 519 Process and Outcome of Psychotherapy, 1/2 credit
- 520 Techniques of Counseling Psychology, 1/2 credit
- 524 Psychoeducational Assessment, 1/2 credit
- 530 Professional Seminar in School Counseling I, 1/2 credit
- 531 Professional Seminar in School Counseling II, 1/2 credit
- 572-573 Practicum in School Counseling I & II, 1 credit

Eligibility for Standard Certification and Master's Degree Requirements

A minimum of 14 credits distributed as follows.

Required courses:

- 501 Advanced General Psychology, 1 credit
- 502 Introduction to Statistics, 1/2 credit
- 503 Introduction to Counseling Psychology, 1 credit
- 504 Child and Adolescent Development, 1/2 credit
- 511 Philosophy and Theory of Counseling Psychology, 1 credit
- 519 Process and Outcome of Psychotherapy, 1/2 credit
- 521 Program Planning and Evaluation, 1/2 credit
- 524 Psychoeducational Assessment, 1/2 credit
- 530 Professional Seminar in School Counseling I, 1/2 credit
- 531 Professional Seminar in School Counseling II, 1/2 credit
- 540 Strategies for Behavior Change, 1 credit
- 542 Career Development and Life Style Counseling, 1 credit
- 545 The Psychology of Exceptional Children, 1 credit
- 546 Group Counseling, 1 credit
- 547 Family Counseling, 1/2 credit
- 570-571 Practicum in Child and Adolescent Psychology I & II, 1 credit
- 572-573 Practicum in School Counseling I & II, 1 credit

Elective courses:

Select a minimum of 1 credit of electives.

Master of Science in Counseling Psychology

This curriculum is designed for students who have demonstrated interest and potential in psychological research and who ultimately wish to pursue a doctorate in psychology. Students in this curriculum are encouraged to select a thesis advisor early in the program (within the first term of enrollment, if possible) who will then help 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 15 credits distributed as follows.

Required courses:

- 501 Advanced General Psychology, 1 credit
- 511 Philosophy and Theory of Counseling Psychology, 1 credit
- 519 Process and Outcome of Psychotherapy, 1/2 credit
- 525 Introduction to Assessment, 1/2 credit
- 535 Counseling Psychology Professional Seminar, 1/2 credit
- 560 Advanced Statistics, 1 credit
- 561 Research Design I, 1 credit
- 562 Research Design II, 1 credit
- 563 Research Seminar, 1/2 credit
- 574-575 Practicum in Adult Development and Psychopathology I & II, 1 credit
- 570-571 Practicum in Child and Adolescent Psychology I & II OR 576-577 Practicum in



Rebecca Propst

Associate professor of counseling psychology. Ph.D. Vanderbilt University. B.A. West Virginia University.

Steve Waksman

Associate professor of counseling psychology. Ph.D. University of Oregon. M.S. Western Oregon State College. B.B.A. City University of New York. On leave 1985-86.

Marriage and Family Counseling I & II, 1 credit
595 Master's Thesis Research, 1 credit per term for three terms. Should be taken concurrently with practicum.

Elective courses:

Select 3 credits of advanced clinical electives with advisor's approval.

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 graduate field may complete a specialization without the course work necessary for a new master's degree. Transcripts of previous graduate work will be evaluated by a faculty committee to determine the amount and kind of credit a student will receive toward the requirements of the Lewis & Clark program in school psychology.

Degree Requirements

A minimum of 18 credits distributed as follows.

Required courses:

- 501** Advanced General Psychology, 1 credit
- 504** Child and Adolescent Development, 1/2 credit
- 511** Philosophy and Theory of Counseling Psychology, 1 credit
- 521** Program Planning and Evaluation, 1/2 credit
- 524** Psychoeducational Assessment, 1/2 credit
- 545** Psychology of Exceptional Children, 1 credit
- 546** Group Counseling, 1 credit
- 547** Family Counseling, 1/2 credit
- 548-549** Behavioral Consultation I & II, 1 credit
- 560** Advanced Statistics, 1 credit
- 561** Research Design I, 1 credit
- 567** Learning Disabilities, 1/2 credit
- 570-571** Practicum in Child and Adolescent Psychology I & II, 1 credit
- 578-579** Internship in School Psychology I & II, 3 credits
- 580** Intellectual Assessment, 1 credit
- 581** Personality Assessment, 1/2 credit
- 582** Advanced Assessment of Exceptional Children, 1 credit

Elective courses:

Select two courses for a minimum of 2 credits from the content areas of Learning Problems and Exceptionality and/or Consultation.

Curriculum

Note: Courses designated by an * are open to nondegree students on a space available basis and with the consent of the instructor.

501*

Advanced General Psychology

Stark

The theory and research essential to the understanding of human behavior. Areas covered will be principles of human learning, physiological

bases of behavior, social interaction, development and adjustment, and abnormal behavior. The concepts and data will be examined with special emphasis on their applicability to counseling theory and techniques.

502*

Introduction to Statistics

Meyer

The basic principles of experimental design and hypothesis testing. Students will examine concepts of frequency distribution and central tendency and measures of variability. Consideration will also be given to descriptive and inferential statistics, and students will gain an introductory understanding and facility with computer applications.

503*

Introduction to Counseling Psychology

McIlroy

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

504*

Child and Adolescent Development

Staff

The psychological, social, cognitive, and physical development of children and adolescents. Research and practice of childrearing, learning, socialization, problem behavior, and behavior change techniques will be examined. Other topics include school problems and interventions, nutrition, social skill training, naturalistic assessment, and developmental theories.

511

Philosophy and Theory of Counseling Psychology

McIlroy

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

Prerequisites: PSY 503.

512*

Values and Counseling

Propst

Belief and value systems that are held by individuals and pertain to the counseling situation. Topics are drawn from philosophy, religion, and psychology and concern questions of the nature of self, self-acceptance, self-transformation, and the individual's relation to the universal.

519

Process and Outcome of Psychology

Stark

Constructive intervention procedures in a large group setting. Students will explore their own personalities in order to become more effective counselors. Students will also become familiar with the research literature regarding the effectiveness of psychotherapy in general and the

ADJUNCT FACULTY

Helena Carlson

Ph.D. University of California at Riverside.

Robin De Vour

Ph.D. University of Portland.

Janet Jones

Ed.D. Oregon State University.

Barbara Kane

Ph.D. University of New Mexico.

Spero Manson

Ph.D. University of Minnesota.

Glenn Meyer

Ph.D. State University of New York at Buffalo.

Evelyn Nast

Ph.D. University of Nevada at Reno.

Don Nickerson

M.A. Stanford University. STM Andover-Newton Theological School.

Miriam Resnick

MSW New York University.

Richard Rosenberg

Ph.D. Emory University.

Lorah Sebastian

Ph.D. University of Oregon.

Ricks Warren

Ph.D. University of Oregon.

Judy Walker Weber

Ph.D. University of Southern California.

relationship between particular counseling techniques and outcomes for specific client populations. Prerequisite: PSY 503.

520

Techniques of Counseling Psychology

Staff

Facilitative communication in helping relationships. Developing mastery of skills necessary to communicate respect, genuineness, and understanding. The ability to begin focused problem solving will be emphasized. Theories of constructive helping relationships will be examined. Students will be encouraged to articulate the relationships between their theoretical perspectives and their personal assumptions about the conditions necessary for effective counseling. Methods of intervention for purposes of prevention will also be considered. Prerequisite: PSY 503.

521*

Program Planning and Evaluation

Staff

The application of scientific methodology to the identification, description, conceptualization, and assessment of those variables which are crucial to the effective delivery of human services. Topics covered will be evaluation of intervention strategies, evaluation of agency effectiveness, legal and ethical issues, and inter- and intra-agency problems in the development and implementation of evaluation procedures. Prerequisite: PSY 502 recommended.

524*

Psychoeducational Assessment

Staff

Theory, techniques, and contemporary issues regarding intellectual and personality assessment. The course will involve lecture, discussion and practice experiences which focus on the use of specific assessment devices and procedures in the school setting, methods for the development and implementation of psychoeducational recommendations, and professional ethics. Prerequisite: PSY 502 recommended.

525*

Introduction to Assessment

Lindbloom

Basic theoretical and factual evidence regarding the use of standardized tests. Included are topics related to reliability and validity and a survey of intelligence, personality, career, and interest tests and newer means of assessing competence and person-situation interactions. Prerequisite: PSY 502 recommended.

530*

School Counseling Professional Seminar I

Staff

Several important professional concerns and issues that students will 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.

531*

School Counseling Professional Seminar II

Staff

Continuation of topics considered in the first part of this sequence. Prerequisite: PSY 530.

535

Counseling Psychology Professional Seminar

Weber

A forum for considering issues which confront the professional in an agency setting. Issues include legal and ethical issues, community resources and referral, program administration, and crisis intervention. Attention will also be given to the development of writing skills needed in community settings. Prerequisite: PSY 511.

540

Strategies for Behavior Change

Lindbloom

Strategies for overcoming self-defeating behavior and emotional reactions. Contingency management for children and adults, parent training, desensitization, behavior rehearsal, cognitive restructuring, multi-modal assessment and intervention, and related ethical and professional issues will be included. Prerequisites: PSY 511.

541*

Instructional Consultation

Staff

Consideration of the interaction between learners and educational philosophies, instructional methods and techniques, and the scope and sequence of curricula in a school setting. Prerequisites: PSY 501 and PSY 504 recommended.

542

Career Development and Life Style Counseling

McIlroy

Career development theories; career resources; current career trends, concerns, and programs; and the facilitation of life style awareness, choice and action. Emphasis will be on developing a broad view of career as life style and on practical application of theoretical models. Prerequisite: PSY 511.

545*

The Psychology of Exceptional Children

Waksman

Major categories of exceptionalities found in public schools. These will include the emotionally handicapped/behavior disordered, learning disabled, gifted, mentally retarded, hearing impaired, visually impaired, health impaired, non-English speaking students, and students with communication disorders. Students will examine the methods specialists employ to identify and evaluate these children and the resources available for helping them function effectively in school classrooms. Prerequisites: PSY 501, 504 recommended.

546

Group Counseling

Nast/Kane

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 will be on acquisition of group leader skill competencies, such as: assessing readiness of clients, diagnosing self-defeating behaviors of group members, operationalizing a group counseling model, interpreting nonverbal behavior, pacing, dealing with problem group members, facilitation of group therapeutic forces, use of leader interventions. The course is designed to give practical experience in applying group knowledge and skills. Prerequisites: PSY 511.

547*

Family Counseling

Propst

The significant schools of family therapy. Reading will focus on structural, behavioral, analytic, and experiential family therapies. Emphasis will be on building a theoretical background. Class members will be expected to participate in role-playing of families over the duration of the course with this role-played family to be a model of therapeutic intervention. Attention will also be directed to the role that the therapist's own family of origin may exert on the therapy. Prerequisite: PSY 503 recommended.

548-549

Behavioral Consultation I & II

Waksman

Practicum experience in the application of advanced social learning procedures, for students who have had a basic background in applied behavior analysis. The course will combine practicum experience and seminar sessions in the implementation of social-learning based interventions involving parents and teachers through a consultation delivery mode. Each student will implement and evaluate at least one intervention program for a primary school child with behavior and/or learning problems in an educational setting. Prerequisite: PSY 501.

550

Gestalt Therapy

Staff

Didactic and experiential approaches to Gestalt therapy. The course is designed to develop self-awareness, to use self-awareness for personal growth and larger human sensitivity, and to equip participants with the basic counseling skills used in the Gestalt method. Prerequisites: PSY 503.

552*

Adult Development and Gerontological Counseling

Manson

The biological, social, and cultural factors in adult development and aging and strategies for working with elderly people. Prerequisites: PSY 501, 503 recommended.

554*

Advanced Personality Theory

Staff

Personality theory: its relationship to the theorist, its historical significance, its core assumptions, the therapy to which it gives rise, and the research it generates. In addition, current issues and new directions in personality are consi-

dered. Theories are compared and contrasted in their core assumptions. Prerequisite: PSY 501 recommended.

555*

Drugs and Behavior

Weber

The effects of drugs on personality, behavior, and physiology. Topics that will be considered include alcohol and alcoholism, depressants and barbiturates, opiate addiction, stimulants, marijuana, cocaine, and the hallucinogens. In addition, there will be a focus on the uses and abuses of psychoactive prescription drugs such as tranquilizers, anti-depressants, and the antipsychotic substances. The effects of nutritional imbalance on behavior will also be explored.

Prerequisite: PSY 501 recommended.

557*

Sexuality and the Health Professional

Staff

Recent research on particular sexual health issues of importance to counselors. Communication skills essential to this area will be practiced. Issues to be covered 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.

558

Clinical Work with Women: Theory and Practice

Resnick

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: One practicum or permission of instructor.

559*

The Theory and Treatment of Depression and Stress

Propst

The diagnosis, etiology, and treatment of depression and anxiety. Etiology is considered from a biological, cognitive, behavioral, and sociological perspective. Strong treatment emphasis will include the cognitive and behavioral therapies and psychotherapies of depression and anxiety. Special attention is given to women and depression and socio-cultural factors in depression. Prerequisites: PSY 501, 503 recommended.

560*

Advanced Statistics

Meyer

Advanced statistical principles in experimental design. Topics shall include the design and analysis of factorial experiments, single and multiple analysis of variance, and analysis of covariance. Students will also be expected to attain familiarity with the common computer languages and competence in using the major statistical packages for computers. Prerequisites: PSY 502 or one recent undergraduate statistics course.

561*

Research Design I

Meyer

Advanced experimental design and techniques.

Students will learn the use of computer applications in the analysis of complex sets of data. Prerequisite: PSY 560.

562*

Research Design II

Meyer

Multivariate and factor analysis. Students will continue the development of their expertise in computer application. Prerequisite: PSY 561.

563

Research Seminar

Propst

Development of a literature review in an area in which students will do the master's thesis. Principles of the process of developing a literature review. Permission of instructor.

565*

Perception and Thought

Meyer

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.

567*

Learning Disabilities

Sebastian

Characteristics of children who are said to have learning disabilities, principles of prediction and assessment of learning problems, and effective intervention.

570-571

Practicum in Child and Adolescent Psychology I & II

Waksman

Didactic class instruction, practicum placement, and clinical training. The course will include the application of psychological therapies with children, adolescents, and families, and a seminar reviewing research, theory, and practice. Prerequisite: PSY 503, 504.

572-573

Practicum in School Counseling I & II

Sebastian

School counseling placement and a seminar involving didactic presentations and casework analysis. The course will provide students with skills in implementing a variety of preventative and corrective techniques appropriate to school settings. Specifically, students will be introduced to strategies for improving teacher-student and peer relationships and for assisting teachers to develop functional classroom norms. Students will also develop skills for assisting teachers in analyzing their instructional methods as a means to increase appropriate student behavior. Students will also explore approaches for working with families within the context of the school environment. Prerequisites: PSY 504, 511.

574-575

Practicum in Adult Development and Psychopathology I & II

Staff

A practicum in a community setting which serves clients in need of mental health interven-

tion. The practicum requires actual on-site counseling and participation in related professional responsibilities at the placement site. Students will write reports on their clients, prepare case histories, and submit audio and video tapes of their counseling for supervisory review. Whenever possible, the focus will be on the application of theory to actual cases. Techniques for intervention will be emphasized. Prerequisites: PSY 511.

576-577

Practicum in Marriage and Family Counseling I & II

Propst

Placement in a community setting and didactic presentations focusing on critical issues in counseling couples and families. As much as possible, students' current cases will be used as a basis for identifying central problems and effective means for responding to them. Methods of teaching will include lectures, presentations, seminar presentations, case reviews and direct supervision. Content will vary depending on student need and interest but will include refinement of skills in assessing strengths, competencies and dysfunctions, identifying their individual and systemic impact and planning appropriate interventions accordingly. Specific focus will be on behavioral marriage therapy techniques and structural family therapy. Prerequisites: PSY 547 plus one other practicum completed.

578-579

Internship in School Psychology I & II

Waksman

Supervised practicum experience as a school psychologist working under the direct supervision of a certified school psychologist in the field and 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 will meet weekly with the instructor for a seminar examining legal, ethical, and professional issues. Prerequisites: consent of instructor.

580

Intellectual Assessment

Staff

Theory, techniques, and contemporary issues regarding intellectual assessment. The course will focus upon familiarizing the student with a variety of assessment devices (e.g., developmental scales, individual intelligence tests) and procedures (e.g., classroom observation, parent-teacher consultation) through lecture, discussion and demonstration. Intensive training with the Wechsler Intelligence Scale for Children - Revised (WISC-R), involving practice administrations, test interpretations, and report writing, will prepare the student for in-situ, supervised experiences. Prerequisites: PSY 524 or 525, one practicum series, enrollment in School Psychology.

581

Personality Assessment and Intervention Strategies Staff

Theory, techniques, and contemporary issues regarding personality assessment with children and adolescents. The course will focus on familiarizing the student with 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, involving practice administrations, test interpretation, and report writing. Prerequisite: PSY 580 or permission of instructor..

582

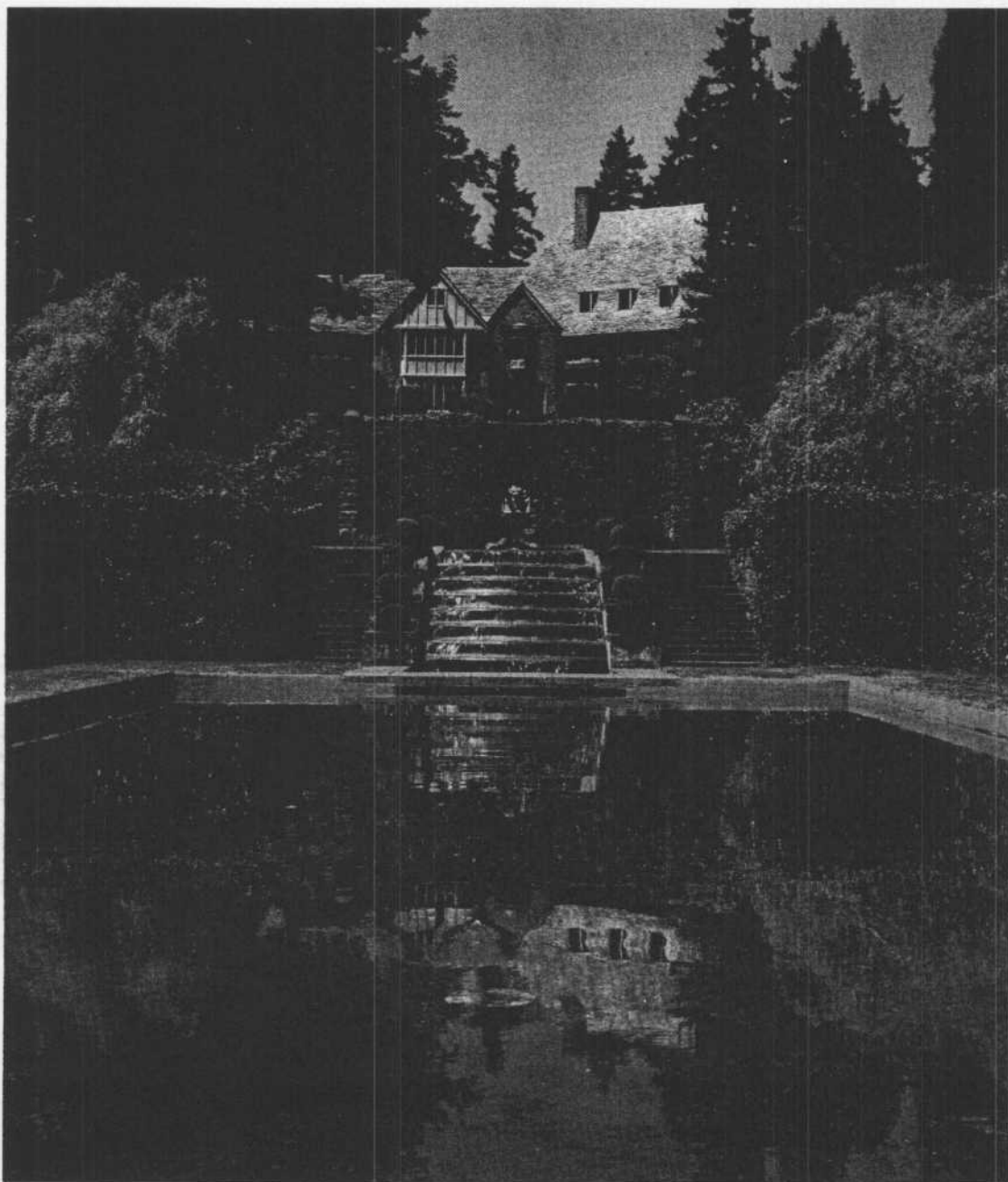
Advanced Assessment of Exceptional Children Waksman

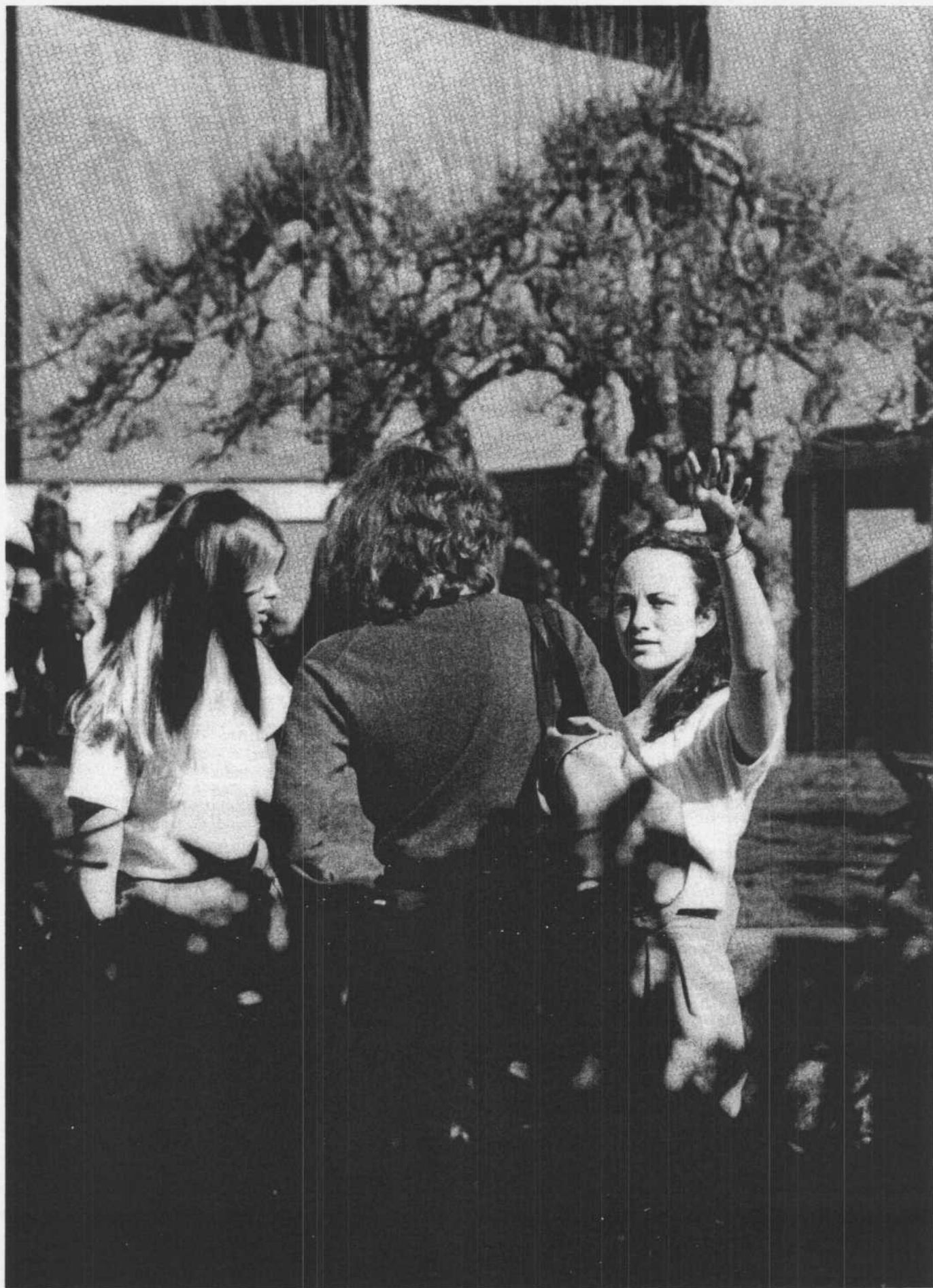
The administration, scoring, and interpretation of achievement, intelligence, personality, and special tests. The course will focus on the decision processes involved in selecting and using an appropriate battery of assessment instruments and procedures. Seminar sessions will include professional ethics, legal requirements, and testing standards, as well as related research on assessment. Practical administration of these instruments and procedures will be required of all students. Prerequisites: PSY 560, 580, 581.

595

Master's Thesis Research Staff

May be taken up to three times for a total of three credits. Prerequisite: PSY 563 and consent of thesis chair.





The Educational Administration program is committed to educating leaders. The program prepares candidates for positions as school vice-principals, principals, superintendents, and administrative support personnel.

Courses are continuously 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, sex equity and affirmative action, 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 a talented faculty. Classes draw heavily from the liberal arts tradition and focus on broadening students' under-

standing of the cultural and historical context in which schooling takes place.

Current 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 to complete a master's 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 studies 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, a unique Institute for Beginning Administrators convenes each summer on the Lewis & Clark campus. The institute provides new and aspiring administrators with start-up skills and crucial insights and information for job success. An Institute for Department Chairs is held in the fall. An innovative Institute for Executive Leadership provides prospective superintendents and central office administrators with an exciting alternative to conventional coursework. Details on such programs are available from the Educa-

tional Administration Program or from the Continuing Studies Office.

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.

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. A personal statement of philosophy and purpose, addressing these issues: the nature of interest in educational administration as a profession; professional goals; commitment to a graduate program; significant values; personal and professional strengths and limitations. This typed statement should be submitted at the same time as the application.
7. A \$15 nonrefundable application fee, payable to Lewis & Clark College.
8. After submission of all written documentation and the application fee, candidates must schedule an interview with a program representative. This is the final admission requirement.

FULL-TIME FACULTY



Daniel Duke
Director and associate professor of educational administration. Ed.D. State University of New York at Albany. B.A. Yale University.



Patricia Schmuck
Associate professor of educational administration. Ph.D. University of Oregon. M.A., B.A. University of Michigan.

ADJUNCT AND COOPERATING FACULTY

Pat Burk

Adjunct professor of School Administration. Ph.D. University of Chicago.

John Erickson

Adjunct professor of policy studies. Ph.D. Oregon State University. M.Ed., B.A. Willamette University.

Forrest Gathercoal

Adjunct professor of education law, Master of Arts in Teaching Program. J.D., LL.B., B.M. University of Oregon.

Nancy Hungerford

Adjunct professor of labor law. J.D. Lewis & Clark Law School. M.A. University of Oregon. B.A. University of Nebraska.

Nancy Isaacson

Adjunct professor of school organization. Ph.D. University of Oregon.

Vern Jones

Adjunct professor of School Discipline. Ph.D. University of Texas. B.A. Lewis & Clark College.

Zeno Katterle

Adjunct professor of educational finance. Ph.D. Michigan State University. M.A. Sacramento State University. B.A. Washington State University.

9. 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.

Eligibility for Basic Certification

Lewis & Clark will recommend for the Basic Administrative Certificate (vice-principal, principal, or superintendent) 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 Graduate 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 will recommend for the Standard Administrative Certificate (principal or superintendent) 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 Graduate 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 totaling at least one and a half credits must be taken in residence at Lewis & Clark. Exceptions may be approved by the director. Recommendation for certification is based on meeting TSPC hour and content requirements as well as the Lewis & Clark competencies. The Competency Booklet is on file with the Educational Administration Program secretary.

Principal Certification Program

Basic Principal (OAR 584-46-016)

Eighteen and 1/3 quarter hours of graduate study applicable to the Standard Principal Endorsement, in a commission-approved administrative program for principals including: personnel supervision and evaluation, school law, and budget planning and preparation.

Standard Principal (OAR 584-46-021)

Twenty quarter hours of graduate study in addition to the 18-1/3 required for the initial Basic Endorsement, in a commission-approved administrative program for principals including each of the following areas of school administration: the teaching-learning process; curriculum development and implementation; school-community relationships; practicum, research, evaluation, and goal-setting; human relations; communicating; and other learning experience promoting professional growth in school administration. (Eighteen quarter hours of the total administrative program must be subsequent to the master's degree.)

Basic Program

A minimum of 3-2/3 credits (equivalent to 18-1/3 quarter hours), distributed as follows.

Required courses:

501 Introduction to School Administration: Staff Leadership and Program Development, 2/3 credit

502 Development, Evaluation, and Supervision of Educational Staff, 2/3 credit

504 Management of Financial Resources, 1/2 credit

509 Practicum for Principals, 1/2 credit

543 The Law and Public Education, 2/3 credit

Elective courses (select one):

505 Formal Organizations and Advanced Administrative Management, 2/3 credit

521 Elementary School Organization, 2/3 credit

522 Secondary School Organization, 2/3 credit

523 Administration of Small Schools, 2/3 credit

Standard Program

A minimum of 7-2/3 credits including the Basic Program (equivalent to 38-1/3 quarter hours), distributed as follows.

Required courses:

503 The School and Its Communities, 1/2 credit

513 Leadership Seminar, 1/2 credit

531 Leadership and the Teaching-Learning Process, 1/2 credit

ED 500 Research Methods, 2/3 credit

PA 506 Interpersonal Relations and Organizational Behavior, 2/3 credit

PA 533 Communication Skills for Administrators, 2/3 credit

Elective courses (select one):

530 Motivating and Managing Student Behavior, 1/2 credit

545 Computer Applications for Administrators, 2/3 credit

PA 507 Public Policy Analysis, 2/3 credit

Superintendent Certification Program

Basic Superintendent (OAR 584-46-019)

Sixteen and 2/3 quarter hours of graduate study applicable to the Standard Superintendent Endorsement in a commission-approved administrative program for superintendents including: personnel management; evaluation and negotiation; school law; and business management, budget planning, and budget preparation. Also inquire about the Executive Institute option.

Standard Superintendent (OAR 584-46-024)

Approximately 25 quarter hours of graduate study in addition to the 16-2/3 quarter hours required for initial basic endorsements in a commission-approved administrative program for superintendents including each of the following areas of school administration: the teaching-learning process; planning and maintaining school facilities; school-community relations; policy development and implementation; research, evaluation, and goal-setting; human relations; communicating; school board relationships; and other learning experiences valuable in meeting the demands of central school administration.

Basic Program

A minimum of 3-1/3 credits (equivalent to 16-2/3 quarter hours), distributed as follows.

Required courses:

506 Negotiation and Collective Bargaining, 2/3 credit

507 Personnel Management in Schools, 1/2 credit

510 Practicum for Superintendents, 1/2 credit

528 Advanced Economics of Education, 1/2 credit

543 The Law and Public Education, 2/3 credit

PA 507 Public Policy Analysis, 2/3 credit OR

EDAD 512 Policy Development and Implementation, 1/2 credit

Standard Program

A minimum of 5 credits (equivalent to 25 quarter hours) distributed as follows, plus the Basic Program (for a total of 8-1/3 credits or 41-2/3 quarter hours).

Required courses:

503 The School and Its Communities, 1/2 credit

511 Management of Physical Resources, 1/2 credit

513 Leadership Seminar, 1/2 credit

531 Leadership and the Teaching-Learning Process, 1/2 credit

500 Research Methods, 2/3 credit

534 Organizational Behavior and Communications, 1 credit

Elective courses (select three):

530 Motivating and Managing Student Behavior, 1/2 credit

598 Educational Leadership: Issues of Equity and Affirmative Action, 1/2 credit

PA 545 Computer Applications for Administrators, 2/3 credit

PA 550 Cutback Management, 2/3 credit

PA 561 Administrative Ethics, 2/3 credit

Practicum

The Educational Administration Program employs practicum experiences in two ways to support students' growth in the application of theory. These are the *major* practicum and the *minor* practicum.

The *major* practicum is set up as a learning contract, in a 1/2-credit time block. The major practicum, EDAD 509 or 510, usually involves an extensive commitment of time and energy either 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. Ideally, this site is one in which the student ultimately wishes to be employed.

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 20-25 percent of course energy. They could be considered examples and extensions of instructional methodology rather than courses in themselves.

Within the basic vice-principal and principal programs, 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 of the required courses—EDAD 506—includes a minor practicum component.

Joint Degree Programs

Three joint degree programs are available. A joint program between the Law School and the Master of Public Administration Program allows students to obtain both a J.D. and an M.P.A. degree in four years, rather than the normal five.

Students in the Educational Administration Program may use their certification courses for either an M.P.A. or M.A.T. 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 Programs Section.

Curriculum

500

Research Methods

Stiggins

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

501

Introduction to School Administration

Schmuck

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

William Korach

Adjunct professor of school organization. B.A. Washington State University. M.S.T. Portland State University.

Douglas F. Morgan

Director of the Public Administration Program. Ph.D., M.A. University of Chicago. A.B. London School of Economics and Claremont Men's College.

Wayne Neuburger

Adjunct professor of computer applications. B.A. Oregon State University. Ph.D. New Mexico State.

Al Rousseau

Adjunct professor of personnel management. Ph.D. University of Oregon. M.A., B.A. University of Portland.

Richard Sager

Adjunct professor of school administration and community relations. Ph.D., M.A. University of Oregon. B.A. New York University.

Linda Simington

Adjunct professor of the teaching-learning process. M.A., B.A. Lewis & Clark College.

Richard Stiggins

Adjunct professor of Research Methods. Ph.D. Michigan State University. B.A. Plattsburgh State.

Bruce Weitzel

Adjunct professor of computer applications. B.S., M.S. Portland State University. Ph.D. Michigan State University.

502

Development, Evaluation, and Supervision of Educational Staff

Duke

The second of a two-part basic course in the program for basic vice-principal and principal certification. It 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 includes a minor practicum component.

503

The School and Its Communities

Korach

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

504

Management of Financial Resources

Katterle

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

505

Formal Organizations and Advanced Administrative Management

Same as Public Administration 505.

506

Negotiation and Collective Bargaining

Hungerford

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.

507

Personnel Management in Schools

Rousseau

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 building administrator.

509

Practicum for Vice-Principals and Principals

Schmuck

Supervised, on-site, pre-designed administrative

experience and a campus seminar involving discussions, student presentations, and task analyses. Students will 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 will vary depending on the site chosen, student interests, and desired skill development.

510

Practicum for Superintendents

Duke

Supervised, on-site, pre-designed administrative experience and a campus seminar involving discussions, student presentations, and task analyses. Students will 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 will vary depending on the site chosen, student interests, and the desired skill development.

511

Management of Physical Resources

Dierdorff

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.

512

Policy Development and Implementation

Erickson

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 policymaking will be assessed. Board management, agenda-setting, coalition formation, and conflict resolution also will be covered. The course is required for those seeking the Standard Superintendent Certificate; it is open to other students with consent of instructor.

513

Leadership Seminar

Duke/Morgan/Schmuck

An interdisciplinary study of leadership in the public and private sector. The course is designed as a capstone to focus on leadership behavior in complex organizations.

521

Elementary School Organization

Isaacson

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.

522

Secondary School Organization

Carlile

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.

523

Administration of Small Schools

Isaacson

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.

528

Advanced Economics of Education

Katterle

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.

530

Motivating and Managing Student Behavior

Duke

Strategies for reorganizing schools and classrooms to reduce unproductive student and teacher behavior. The course includes a consumer's guide to the most popular approaches to classroom management and an overview of the *Systematic Management Plan for School Discipline*.

531

The Teaching-Learning Process and Instructional Improvement

Simington

Application of research on teaching and learning to classroom instruction and instructional leadership. How to adapt instruction to student characteristics and develop systematic staff development programs are stressed. Research on the special needs of students from different cultures will be reviewed. The course is required for those seeking the Standard Superintendent Certificate; it is open to other students with consent of instructor.

533

Communication Skills for Administrators

Duke

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

534

Organizational Behavior and Communications

Duke

An intensive course combining the material covered in ED AD 533, *Communication Skills for Administrators*; and PA 506, *Organizational Behavior*. The course focuses on how decisions are made and implemented in public organizations and on administrative rhetoric.

536, 537, 538, 539, & 540

Institute for Executive Leadership

Duke, Schmuck

Together with ED AD 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. The program entails the planning of an actual school district, beginning with policy development and goal setting. Students work on projects connected with various aspects of district operations—budgeting, bargaining, program development, evaluation, etc. The Institute is offered once every three years.

543

The Law and Public Education

Gathercoal

The legal framework for public education, church-state education relationships, pupil personnel, desegregation, Title VI, 1st, 4th, and 14th amendment rights of students and teachers, districts, officers and employees, local school boards, certification and contract of teachers, terms and conditions of employment, and discharge and retirement.

598

Educational Leadership: Issues of Equity and Affirmative Action

Staff

Same as Public Administration 598.

Interdisciplinary Courses

PA 506

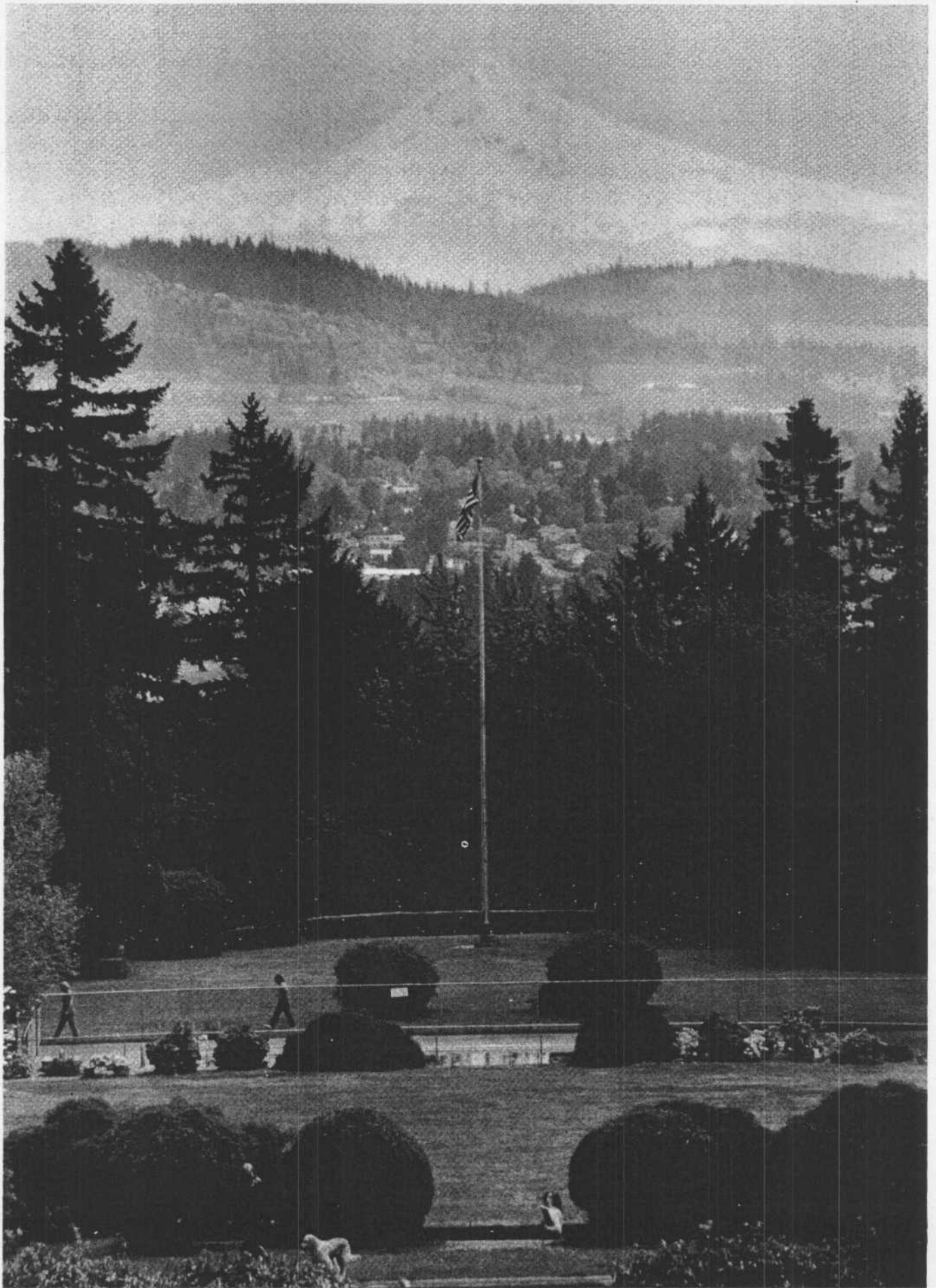
Organizational Behavior

PA 545

Computer Applications for Administrators

PA 561

Administrative Ethics



The Master of Arts in Teaching degree at Lewis & Clark College is for elementary and secondary teachers wishing to 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 an equal number of liberal arts and professional education courses.

The elementary program focuses on course work and experience appropriate for the teacher of the self-contained classroom, grades pre-primary through nine, and encourages an interdisciplinary examination of subject matter. The objective of the secondary program is to develop exceptional competence in the classroom teaching of one of several aca-

demic disciplines, grades five through twelve. Standard subject matter endorsement areas available to secondary program students are: art, drama, foreign languages (PP-12), health education, health education (combined), language arts and social studies, music (PP-12), physical education (PP-12), science, social studies, and speech. Teachers interested in advanced certificate or degree in music education should contact the Music Department for program and admission information.

A student may wish to complete a second basic subject matter endorsement as part of the Master of Arts in Teaching program instead of a standard subject matter endorsement. Basic endorsement programs are offered in the disciplines listed above.

The graduate programs in teacher education are governed by the policies and procedures described at the end of this catalog. Candidates should be familiar with those policies.

Resources for Nondegree Study

Four post-baccalaureate programs are available to students who would like to obtain either subject matter endorsements or teaching certificates but are not seeking the master's degree. These programs include: Basic Teaching Certification for those with a B.A. but no teaching credential (elementary and secondary available); Standard Teaching Certification program; Basic Subject Matter Endorsement, for those with a Basic Certification who wish an additional subject matter endorsement; and the Basic Reading Endorsement Program.

Admission to these certification programs requires formal admission. Students may enter courses on Special Student status for one term without formal admission, at the discretion of the program director.

Special Features

Consistent with the mission of the college, the program's course of study emphasizes intercultural perspectives, the tradition and perspectives of both women and men, and the role of science and technology in modern society.

In keeping with the goal of providing current and challenging professional and intellectual preparation for teachers, the M.A.T. program offers three unique courses which examine research and issues in science and technology. Each course is specifically developed to deal directly with the elementary and secondary teacher's needs, while updating general understanding in the area.

Coordinated by M.A.T. faculty, these courses will be co-taught with other professionals in the field—from OMSI, Oregon Graduate Center, the science departments of Lewis & Clark, Portland State University, University of Portland, and local industry.

Faculty

The M.A.T. faculty is composed of individuals who believe that a combination of liberal arts courses and education classes builds the strongest teachers and educators. 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 their scholarship. Special care has been taken to see that "teachers who teach teachers" are among the very best.

Admission

The program faculty is committed to accepting individuals who (1) value life-long learning; (2) desire to advance their education in the liberal arts and their understanding of the implications of this knowledge for the practice of teaching; (3) seek to improve their ability to instruct by increasing their understandings of their students' stages of intellectual and social development, by expanding their models of teaching, and by increasing their understanding of the importance of an equal education for all students; and (4) have a sense of their own efficacy.

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

Applicants to the Master of Arts in Teaching Program must meet these requirements prior to

FULL-TIME FACULTY



James Wallace
Director of Teacher Education, professor of education. D.Ed., M.Ed. Harvard University. M.A. Haverford. B.A. Earlham College.
Mary Kathryn Tetreault
Associate professor. Ed.D. Boston University. M.A.T. University of Chicago. A.B. Benedictine College.

Carole Urzua
Assistant professor, Master of Arts in Teaching Program. Ph.D. University of Texas/Austin. M.A. University of Hawaii. B.A. University of Oregon.

Jane Braunger
Visiting assistant professor. Ed.D. Portland State University. M.A.T. Northwestern University. B.S. St. Louis University.

ADJUNCT FACULTY

Stephen D. Beckham
Professor of history.
Ph.D., M.A.

University of
California, Los
Angeles. B.A.
University of Oregon.

John Braun
Professor of English.
Ph.D. University of
Washington. M.A.
Reed College. B.D.
Union Theological
Seminary. B.A.
Elmhurst College.

Celeste Brody
Ph.D. Ohio State
University. M.A.
Syracuse University.
B.A. Catholic
University of
America.

Daniel Duke
Director and associate
professor of
educational
administration. Ed.D.
State University of
New York at Albany.
B.A. Yale University.

Forrest Gathercoal
Adjunct professor J.D.,
LL.B., B.M. University
of Oregon.

Charles Geldaker
Adjunct professor.
M.S. University of
Oregon. B.A. Pacific
Lutheran University.

seeking admission to graduate study:

1. Hold a baccalaureate degree from an accredited college or university recognized by the Oregon Board of Education.
2. Hold, be eligible for, or be a candidate for an Oregon Basic Teaching Certificate or its equivalent.
3. Possess an undergraduate grade point average of 3.00.

Meeting these minimum requirements does not guarantee admission. Conditional admission may be granted to candidates with low entrance test scores, a GPA below 3.00, or other marginal qualifications if other indicators suggest probable success in the program.

Applications are accepted throughout the year. Candidates are required to attend an orientation meeting prior to filing the application. Program information and application materials are distributed at these meetings, which are scheduled each month. A schedule of orientation meetings may be obtained by phoning the department. The Graduate Admissions Committee reviews completed admission files once each term, including Summer Session.

Candidates must submit the following application materials:

1. A completed application form, including a personal statement of goals and objectives.
2. A \$15 nonrefundable application fee.
3. Two separate official transcripts from each college attended, undergraduate and graduate.
4. Scores from either the Miller Analogies Test or the Aptitude Section of the Graduate Record Examination.
5. Three letters of reference from people who can assess the candidate's qualifications for advanced study and potential as a teacher.

Candidates are responsible for completing their files. When an application file is complete, the Graduate Admissions Committee considers the application at its quarterly meeting. After a file is considered, the applicant receives a letter approving or denying admission. The letter to admitted candidates includes notification of the date of a group advising meeting for candidates in the same certification or endorsement area. A program will be written and approved for each candidate at this time. Applications must be completed by the college's general admission deadlines for graduate study.

Special Student Status

Applicants who for valid reasons have been unable to supply complete admission information prior to the opening of the term may be given Special Student status. This status permits a student to study for *one term only* taking a maximum of two Lewis & Clark course credits (ten quarter hours) and is not renewable. Special Student status in no way guarantees subsequent admission to full graduate standing.

No student should presume that he or she has been admitted to the program until officially notified.

Advancement to Degree Candidacy

After completing not more than six courses, each student will be evaluated by the program director to determine whether the student will

be allowed to advance to candidacy for the 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.

Academic Advising

Each accepted degree student is assigned to an academic advisor from among the core faculty to assist in planning and in selecting electives.

An experienced advisor may be helpful in resolving the complexities of certification requirements, transfer credits, and unusual circumstances. Students are therefore strongly urged to seek faculty advice in order to satisfactorily meet the requirements of their degree or certification goals. However, because graduate students are assumed to be mature and professional, actual responsibility for fulfilling requirements rests with the student.

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

Offices and Hours

The Master of Arts in Teaching Program office is located in Albany Quad. The office is open from 8:30 a.m. to 5 p.m. Monday through Friday. Offices are not open on holidays, Saturdays, or Sundays. Persons desiring appointments should call the administrative secretary, 503-293-2731.

Certification

Students seeking Oregon certification who successfully complete the Master of Arts in Teaching Program receive institutional recommendation to the Teacher Standards and Practices Commission for the standard certificate. Certification programs are identified in the program descriptions in this catalog. Students should note that they *must* individually apply to the TSPC by submitting a completed C-2 form to Carol Cooper, director of the Teacher Certification-Placement Office, located in Albany Quadrangle, 503-293-2739.

Washington teachers who need a Washington fifth year certificate must submit their Lewis & Clark planned programs 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.

Master of Arts in Teaching and Oregon Elementary Standard Certification (PP-9)

Students in this program complete the 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 course work 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. Credit requirements represent a minimum number of hours rather than figures that must be reached exactly.

Degree Requirements

A minimum of 10-2/3 (equivalent to 53-1/3 quarter hours), distributed as follows.

Required education courses:

500 Researching Teaching Goals and Strategies, 2/3 credit

501 Evaluating the Outcomes of Teaching, 1/3 credit

502 The Personal and Social Dimensions of Teaching, 2/3 credit

503 Student Development and Learning, 2/3 credit

504 Individuals in the Classroom, 2/3 credit

505 Teaching and Learning in Elementary Schools, 2/3 credit

506 Practicum in Elementary Teaching, 1/3 credit

509 Q.E.D. Seminar, 2/3 credit

Required liberal arts courses:

Four course credits chosen jointly by the advisor and student. These courses have liberal arts or endorsement area prefixes.

Elective courses:

Two course credits chosen from education or liberal arts offerings.

Master of Arts in Teaching and Oregon Standard Secondary Certification (5-12)

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

Students who have already completed graduate education course work 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. Credit requirements represent a minimum number of hours rather than figures that must be reached exactly.

Degree Requirements

A minimum of 10-2/3 credits (equivalent to 53-1/3 quarter hours), distributed as follows.

Required education courses:

500 Researching Teaching Goals and Strategies, 2/3 credit

501 Evaluating the Outcomes of Teaching, 1/3 credit

502 The Personal and Social Dimensions of Teaching, 2/3 credit

503 Student Development and Learning, 2/3 credit

504 Individuals in the Classroom, 2/3 credit

507 Teaching and Learning in Secondary Schools, 1 credit

508 Practicum in Secondary Teaching, 1/3 credit

509 Q.E.D. Seminar, 2/3 credit

Required liberal arts courses:

Students must choose one of these options:

1. A minimum of four credits in the area of basic subject matter endorsement (noneducation course numbers)

2. Completion of four credits in second basic subject matter endorsement in one of the following disciplines: art, foreign language, health, language arts, mathematics, music, physical education, science, or social studies. Note: Basic endorsements in combined health, basic mathematics, and reading do not satisfy this requirement. The four credits in #2 satisfy degree requirements; most basic endorsements require additional credits.

Elective courses:

2 course credits chosen from education or liberal arts offerings.

Master of Arts in Teaching: Liberal Studies

This degree is for elementary and secondary teachers who seek intellectual challenge and greater competence but do not need or want an Oregon Standard Teaching Certificate. Structurally, the degree provides flexibility to help experienced teachers identify their individual learning needs and select courses and programs appropriate to those needs. The program assumes that each student has previous academic background, work experiences, and professional needs that are unique and therefore do not lend themselves to a preset program of studies. The program might also be appropriate for Washington teachers seeking a fifth-year certificate.

The program encompasses professional education and subject matter courses. Students plan courses in consultation with an advisor.

Degree Requirements

A minimum of 10-2/3 course credits (equivalent to 53-1/3 quarter hours), distributed as follows.

Required education courses:

500 Researching Teaching Goals and Strategies, 2/3 credit

509 Q.E.D. Seminar, 2/3 credit.

501-599 A minimum of 3-1/3 credits selected from this sequence of courses.

Subject matter courses:

Elementary teachers: A minimum of six credits in courses appropriate to individual needs, as agreed in consultation with a faculty advisor.

Secondary teachers: A minimum of six credits in courses in the area in which a basic subject endorsement has already been completed.

Graduate Certification and Endorsement Programs

Four post-baccalaureate programs are available to students wishing to obtain teaching certificates or subject matter endorsements but not an academic degree. The programs include:

1. The Basic Teacher Certification Program leads to the Oregon Basic Teaching Certificate, elementary or secondary, for those students holding a bachelor's degree but no teaching credentials. Contact Suzy Downey at 503-293-2741 for program materials and applications. Request basic certification materials, **not** M.A.T. applications.

Nancy Grey-Osterud
Assistant professor of history. Ph.D., M.A. Brown University. B.A. Harvard/Radcliffe.

Sylvia Hart-Landsberg
Adjunct professor. Ph.D., M.A. University of Oregon. B.A. University of Wisconsin.

Susan Hubbuch
Director of the Writing Center. Ph.D. University of Oregon. M.A. University of Wisconsin. B.A. Trinity College.

Vern Jones
Professor. Ph.D. University of Texas. B.A. Lewis & Clark College.

Sheldon Maron
Adjunct professor. Ph.D. University of Michigan. M.Ed. Boston University. B.S. Boston College.

Karen McAllister
Lecturer in education. M.S., B.S. Portland State University.

Christine Moore

Adjunct professor.
M.A. University of
Southern California.
B.A. California State
University.

Douglas F. Morgan

Director, Public Ad-
ministration Program.
Ph.D., M.A. University
of Chicago. A.B. Clare-
mont McKenna
College.

Patricia Neill-Carlton

Adjunct professor.
Ph.D., M.A. University
of Colorado. B.S. Uni-
versity of Southern
Colorado.

Patricia Schmuck

Associate professor.
Ph.D. University of
Oregon. M.A., B.A.
University of
Michigan.

Richard Stiggins

Adjunct professor.
Ph.D., Michigan State
University. M.S.
Springfield College.
B.A. State University
College at Plattsburgh.

2. The Standard Teaching Certification Program, administered by the Master of Arts in Teaching Program, is for elementary and secondary teachers wishing to obtain an Oregon Standard Teaching Certificate but not an advanced degree.

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

4. The Basic Reading Endorsement Program is offered by the Master of Arts in Teaching Program as either a separate program or in conjunction with basic and standard teacher certification. Contact Jane Braunger, acting director of the reading program, for program information and advising.

Admission

Application materials for the programs described in 2, 3, and 4 above are distributed at orientation meetings. Admission requirements for these programs are the same as those for the M.A.T.

Program Requirements: Elementary or Secondary Standard Certification

A minimum of nine credits (equivalent to 45 quarter hours), distributed as follows.

Required education courses:

500 Researching Teaching Goals and Strategies, 2/3 credit

501 Evaluating the Outcomes of Teaching, 1/3 credit.

503 Student Development and Learning, 2/3 credit

504 Individuals in the Classroom, 2/3 credit

Elementary certification:

505 Teaching and Learning in Elementary Schools, 2/3 credit

506 Practicum in Elementary Teaching, 1/3 credit

Secondary certification:

507 Teaching and Learning in Secondary Schools, 1 credit

508 Practicum in Secondary Teaching, 1/3 credit

Required liberal arts courses:

A minimum of four credits selected from liberal arts courses.

Elective courses:

A minimum of 1-2/3 credits for elementary and 1-1/3 credits 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, foreign language, health education, health education (combined), language arts, language arts and social studies, basic mathematics (combined), advanced mathematics, music, physical education, physical science, reading, social studies, speech, and drama. Consult a graduate advisor in the M.A.T. Program to determine specific endorsement requirements.

Reading endorsement information is available in the Master of Arts in Teaching Program office from Jane Braunger.

For additional information on all postbaccalaureate nondegree programs in teacher educa-

tion, except Basic Teacher Certification, contact Jim Wallace, director of Teacher Education, 503-293-2741.

Curriculum

500

Researching Teaching Goals and Strategies

Staff/Stiggins

Using research studies to match teaching goals and strategies to the needs of students. Topics include selected areas of research and measurement, identifying and selecting appropriate goals, determining what students know, determining the gap between the teacher's goals and the students' status, and selecting appropriate teaching strategies to close the gap. This course is to be followed by 501 Evaluating the Outcomes of Teaching.

501

Evaluating the Outcomes of Teaching

Stiggins

The use of measurement and observational techniques in determining how well teaching strategies are helping students achieve preselected goals. Topics include structural and ethnographic observational methods, norm-referenced and criterion-referenced tests, teacher-made tests, and the effects of measurement and observation on students, teachers, and others. Prerequisite: ED 500.

502

The Personal and Social Dimensions of Teaching

Tetreault/Wallace

An opportunity for individual reflection about one's role as a teacher. Topics are 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 context of teaching.

503

Student Development and Learning

Maron

The range of human development, both normal and exceptional, across the developmental domains of cognition, motor development, social and emotional development, and language. Focus will include areas of exceptionality and the problems of definition and labeling, legislation and litigation, and education services for children. Prerequisites: ED 501 and 502, or consent of instructor.

504

Individuals in the Classroom

Jones

Specific counseling techniques for regular classroom teachers of normal and exceptional students will be covered. Some of the techniques to be included are cognitive behavior management, self-modification, study skills training, and how to more effectively use school counselors and psychologists. Prerequisites: ED 503 or consent of instructor.

505

Teaching and Learning in the Elementary Schools

Staff

Evaluating teaching and making desirable

changes based on an increased understanding of instructional models appropriate to students. Instruction will be evaluated through observation, case studies, and video-taping of teaching. This course is to be followed by ED 506. Prerequisites: ED 501 and 502, or consent of instructor.

506

Practicum in Teaching Staff

Implementation of the models of teaching studied in ED 505. Students use their own classes or work in an arranged placement. Each student will video-tape sessions in which a given model is employed. Segments of tapes will be viewed and evaluated during class sessions. Prerequisite: ED 505.

507

Teaching and Learning in the Secondary Schools Braunger

Evaluating teaching and making desirable changes based on an increased understanding of instructional models appropriate to students. Instruction will be evaluated through observation, case studies, and video-taping of teaching. The course will include methodologies and strategies for integrating the teaching of reading and writing into courses in various content areas. This course is to be followed by ED 508. Prerequisites: ED 501 and 502, or consent of instructor.

508

Practicum in Teaching Braunger

Implementation of the models of teaching studied in ED 507. Students use their own classes or work in an arranged placement. Each student will video-tape sessions in which a given model is employed. Segments of tapes will be viewed and evaluated during class sessions. Prerequisite: ED 507.

509

Q.E.D. Seminar Tetreault/Wallace

This seminar provides an opportunity to integrate what you have learned. In consultation with the instructor, you will define and answer a question related to your teaching or intellectual and professional development. The seminar will meet as a group during the term.

511

Managing and Motivating Student Behavior Jones

The course presents a summary of current research and critical issues in classroom management. An emphasis is placed on strategies for reorganizing schools and classrooms to increase desired student behavior. Methods for responding to disruptive student behavior at the individual, classroom, and school level are also discussed. Meets TSPC requirements for guidance and counseling.

ED 567

Foxfire Clark/Stafford

Foxfire provides teachers with an opportunity

to learn the technical and conceptual fundamentals of the Foxfire approach to experiential education, as well as ways to adapt this approach to various grade and student-ability levels.

The course begins with the role of the teacher in a publication-oriented Foxfire project: photography, interviewing, story-writing, layout, and production. The course then turns to strategies for adapting the Foxfire concept to elementary and secondary classrooms, to students of various ethnic backgrounds and abilities, and to different content areas.

529

Language Acquisition and Development Braunger

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

530

Basic Skills in Reading Staff

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

531

Preventing Reading Failures Thacker

Examination of reasons for and solutions to reading failure. Exploration of the efficacy of whole language versus skills-based approaches to gaining literacy at all ages. Examination of social and linguistic factors contributing to reading difficulty. Students will diagnose and tutor a student, expand their knowledge of books appropriate to students of various ages, ethnic groups, etc., and will explore a controversial topic in the teaching of remedial reading.

534

Diagnosis and Correction of Reading Disabilities Moore

Combined seminar and practicum in the diagnosis and remediation of reading disabilities. The course explores a variety of diagnostic techniques. Prerequisite: ED 530 or permission of instructor.

543

Law and Public Education Gathercoal

Examination of the law as it affects school boards, administrators, teachers, and students in education. Casebook, lecture, and discussion concentrate on the legal rights and responsibilities of all attending or employed by the public schools. Course content also meets TSPC's requirement of demonstrating knowledge of Title VI, Title IX, and federal and state laws prohibiting discrimination. (Cross-listed as EDAD 543).

576

Researching and Teaching the Language Arts
Braunger

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 curriculum disciplines will also be examined to see how language can be developed in those areas. Recommended preparation: LA 500.

598

Computers for Educators I
Geldaker

Computer literacy and computer operation skills. This course is designed for K-12 teachers in all subject areas. It will explore computers as an instructional tool and examine ways to integrate the computer into instructional units within various subject areas.

598

Lessons from Innovative Programs: Applications for the Classroom

Connett/Rathburn

This course will build awareness of and expertise in the use of successful instructional techniques and strategies. Participants will be introduced to alternative education and effective school literature and research; be involved in developing program observation tools; participate in hands-on teaching strategies; and develop personal teaching plans that are research-based.

598

Anthropology and Global Studies
Hart-Landsberg

This course offers students the opportunity to become familiar with peoples who may appear exotic to us at first glance, to seek the "forces" that shape their lives, and then to stand back and see how those "forces" influence our own lives. Focus will shift from behavior and cultures, to social theories that attempt to explain them, and back.

598

New Perspectives in the Social Studies
Tetreault

Analyzing the teacher's conceptualization of teaching social studies. Topics include the historiography of women's history, the presentation of economic and political developments in school texts, the treatment of minorities, and readings in curriculum theory. Social studies curricula that contain new topics and new ways of organizing knowledge will be presented.

Health & Physical Education

HPE 431F

Coaching: Basketball
Sempert

Principles of program development, offensive and defensive strategies, lead-up activities, drills, training methods, procedures for analysis, and equipment purchasing.

HPE 433G

Coaching: Track and Field
Fix

Principles of program development, offensive and defensive strategies, lead-up activities, drills, training methods, procedures for analysis, and equipment purchasing.

HPE 510

Adaptive Physical Education
Morehouse

Theoretical information and practical experience in working with exceptional children.

HPE 570

Mental Health
Staff

The mental health problem, the role of the teacher in promoting mental health, behavior patterns, adjustment mechanisms, factors affecting human relationships, mental illness, normal mental health, and resources.

Language Arts

LA 500

Language Acquisition and Development
Same as ED 529.

LA 501

Researching and Teaching the Language Arts
Braunger
Same as ED 576.

LA 522

Child and Adolescent Literature
McAllister

Survey of authors, illustrators, and books for children and adolescents; methodology of using trade books in the classroom and motivating children to read.

LA 530

Writing and the Writing Process
Hubbuck

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 will read their own prose to their peers and receive feedback from them. The course will increase teachers' understanding of the writing process and, through first-hand experience, introduce them to techniques that can be used in their classrooms.

LA 567

Foxfire
Clark/Stafford

Foxfire provides teachers with an opportunity to learn the technical and conceptual fundamentals of the Foxfire approach to experiential education, as well as ways to adapt this approach to various grade and student-ability levels.

The course begins with the role of the teacher in a publication-oriented Foxfire project: photography, interviewing, story-writing, layout, and production. The course then turns to strategies for adapting the Foxfire concept to elementary and secondary classrooms, to students of var-

ious ethnic backgrounds and abilities, and to different content areas.

LA 598

Rethinking the Classics

Braun

A critical reading of some of the earliest and most recent great books. The focus will move back and forth between early writers such as Homer Aeschylus, Sophocles, Sappho, and Euripides; and modern writers introduced by members of the seminar. We will be trying to discover the nature and continuity of classical presuppositions with their implications for the inculcation of militarism, sexism, and racism.

LA 598

Teaching and Writing Poetry

Staff

Examination of the nature of poetry and fiction, of contemporary work in particular. The best way(s) to teach these genres is integrated with writing poems and fiction.

Science and Science Education

SCI 500

Current Topics in Science and Technology

Lewis & Clark/Portland State University/OMSI Consortium

Current scientific knowledge and technological applications in space science, medical technology, and nuclear technology appropriate for elementary and secondary teachers. The course covers the process of scientific and technological research and development as it is practiced in the greater Portland area. The course will meet at the Oregon Museum of Science and Industry and at the Oregon Graduate Center.

SCI 501

Science and Technology Education Strategies and

Staff

Theories of cognitive development (as appropriate to science and technology education), curricular projects and texts (philosophy, scope, and sequence of content and skills, and methodology implied), and research on the effectiveness of various curricula and methodologies. The course will meet at the Oregon Museum of Science and Industry.

SCI 502

The Nature of Science and Technology Education

Consortium Staff

Research on the development of scientific and technological literacy and the goals of science and technology education. Another component will be the manner in which the goals of science education differ for the science-career bound student and those needing scientific understanding for more socio-political decisions. How are programs for science and technology literacy implemented? What is the role of informal science institutions? The course will meet at Oregon Museum of Science and Industry.

SCI 598

Computers for Educators II

Geldaker

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

SCI 598

Topics in Science

Staff

A content course designed for elementary and middle school teachers. The content fall term is space science; winter term, energy science; spring term, life science. Each class will include a laboratory/lecture in the content area followed by an application phase to explore concepts, methodologies and curricula appropriate to the cognitive level of their students.

Social Studies

SS 500

New Perspectives in the Social Studies

Tetreault

Analyzing the teacher's conceptualization of teaching social studies. Topics will include the historiography of women's history, the presentation of economic and political developments in school texts, the treatment of minorities, and readings in curriculum theory. Social studies curricula that contain new topics and new ways of organizing knowledge will be presented.

SS 519

History of the Pacific Northwest

Beckham

The goal of this course is to help students gain knowledge of the history of the Pacific Northwest. To demonstrate skills in researching and writing a paper concerned with the interpretation of Pacific Northwest history. To be able to recognize and evaluate regionalism in American history and its relevance to the development of the Pacific Northwest.

SS 580

China Past and Present

Lee

An examination of major aspects of Chinese history such as family, sexual role and sexuality, political system, religion, fine arts and literature, performing arts, international relations, and war and conflict in their traditional forms and compared with their modern equivalents.

SS 598

Women's History
Osterud

The changing status and roles of women in colonial, preindustrial, industrial, and postindustrial America.

SS 598

Anthropology and Global Studies
Hart-Landsberg

This course offers students the opportunity to become familiar with peoples who may appear exotic to us at first glance, to seek the "forces" that shape their lives, and then stand back and see how those "forces" influence our own lives. Focus will shift from behavior and cultures, to social theories that attempt to explain them, and back to real people.

EDAD 513

Leadership Seminar
Duke/Morgan/Schmuck

Understanding how conceptions of leadership have evolved over the past three hundred 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 Educational Administration, Public Administration, and Master of Arts in Teaching as well as selected undergraduates.

Some of the courses listed may not be offered during 1985-86.



The Lewis & Clark Graduate Program in Music offers the M.M.E 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.

Course offerings in teaching certification include a full range of electives, theory, history, guidance, counseling, and methodology. Graduate students can also choose from a balanced list of options: voice; jazz; electronic music; orchestral, band, choral and performance studies; theory, history, composition, and pedagogy; and world music, to name a few. In addition to providing a comprehensive program for teaching professionals, the Graduate Music Program is proud of some unique special programs and opportunities.

The World Music Program features the only Javanese Gamelan in the Northwest. This roomfull of floor instruments, each a work of art, is played by many people at once. Students, city residents, and faculty can join gamelan playing groups beginning by learning the easy basics. Classes in African, Asian, and Middle Eastern music and lessons on the Japanese koto and shamisen are also available.

Full time and summer session students come from throughout the United States and from foreign countries. Many come to study with specific members of the distinguished faculty, each a recognized expert in one or several fields.

Teacher certification candidates come from a wide geographic range to take advantage of the Graduate Music Program. While the majority live in the greater metropolitan area, including southern Washington, many travel from The Dalles, Astoria, and Salem.

Resources for Nondegree Students and Special Programs

The Graduate Music Program 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 devoted especially to institutes and workshops serving the music professional. Past offerings have included Orff & Kodaly workshops, choral symposia, jazz study with George Shearing, electronic music, music therapy, and summer instrumental workshops.

A new performance option is available for talented students. The Palatine Hill Symphony bridges the gap between college orchestras and large professional symphonies. Its performers are professional musicians and gifted students.

Faculty

The music faculty is composed of distinguished professionals who bring a considerable range of

expertise to their teaching. Among them are symphony principals and composers and performers with world-wide touring and publishing backgrounds. Other faculty members are specialists in African, Asian, and Middle Eastern music. Students often enroll to be able to study with a particular artist at Lewis & Clark.

Admission

Admission to graduate programs in music requires the bachelors degree, or its equivalent, in the appropriate field. Applicants should have a grade point average of 3.0 (based on a 4.0 scale) or higher from a fully-accredited institution of higher learning.

Applicants showing an unusual ability but whose previous record falls short of this standard or whose study was at an institution not accredited by a regional agency or the National Association of Schools of Music, may be granted conditional admission. Conditional admission is also offered to students working toward the M.M.E., without the appropriate undergraduate degree (B.M.E.).

Applicants are required to take the Miller Analogies Test. They must also supply the director of Graduate Studies in Music with two official undergraduate transcripts.

Admission materials may be obtained from the director of the Graduate Music Program. Applications should be completed by the general college deadlines for admission to graduate study.

Comprehensive Examinations and Master Thesis

All graduate students in music are required to pass a comprehensive examination or submit a master's thesis. Comprehensive examinations are limited in scope to material pertinent to the student's major field of concentration. The decision, design, administration, and evaluation of the master's thesis and the comprehensive examination rest with the graduate advisor and graduate faculty. It is the student's responsibility to make the necessary arrangements for the thesis or examination with the graduate advisor one term prior to graduation.

FULL-TIME FACULTY



Jerry D. Luedders
Director, Graduate Studies in Music.
Conductor, Palatine Hill Symphony. M.M. Indiana University. B.M.E. University of Michigan. Additional study at Harvard and Paris Conservatory.

David Becker
Director of bands. M.M., B.M. University of Oregon. President, Oregon Band Directors Association. Band chair, Oregon Music Educators Association. Frequent festival and honor winner with West Coast band competitions.

Vincent McDermott
Professor. Ph.D. University of Pennsylvania. M.A. University of California. B.F.A. University of Pennsylvania. Compositions performed across the U.S. and in England.

Program: Master of Music Education

This program gives the candidate extended knowledge, understanding, and skills which contribute to professional effectiveness as a teacher-musician in elementary and secondary schools. A Master of Music Education fulfills all requirements for Oregon standard certification.

Admission Requirements

1. A Bachelor of Music Education or equivalent degree.
2. Teaching experience or evidence of demonstrated aptitude.
3. Interview with the Director of Graduate Studies in Music.

Precise requirements for each student are determined after admission by the student's graduate advisor and graduate committee. The program listed here, however, is typical.

Requirements for the Major in Music Education

A minimum of 10-2/3 credits distributed as

follows.

Required courses:

- 511 Music Theory Seminar, 1 credit
- 561 Music History Seminar, 1 credit
- 581 Introduction to Research in Music Education, 1 credit
- 582 Development and Trends in Elementary Music Education, 1 credit
- 584 Seminar in Music Education, 1 credit
- 585 Practicum in Teaching Music, 1 credit
- Pedagogical Studies (in area), 1 credit
- Applied lessons (major instrument or voice), 1 credit

Elective courses:

Select music electives for a total of 1 credit.

Cognate field (education):

- ED 503 Student Development and Learning, 2/3 credit
- ED 504 Individuals in the Classroom, 2/3 credit
- ED 507 Teaching and Learning in Secondary Schools, 1 credit
- ED Elective, 2/3 credit

Ann Schaffert Miller
Professor. M.M.,
B.M. Drake University.
Formerly chairman of Music Department, College of St. Benedict. Appears nationally as recitalist, soloist, and accompanist, including solo performance with the St. Paul Chamber Orchestra and a shared debut recital at Carnegie Hall.

Gilbert Seeley
Professor. Conductor,
Oregon Repertory Singers. D.M.A.,
M.M. University of Southern California.
B.M. Oberlin Conservatory of Music.



The Public Administration Program is especially designed for career administrators who find that they need further skills and a more sophisticated understanding of large, complex organizations. In addition, the program admits a select number of students each year who do not have much previous work experience. These students are given focused preparation in policy analysis.

Courses span the fields of budgeting, personnel relations, operations research, administrative management, policy analysis, organization development, and computer applications.

The curriculum seeks to accomplish three primary objectives, the first of which is improving students' managerial skills. Second, the program provides exposure to several disciplinary approaches and mastery of

the major bodies of knowledge in the field of administration. Third, classroom theory is integrated with prevailing and emerging administrative practices.

Most courses are offered on weekday evenings to accommodate the schedules of working administrators. Each term the M.P.A. program also offers intensive seminars. This format permits the use of distinguished visiting scholars and practitioners from across the United States, as well as foreign countries. These seminars, conducted during a weekend of concentrated class work, begin with a meeting one month earlier in which the topic is introduced and reading and writing assignments are made.

The M.P.A. program seeks to achieve a mix of academic scholarship and current practical experience throughout its offerings. In addition to attracting a heterogeneous group of students, the program engages as faculty a spectrum of public managers who have extensive academic credentials to teach courses.

Students come from a variety of federal agencies (e.g., the Army Corps of Engineers, Bonneville Power Administration, the U.S. Forest Service), state and local government, nonprofit organizations, quasi-public agencies, public utilities, and private firms having substantial contact with government. 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.

Despite the enriching diversity that characterizes M.P.A. students, they share important elements. Typical degree candidates are undertaking a career transition that involves the exercise of increasing amounts of managerial responsibilities. In addition, a number of nondegree students enroll as special students because

a particular course can meet a specific job-related need. Such students add an important practical focus to class discussions.

Program Management and Policy Development for Recent College Graduates

This option is designed for college graduates who are considering 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. It seeks to broaden the student's perspective through a period of residence in a foreign country. Throughout the program, the student works closely with an experienced public servant who serves as a mentor.

A limited number of students are accepted each year to undertake a focused program of study that includes the following: 1) at least 10 credits (equivalent to 50 quarter hours) of course work, with heavy emphasis on program planning and policy development skills; 2) at least two credits (10 quarter hours) of supervised internship, including residence in an agency in Victoria, British Columbia; and 3) a final policy paper. The program begins in the summer of each year and is designed to be completed in 15 months of study.

Resources for Nondegree Study

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. Such students may later opt to apply for degree candidacy and have up to four course credits 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.

FULL-TIME FACULTY



Douglas F. Morgan
Director of the Public Administration Program. Ph.D., M.A. University of Chicago. B.A. Claremont McKenna College.

Donald G. Balmer
Professor of political science. Ph.D., M.A., B.S. University of Washington.

Daniel L. Duke
Director of the Educational Administration Program. Ed.D. State University of New York at Albany. B.A. Yale University.

G.H. Matternsdorff
Professor of economics. Ph.D., M.A., B.A. Harvard University.

Patricia A. Schmuck
Associate professor of educational administration. Ph.D. University of Oregon. M.A., B.A. University of Michigan.

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, meeting with professional staff from the White House, Congress, administrative agencies, interest groups, and "think tanks."

A ten-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 program, agency, or assignment that closely parallels students' current interests and responsibilities. In addition, the group interviews a variety of important governmental officials as well as 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 multistate and multinational study provides a personal perspective on the institutional, administrative, and political environment that confronts those 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 1984-85 seminar series focused on policies governing rare and endangered species, the Columbia River Gorge, Land and Water Policy, and Wild Range Management. Admission to this program requires agency sponsorship and the consent of the Executive Seminar Program Director, Ted Schlapper.

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

Law School Courses

A variety of Law School courses are open to MPA students on a consent-of-the-instructor basis. Please contact the MPA Office for further details and enrollment procedures.

Joint Degree Programs

Three joint degree programs are available. A joint program between the Law School and the Master of Public Administration Program allows students to obtain both a J.D. and an M.P.A. degree in four years, rather than the normal five.

Students in the Educational Administration Program may use their certification courses for

either an M.P.A. or M.A.T. 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.

Faculty

A diverse selection of instructors with expertise in their subject matter exposes students to varied disciplines and methodologies. Practicing professionals, visiting scholars, nationally recognized specialists, and adjunct faculty-practitioners complement the resident faculty of the M.P.A. program. In any given term students may find courses offered by the personnel director of a local governmental agency; the chair of Lewis & Clark's business and administrative studies, educational administration, or public administration department; or a distinguished visiting scholar in urban planning from Edinburgh, Scotland.

Admission

Individuals wishing to pursue an M.P.A. degree are expected to file the Application for Degree Candidacy after completing three, but no more than six, courses. Applications must be submitted according to the college's general admission deadlines for graduate study. A faculty committee reviews each application and determines the student's formal admission into the degree program.

To become a degree candidate, the student must:

1. Successfully complete with a minimum 3.0 average at least three graded courses in the Public Administration Program, one of which must be selected from the Core Courses.
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 four letters of recommendation, two from academic instructors and two from professional sources who have 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 \$15 application fee.
7. Complete the TOEFL examination if English is a second language.

Recent college graduates who apply under the Management Planning and Policy Analysis option must complete their applications in time for the spring admissions meeting. Students wishing to pursue the policy analysis option are not required to have at least three years of work experience and to complete three graduate courses before applying for admission. However, they must meet all other admission requirements.

DISTINGUISHED VISITING PROFESSORS

Following is a representative sample of distinguished visiting faculty who the program uses on a regular basis to add variety and to supplement the regular program offerings.

Ian H. Adams
Ph.D., M.A. University of Edinburgh. Lecturer, University of Edinburgh.

Richard Chapman
Ph.D., M.B.I.M., B.A., reader in politics and chairman of the Board of Studies in Politics, University of Durham, England.

Henry B. Mayo
D. Litt., D. Phil., M.A.F.R.S.C. Professor of political science, Carleton University, Ottawa, Canada.

C. Dwight Waldo
Ph.D. Yale University. M.A. University of Nebraska. Albert Schweitzer Professor Emeritus, Syracuse University.

Philip J. Welham
Ph.D., M.A., B.A. University of Edinburgh. Lecturer, Heriot-Watt University.

Special Admission

The Public Administration Program may consider admission to degree candidacy for individuals 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.

Degree Requirements

Students enrolled in the program for those with substantial prior work experience are expected to gain exposure to a spectrum of administrative procedures, skills, styles, and policies through their course of study leading to the M.P.A. degree. Six of the 17 courses required for the degree are electives, allowing each candidate to tailor the program to personal needs and interests. Degree requirements are distributed as follows.

1. Successful completion of 10 core courses: 500, 501, 502, 503, 504, 505, 506, 507, 508, and 509.
2. Successful completion of one of the following: 513, 515, or 517.
3. Successful completion of six elective courses, no more than two of which can be independent study courses.

Requirements for the Management & Policy Development Option

Students enrolled in the Management & Policy Development Option must meet the following degree requirements:

1. Successful completion of five core courses: 503, 504, 505, 506, and 507.
2. Successful completion of 511, 542, 572, and one course in Scotland or Victoria, B.C.
3. Successful completion of the planning core: 571, 577, 578, 579, 599, and two internships (one domestic and one comparative).

A separate brochure is available for students wishing to apply for the Management and Policy Analysis option.

Curriculum

This list of course offerings is incomplete and should not be used in planning a 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.

Core Requirements

500

Library and Policy Research Skills

Morgan

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

501

Administration in Government

Balmer

The role of administration in society: form, structure, theory. Reorganization, leadership, decision making, budgeting process, personnel

management, administrative rule-making, and administrative ethics are discussed.

502

Economic Context of Administration Mattersdorff

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 impact on the scope and the pace of individual government agencies and programs.

503

Public Budgeting Morgan

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 gives students some practical budgeting experience.

504

Administrative Law Collins

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

505

Formal Organizations and Advanced Administrative Management Egan

The theory of complex organizations. Primary focus is on individual and group behavior, organizational processes, and organizational change.

506

Organizational Behavior Schmuck

The nature of individuals and organizations—the interaction, selection, and accommodation of each other. Study also encompasses organizational design, appraisal systems, reward systems, group behavior, and organizational change.

507

Quantitative Methods Stiggins

The basic tools that an administrator needs to be able to evaluate the effectiveness of an agency's programs: research design, methods of data collection, data analysis, and planning and presenting an evaluation. Prerequisite: Successful completion of a statistics course within the last five years preferred.

508

Administrative Ethics Morgan

Administrative discretion and the ethical dilemmas that are characteristic of public administrators in large complex organizations: conflicts between program and organizational loyalty, between professional responsibility and meeting client needs, between political responsibility and administrative neutrality, etc.

ADJUNCT FACULTY

Jack G. Collins

A.B. Princeton University. LL.B. Harvard Law School. Assistant U.S. Attorney and chief, Civil Division, U.S. Attorney's Office, District of Oregon. Appointed Assistant U.S. by Attorney General Robert Kennedy in 1963. Clerk to Chief Justice William C. Perry, Oregon Supreme Court, 1958-1959. Member of the firm of Black, Kendall & Tremaine, 1959-1963.

Russell A. Dondero

B.A. Whitman College. M.A., Ph.D. University of Minnesota. Associate professor, Department of Political Science, Pacific University. Served as consultant to Mayor Neil Goldschmidt and Commissioner Margaret Strachan. Served on Charter Commission as consultant, City of Forest Grove; and as staff member, Washington County Justice Task Force.

Daniel Durig
M.P.A. University of Kansas. B.A. University of Cincinnati. Presently solid waste director for Metropolitan Service District. Formerly city manager, City of Forest Grove.

Daniel M. Ogden, Jr.
M.A., Ph.D. University of Chicago. Manager, Public Power Council. Visiting distinguished professor, Lewis & Clark College, 1977. Dean, College of Humanities and Social Sciences, Colorado State University, 1968-1976. Director, Office of Power Marketing Coordination, U.S. Department of Energy. Director of Budget, U.S. Department of the Interior, 1967-1968. Assistant director, Bureau of Outdoor Recreation, 1964-1967. Author of numerous books and articles.

Don S. Willner
J.D., B.A. Harvard University. Portland attorney specializing in labor law; formerly an Oregon state senator.

509

Capstone Course

Duke/Morgan/Schmuck

The final closure course for all degree candidates in the program. Students use previous coursework to examine current trends, themes, and research in the field of public administration, with a focus on administrative leadership.

Governmental Context

510

Studies in Politics and Administration

Staff

Specific course content varies from term to term.

511

Administration and the Policy Process

Staff

Topics include the role of models for policy analysis, rationalism, incrementalism, innovation, elitism, interest group theory, the policy-making process, and policy evaluation.

512

Metropolitan Politics

Staff

The nature and ideology of the urban crisis is examined by looking at decision making and the structure of power, legal and fiscal constraints, interest groups, machine politics, intergovernmental constraints, and policy implementation.

513

Legislative Politics

Dondero

The changes in congressional structures and processes from the patterns of strong leadership in presiding officers and committee chairs to the more decentralized if not chaotic system today.

514

Governments and Their Publics: A Study of Interaction

Yaden

How local governmental units and their constituents, uncertain about their respective roles but seeking to set up appropriate expectations, values, and "operational codes," relate to and communicate with each other.

515

National Policy Process: Seminar in Washington, D.C.

Balmer

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

516

Comparative Public Administration: Program in Edinburgh, Scotland

Mattersdorff

An intensive on-the-scene look at government in Edinburgh, Scotland, with an emphasis on comparative studies in economics, budgeting, local governments, education, the judicial system, and social services.

517

Comparative Political Processes in the Pacific Northwest: Salem, Olympia, Victoria, B.C.

Balmer

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 scheduled.

Content of Public Policy

520

Studies in Public Policy

Staff

Topics vary from term to term and have included studies on administration of the arts, court reorganization, and transportation policy.

521

Public Regulation of Business

Staff

This course provides an overview of the basic components of American domestic economic policy with a focus on present political processes, major agencies, and their responsibilities.

522

Natural Resources Policy

Staff

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 studied.

523

Human Services

Staff

Emphasis is on the health care field, current policies and practices.

524

Northwest Energy Policy

Staff

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

Personnel Relations

530

Problems in Personnel Management

Staff

Topics vary from term to term and have included courses on interpersonal relations and work motivation.

531

Personnel Administration

Staff

Personnel administration and human resource management in the contemporary environment. Course content includes planning for an effective human resource system; identifying, observing, and appraising performance in organizations; human resource selection and staffing; training and development; and performance and productivity.

533

Communication Skills for Administrators

Duke/Schmuck

This course places heavy emphasis on skill development and application in the following areas: circular process of interpersonal communications, aligning intentions with actions, the working group, management of groups and leadership.

534

Collective Bargaining: Advanced Labor Law

Willner

A practical study of problem areas in the field of labor law. The course is taught at the Lewis & Clark Law School.

535

Federal Personnel Policies

Staff

Implementation of civil service reform and evaluation of the federal personnel system after reform as it strives for governmental efficiency and effectiveness.

Quantitative Methods

541

Accounting for Administrators

Reding

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

542

Quantitative Methods II

Staff

Topics include models and managers, cost analysis, linear programming, decisions under uncertainty, preference theory, econometric forecasting, and hypothesis testing.

543

Statistics and Their Uses

Staff

The use of statistical techniques in the solution of problems encountered in business, economics, and government. Special emphasis will be placed on examples illustrating the proper and improper uses of statistics.

545

Computer Applications for Administrators

Colver

Provides an opportunity for students to examine, adapt, and apply current microcomputer software to basic and specific administrative problems and areas of concern. Ample opportunity will be provided for hands-on use and practice with data-based managers, spread sheet formats (i.e., Visicalc), and other administratively applicable software.

Administrative Management

550

Studies and Current Developments in Administrative Management

Staff

Specific course content varies from term to

term. Recent topics have included cutback management, strategic planning, management control and implementation, and productivity.

553

Organization Development

Staff

Use of behavior instruments and information and their application in an actual organization. Students examine and compare knowledge and preconceptions about organization development with current applications, theories, and practices.

554

Managing Not-for-Profit Organizations

Ogden

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.

Policy Analysis

571

Zenk

The strengths and weaknesses of various models of public policy analysis, the conditions under which these models work best and the theory and practice of policy analysis as it developed over the past two decades in the United States. Students will be given some of the practical skills necessary to undertake policy analysis.

572

The American Regime

Staff

Foundings (1781/The Articles of Confederation; 1787/The Constitution); the competing visions of Federalists and anti-Federalists about the nature and objects of the American regime; Hamiltonians vs. Jeffersonians; the Jacksonian experiment in democracy; the slavery issue; the post-Civil War response to industrialization; Wilson's New Freedom and Roosevelt's New Deal; Johnson's Great Society and the revolution in rising expectations; the value structure in the '80s.

577-579

Integrative Policy Seminar

Morgan

Cases drawn from different public and private agency settings at different levels: local and federal, in various substantive terrains; health policy, resources policy, educational policy, defense policy, etc. These courses are required for all students in the Management and Policy Analysis Program.

596

Thesis

Staff

Independent research under faculty supervision integrating program coursework.

David V. Yaden

M.A., B.A. Claremont Graduate School.

Presently manager of Federal Affairs for NERCO, Inc. Served NERCO, Inc. in Washington, D.C., 1982-1984. Former assistant to Secretary of Transportation Neil Goldschmidt. Assistant to Congressman Don Bonker. President of Yaden Associates, Inc., a Portland research firm engaged primarily in public opinion and policy analysis for governments in the Northwest.

Gordon Zenk

Ph.D., M.A. University of California at Santa Barbara. B.A. Michigan State University. Information Resource Department, U.S. National Bank.

Author of *Project SEARCH, The Struggle for Control of Criminal Information*, and of many technical articles and monographs.

597

Internship

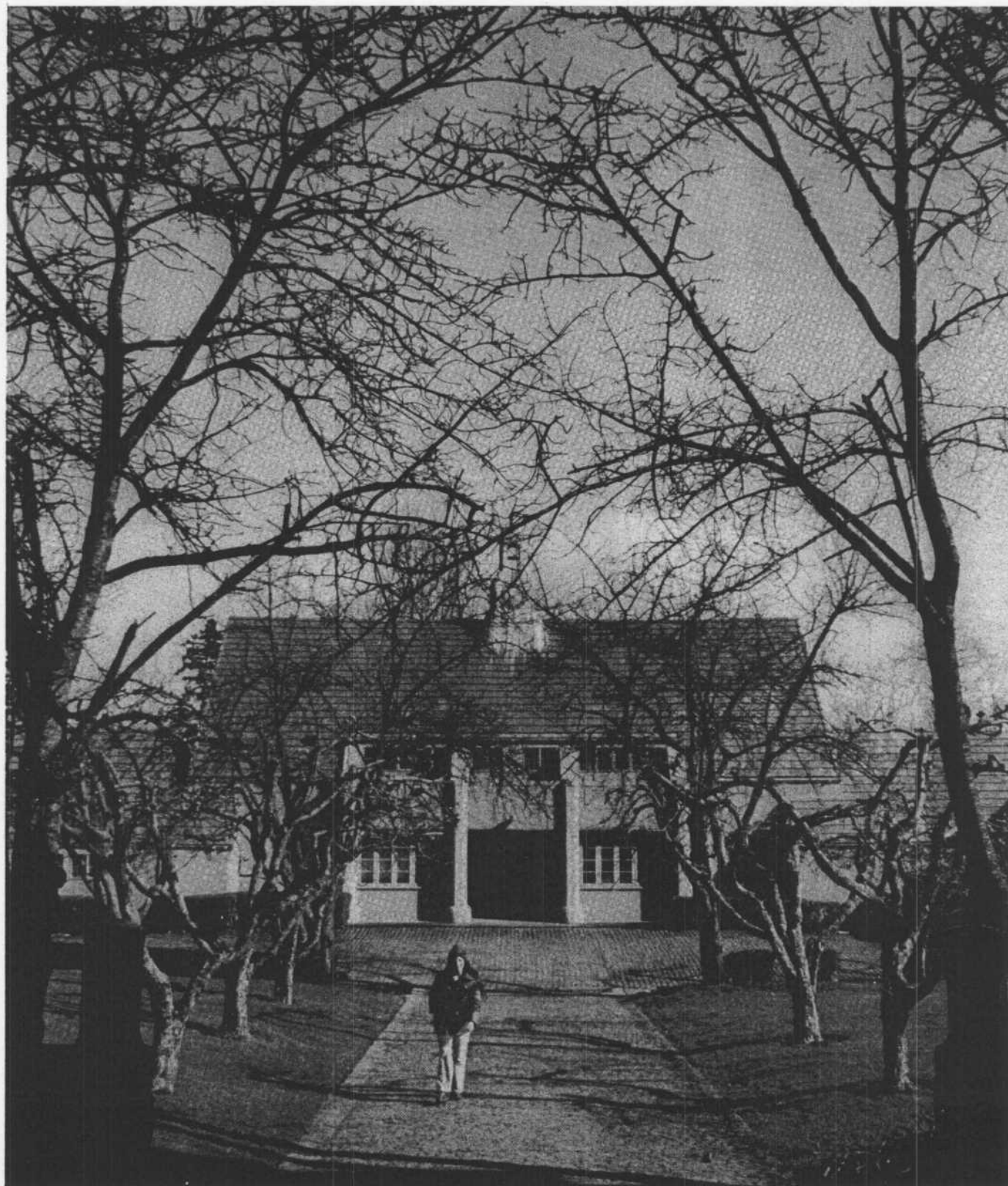
598

Special Studies

Courses designated as 598 are nonrecurring or experimental courses.

599

Independent Study



The Lewis & Clark Program in Special Education-Hearing Impaired has been a major regional resource since 1950 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 at Good Samaritan Hospital to prepare parent-infant specialists. Students are recruited nationally. The program enjoys a 100 percent placement record, with successful graduates finding challenging work in the field throughout the United States.

The program 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 receives 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.

The program is fully accredited by the State of Oregon, the National Council on the Education of the Deaf, and the National Council for Accreditation of Teacher Education (N.C.A.T.E.).

The best preparation for the program is an undergraduate course of study which leads to certification as an elementary or secondary teacher or a communication disorders specialist. Students with other backgrounds are admitted if they complete prerequisite, general, and elementary or secondary teacher requirements before finishing the program.

More than \$1.3 million in federal grant money has been received over the years to assist the program. A limited number of federally-funded stipends are available to students. Acceptance into the program automatically qualifies the student for the stipends.

The master's degree program offers a full-time course of study which can be completed in one or two summers plus an academic year.

In addition to preparing teachers, the faculty provides regional inservice activities, consultation, and evaluation services for 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 field of the education of the hearing impaired. Through workshops, inservice classes, consultation, and program evaluation, professional education activities are provided for teachers, supervisors and administrators, interpreters, support service personnel, other professionals, deaf adults, and parents of hearing impaired children.

Each summer the program also offers a special seminar for graduates who have completed their first year of teaching. This seminar provides teachers with additional competencies or remedies teaching deficiencies encountered during their first year of teaching.

Faculty

Faculty members have been selected for their extensive experience and background in the field. All full-time faculty possess doctoral degrees and have national reputations for distinguished research and leadership in the field.

Admission

In addition to meeting the general standards for admission to all graduate programs, applicants must also have completed prerequisite coursework in the following areas: social foundations of education, educational psychology, and child or adolescent psychology. The application procedure includes filing an application with the program, requesting two official transcripts of all undergraduate and graduate work be sent to the program director, completion of either the Graduate Record Exam or the Miller Analogies Test, with scores to be sent to the program director, and, if it can be arranged, an interview with the program director. A maximum of 15 quarter hours, or its equivalent, may be transferred to the program.

For information regarding the application procedure for the parent-infant specialist track, contact Infant Hearing Resource, Good Samaritan Hospital, 1015 N.W. 22nd, Portland, Oregon 97210, or call 503-299-7526.

Programs of Study and Degree Requirements

The sequence of specialized coursework begins in June for elementary and secondary tracks; the sequence for the parent-infant specialist track begins in October. Completion of requirements may be achieved in June of the following year or may require an additional enrollment, 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.

Practicum opportunities are varied. Observation, teacher-aide experiences, tutoring, micro-

FULL-TIME FACULTY



H. William Brelje
Professor and program director. Ed.D. University of Portland. M.A. California State University at Northridge. M.Ed. Lewis & Clark College. B.S. University of Oregon.
Carolyn L. Bullard
Associate professor. Ph.D. University of Washington. M.A. Columbia University. B.A. Reed College.

teaching, and the student teaching experiences are available with infants through high school and college-age hearing-impaired students. Practicum centers include the Washington, Arizona, Oregon, Montana, and Idaho State Schools for the Deaf; various educational settings in Vancouver, Tacoma, Spokane, Seattle, Yakima, Longview, and other cities in Washington; various educational settings in Portland, Salem, Eugene, and other cities in Oregon; and in Anchorage, Alaska.

In addition to the specialized curriculum, all candidates for the M.Ed. in Special Education-Hearing Impaired must, prior to graduation, complete the following education courses or equivalent approved courses: Research Methods or Researching Teaching Goals and Strategies, The Use of Media in the Classroom, and Exceptional Child.

In addition to the specialized curriculum and required graduate courses, it is recommended that elementary majors also complete the following courses or equivalent courses: Elementary Science Methods, Elementary Math Methods, Elementary Social Studies Methods, Elementary Art Methods, Elementary Health/P.E. Methods, and Classroom Management.

In addition to the specialized curriculum and required graduate courses, it is recommended that secondary majors also complete certification requirements in an endorsement area.

Curriculum: Elementary and Secondary Tracks

501

Psycho-Social and Educational Foundations of Deafness
Brelje

Psychological, social, and educational implications of deafness and the history of the education of the deaf. 1 credit.

505

Communications Systems I

Bullard

Methods of developing speech, speech reading abilities, and existing residual hearing. 1 credit.

506 or 507

Communication Systems II: Elementary or Secondary
Bullard

A continuation of 505; speech development, auditory learning, and various methods used in communication with the deaf. 1 credit each.

515

Methods of Developing Language for the Hearing Impaired I

Bullard

Basic principles of language development, with application to the diagnosis of the linguistic disabilities of the deaf child and to the development of teaching strategies. 1 credit.

516 or 517

Methods of Developing Language for the Hearing Impaired II: Elementary or Secondary

Bullard

A continuation of 515; patterns of language development and methods and materials used to teach the deaf; practicum experience. 1 credit each.

520

Audiology I: Anatomy and Physiology of the Speech and Hearing Mechanisms

Charuhas

The nature of sound and the function of the ear, conductive and sensory-neural hearing losses, and medical and surgical aspects of hearing impairment. 2/3 credit.

525

Audiology II: Audiological Testing

Charuhas

Pure tone, bone conduction, speech reception, and discrimination evaluations; hearing aid use, construction, and evaluation. 2/3 credit.

530

Curriculum and General Methods of Teaching the Hearing Impaired

Brelje

Curriculum development and general methods of teaching hearing impaired individuals. 2/3 credit.

536

Special Methods of Teaching Reading and School Subjects to the Hearing Impaired: Elementary

Stone

Methods and materials used in teaching reading and other subject matter areas to elementary hearing impaired students. 2/3 credit.

537

Special Methods of Teaching Reading and School Subjects to the Hearing Impaired: Secondary

Lorenzen

Methods and materials used in teaching reading and other subject matter areas to secondary hearing impaired students. 2/3 credit.

540

Directed Observation

Staff

Observation of on-site classroom activities at all levels from infant training through community college in both public and residential schools; various teacher-aide experiences and field trips to agencies serving the deaf. Activities are scheduled throughout the academic year. 1/3 credit.

546 or 547

Student Teaching: Elementary or Secondary

Staff

Supervised student teaching in a public school or residential school for the deaf during the full day for a ten-week period; supervision and guidance by the cooperating teacher and the college coordinator of student teaching. 3 credits each.

580, 581, 582

Sign Language: Beginning, Intermediate, Advanced

Petersen

American Sign Language and sign systems that follow English syntax. The course is designed to meet 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. 2/3 credit each.

ADJUNCT FACULTY

Peter A. Charuhas

Instructor. M.A., B.A. Western Washington University.

Judy Lorenzen

Instructor. M.Ed. Lewis & Clark College. B.A. Willamette University.

Larry Petersen

Instructor. M.A. California State University at Northridge. B.A. Gallaudet College.

Nancy W. Rushmer

Director of Infant Hearing Resource. M.A. Northwestern University. B.A. Lewis & Clark College.

Patricia S. Stone

Instructor. M.S. Portland State University. B.S. University of Utah.

Curriculum: Parent-Infant Specialist Track

Instruction for the Parent-Infant Specialist Track takes place at the Infant Hearing Resource at Good Samaritan Hospital. For further information contact the Infant Hearing Resource, Good Samaritan Hospital, 1015 N.W. 22nd, Portland, Oregon 97210, 503-229-7526.

554

Extended Practicum: Skills of Parent-Infant Specialist
Offered three consecutive terms as a series.
2/3 credit each.

550

Counseling Parents of Hearing Impaired Children I
2/3 credit.

551

Pediatric Audiology
2/3 credit.

552

Seminar in Parent-Infant Habilitation I
1/2 credit.

553

Seminar in Parent-Infant Habilitation II
1/2 credit.

554

Seminar in Parent-Infant Habilitation III
1/2 credit.

555

Observation and Practicum I
1/2 credit.

556

Observation and Practicum II
1/2 credit.

557

Observation and Practicum III
1/2 credit.

558

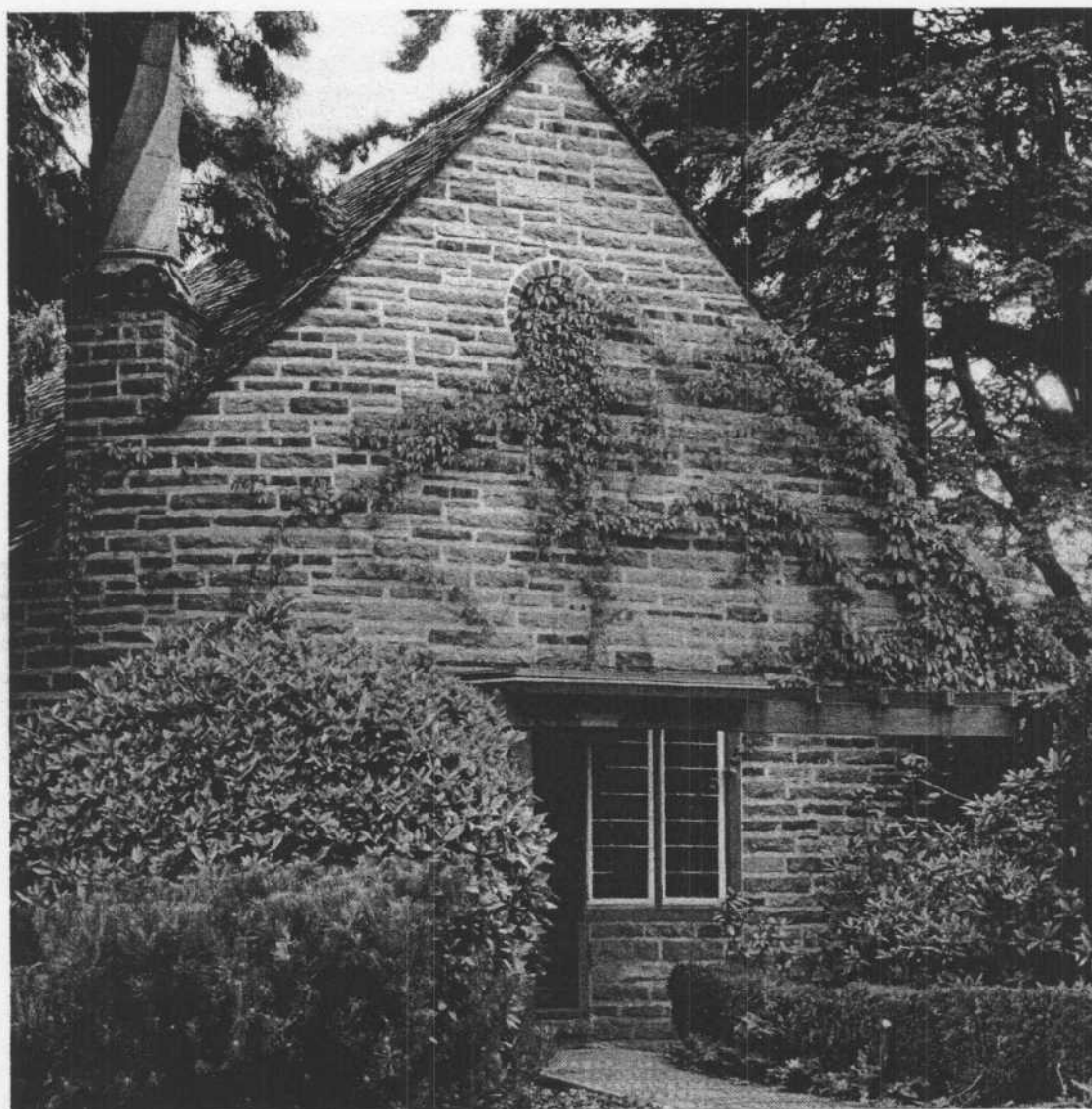
Hearing Aid Amplification
1/2 credit.

559

Counseling Parents of Hearing Impaired Children II
1/2 credit.

560

Infant Development/Development Disorders
1/2 credit.



Joint Degree: Law and Public Administration

This recently created option permits students to complete the requirements for both the J.D. and the M.P.A. in a four year period, thus insuring a substantial saving in time and tuition for the full time student. Such a joint degree program will be attractive to those students who need to understand, as a lawyer, manager, or public official, the ways in which law and public administration intertwine and profoundly affect both the form and substance of public policy.

Students must apply to and be accepted by the Northwestern School of Law and the Program in Public Administration. Students must pursue required courses in the sequence and grouping required by each school and satisfy both sets of degree requirements. In some cases the same course may satisfy the requirements of both programs. A student in either program will find a much broader and more attractive range of electives 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 this option, contact the director of the Program in Public Administration.

Joint Degree: 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 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 program, contact the Educational Administration Office.

Joint Degree: 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 will prepare for a public service career in an educational setting. Course offerings include budgeting, policy analysis, organizational behavior, computer applications, management of schools, supervision and evaluation within the Department of Public Administration and the Department of Educational Administration. The students' program is composed of at least 52 hours of coursework to be developed with an advisor to offer the maximum of opportunities for leading schools in the future. Classes are small, curriculum is based on models of instructional leadership, and instructors include faculty at Lewis & Clark and experienced public sector and school administrators serving as adjunct professors.



Lewis & Clark believes that graduate study is a serious undertaking, one that demands an intense commitment from students and faculty alike. Thus, the Graduate School of Professional Studies establishes policies and procedures to assure that the highest possible standards are met.

Policies and procedures at Lewis & Clark are not static. They are adapted as student needs change, as new problems and solutions are identified, and as the graduate faculty and students themselves set and seek ever higher standards. A degree or certification candidate may anticipate that basic expectations will remain consistent throughout the individual's program of study.

Admission to Graduate Study

Each graduate program has unique admission requirements and procedures. These are listed in the appropriate program section. 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 or the Graduate Record Exam. The Miller Analogies Test may be taken by appointment at the Lewis & Clark Student Counseling Center, 503-293-2682, or at Smith Memorial Center, 1825 S.W. Broadway, Room M-342, 503-229-4428, Portland 97201. Information about Graduate Record Examination testing dates and sites may be obtained at the Career Planning & Placement Center in the Gatehouse, 293-2770.

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 a course of study. Students should write directly to the appropriate program to obtain an admission package and to inquire about specific requirements and procedures.

The college offers limited financial aid and assistantships to graduate students. Interna-

tional students must prove their ability to support themselves financially while at Lewis & Clark College. They should request a Certificate of Financial Responsibility from the foreign student advisor. The completed form and documentation verifying resources (bank statement, scholarship letter) should be returned to the Foreign Student Office, Lewis & Clark College, Portland, Oregon 97219. Since there is no on-campus housing for graduate students, they should expect to have \$5,900 for living expenses in addition to approximately \$5,885 for tuition for the calendar year.

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 will enter into an admission decision.

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

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

Admission Deadlines

Applications must be completed by the following deadlines.

Fall 1985 admission: Apply by July 19, 1985.

Winter 1985 admission: Apply by December 6, 1985.

Spring 1986 admission: Apply by February 15, 1986.

Summer 1986 admission: Apply by May 10, 1986.

Fall 1986 admission: Apply by July 19, 1986.

The Program in Special Education-Hearing Impaired has only one admissions cycle per year. Applicants should contact the program office regarding deadline for applications.

Admission Appeal Process

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

Upon 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

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. 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 two course credits* may be taken under Special Student status, unless permission is given by the program director.

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

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.

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 course work at the college, unless permission is granted by the appropriate program director. If for valid reasons a student is unable to complete application prior to the opening of the term, the student will be granted Special Student status (see section on student status). All Public Administration Program students retain the Special Student status until formally admitted to 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 admission.

4. Apply for the 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 three courses, but not more than six, the individual's performance is reviewed by the appropriate program director. At this point a final decision is made 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.

Credit System

Lewis & Clark's academic year is composed of three terms, plus a Summer Session. Transcripts of a student's work reflect *course credits*, with one credit equivalent to five quarter hours. Courses are offered for one credit or for partial credit, as designated in each program's curriculum.

Transfer of Credit

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

Transferrable course work will be determined at the time a degree program is formally designed with a graduate advisor. The advisor evaluates and authorizes transfer credit.

Graduate Tuition and Fees

The cost of course work at Lewis & Clark is slightly more than at a state-supported institution. Costs for the 1985-86 academic year are listed below.

1 L&C credit: \$475 (5 quarter hours)

2/3 L&C credit: \$316 (3 1/3 quarter hours)

1/2 L&C credit: \$237 (2 1/2 quarter hours)

1/3 L&C credit: \$158 (1 2/3 quarter hours)

This tuition schedule applies to all graduate courses, except for applied music lessons, Special Education-Hearing Impaired, and special programs as noted. Moreover, some courses charge additional fees for laboratory or off-campus work. Full tuition must be paid for any course which the student wishes to appear on a transcript.

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 will receive an 80 percent cancellation of tuition; second week, 60 percent; third week, 50 percent; fourth week, 25 percent; fifth week, 10 percent.

Special Fees

The following fees apply only to graduate students:

Application to graduate study: \$15

Graduation fee: \$25

Registration with Teacher Placement Bureau (optional): \$25

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

Financial Assistance

The college participates in the National Direct Student Loan Program (NDSL), Guaranteed Student Loan Program (GSL), and PLUS loans.

A limited number of federally funded graduate stipends are available to students in the Special Education-Hearing Impaired Program. Three assistantships are available to second year students in the Counseling Psychology Program. A limited number of scholarships are available on a competitive basis to full-time students.

Eligibility

For financial aid purposes, full-time graduate

student status requires continuous enrollment during fall, winter, and spring terms in course-work totaling at least one and one-half Lewis & Clark credits per term.

Graduate students receiving financial aid must show satisfactory progress towards a degree. Students must be full-time and must complete four and one-half credits per academic year, no one term to be less than one and one-half credits.

Students who withdraw from LC or drop below full-time enrollment will be subject to a refund/repayment of their financial aid funds.

How To Apply

Applications for loans will be processed through the college's Financial Aid Office, 293-2675. Students qualifying for V.A. benefits should contact Susan Galyen in the Registrar's Office, 293-2670. Applications for scholarships and assistantships should be made directly to program directors.

Registration

General registration for graduate students is held from 6 to 8 p.m. in Pamplin Sports Center on the day assigned. For late registration, pick up a class card and registration materials in the Registrar's Office, secure permission to enroll in class from the appropriate graduate program or faculty member, pay fees at the Business Office, and check out at the Registrar's Office.

Course Numbering System

100-299

Lower division undergraduate courses (may not be taken for graduate credit).

300-499

Upper division undergraduate courses (may be taken for graduate credit with permission of instructor or if part of a planned graduate degree or certification program).

500-599

Graduate courses.

600-649

Graduate Continuing Studies courses applicable to a Lewis & Clark College master's degree or or certification program.

650-699

Continuing Studies courses *not* applicable to a Lewis & Clark master's degree or certification program.

Note: No more than two L&C course credits (10 quarter hours) of 600-649 course work may apply to a graduate degree or certificate. Students should check with their program advisors before enrolling in any continuing studies course to determine whether the course desired will apply to their planned program.

Grading System

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

Calendar

1985-86 Academic Year	Fall	Winter	Spring	Summer
Registration	September 9	January 6	March 31	June 20
Classes begin	September 10	January 7	April 1	June 23
Last day to register, 4 p.m.	September 20	January 17	April 11	
Last day to select CR/NC or grade	September 20	January 17	April 11	
Degree application deadline	September 13	November 15	February 14	May 16
Last day to make up incompletes	December 11	April 10	July 3	
Last day to withdraw	October 18	February 14	May 9	
Last day of classes	November 22	March 20	June 12	
Commencement			June 15	
1986 Summer Session	Term I	Term II	6-Week	
Classes begin	June 23	July 21	June 23	
Classes end	July 18	August 15	August 1	

Note: Consult the Summer Session Bulletin for schedule details.

Grading Policy

Students must maintain a B average (3.0) to be eligible for graduation. No more than two credits (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 three credits of course work 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 G.P.A. 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 course work 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 the granting of the Incomplete and the date by which the Incomplete will be made up. This date may be no later than three weeks 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.

By the date agreed upon, the instructor may change the Incomplete to the appropriate grade based on the instructor's evaluation of the course work. Those grades not changed will

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, the Dean of Students, (or in the case of a graduate student, the Program Director), 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. By a written or oral examination by a professor in the area in which competence is to be tested (with permission of instructor).
2. By demonstration of skill, behavior, or other knowledge which clearly reveals mastery in the area in which competence is to be tested.
3. By 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 will be noted on the student's transcript in these ways: by "competence examination," "demonstration," or "recommendation" (or any combination). Petition to Waiver forms and specific waiver procedures are available in each graduate program office.

Thesis

Lewis & Clark College requires a thesis only for the Master of Science in Counseling Psychology. Students in other master's degree programs may elect to complete an Independent Research Study in place of one course. This option should be taken at the time the graduate program is planned and approved.

Residence

To establish residence in the M.A.T., M.A.T.-L.S., M.M.E., M.P.A., and nondegree programs, all course work 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.

The Special Education-Hearing Impaired Program requires full-time continuous enrollment during the academic year and summer sessions. The Counseling Psychology Program requires course enrollment during the academic year with optional enrollment in summer sessions.

Degree Application and Conferral

The degree application, together with the \$25 graduation fee, should be filed with the appropriate program director before the applicable deadline.

Fall graduation: September 13.

Winter graduation: November 15.

Spring graduation: February 14.

Summer graduation: May 16.

Degrees are conferred at the end of each term. Commencement ceremonies are held once a year in June 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.

Summer Session

Lewis & Clark offers a variety of undergraduate and graduate courses with many scheduling options during the summer so students can satisfy degree or certification requirements by attending successive summers or by attending summer courses in conjunction with courses taken during the academic year. Courses provide graduate students with a full range of the core requirements in each program. In addition, a number of special programs, institutes, and workshops are available during the summer. Summer Session schedule bulletins are available in early spring each year. For full information on course offerings, special programs, and registration procedures consult the Summer Session Office.

Continuing Studies

The college provides continuing education courses, workshops, and conferences throughout the year. Included are educational experiences on and off campus for educators, counselors, public administrators, business managers, musicians, and other professional groups. Optional graduate credit offered through selected offerings may be applied to graduate programs, not to exceed two Lewis & Clark course credits (10 quarter hours). Students admitted to graduate degree or certification programs should consult with their advisors before enrolling in any continuing studies course to determine whether course credit will apply to their programs. (See "Course Numbering System" for details.) For specific information about 1985-86 programs, phone or write the Continuing Studies Office.

Emergency Information

The best source of help in an emergency is the Security Office, 293-2779. An officer will either respond directly or call in necessary assistance

like the Police Department, Health Service, or an ambulance. Whenever possible it is best to allow the Security Office to coordinate response to emergencies.

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. 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 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.

Accreditation

Lewis & Clark College is accredited by the Northwest Association of Schools and Colleges.

All graduate programs are fully approved and accredited by appropriate associations and agencies, including the Oregon Teacher Standards and Practices Commission (TSPC), the National Council for the Accreditation of Teacher Education (NCATE), the National Association of Schools of Music (NASM), and the Committee on Teacher Preparation and Certification of the National Council on the Education of the Deaf (CED).

Registrar

The Registrar's Office, located on the main floor of Odell Manor, is open from 9 a.m. to noon and from 1 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, requests for transcripts, and course schedules, phone 293-2670.



Cashier

The Cashier's Office, located in the basement of Odell Manor, is open from 9 a.m. to noon and 1 p.m. to 4 p.m. Monday through Friday. During the first two weeks of each term, the office will remain open until 5 p.m. Contact the office for 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 will work with you to 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 x6585.

Bookstore

The bookstore is located mid-campus in Templeton College Center next to the Trail Room. It is open from 8:30 a.m. to 4:30 p.m. Monday through Friday throughout the year and from 6 to 8:30 p.m. Monday through Thursday when class is in session. Students may return textbooks for a full refund upon presentation of a sales slip and a drop course slip during the first two weeks of each term. For information phone x6755.

Library

The Aubrey Watzek Library is open from 8 a.m. to 11:45 p.m., Monday through Thursday, when school is in session. It is also open Friday from 8 a.m. to 9:45 p.m., Saturday from 9 a.m. to 8 p.m., and Sunday from 10 a.m. to 11:45 p.m. During vacations the library provides full services from 8 a.m. to 5 p.m. weekdays.

Policies

Food and Drink: No food or drink is allowed in the Aubrey Watzek Library, to protect library materials and furnishings.

Smoking: Smoking is restricted to the northwest area of the top floor where the microfilm center and periodicals are located. This area accommodates approximately 50 people.

Stipulation: If the air system cannot provide the necessary ventilation and/or smokers abuse the privilege by smoking elsewhere in the library, a no smoking policy will be enacted.

Circulation Fines: Fines accrue beginning the day following the date due.

Circulation Services

You may borrow books, records, and government documents from the library. Present your student identification card at the circulation desk, and sign your name and box number on the circulation card. The date due will then be stamped on the material.

If materials fall overdue, you will receive a notice. Fines are \$1 per book per week. The maximum fine accrued for one book is \$5. If you return the book and pay the fine promptly, your fine will be reduced by half. If you lose a book, report it to the circulation desk immediately. The library will then stop the fine and be alerted to look for the book. If you do not find the book you will be charged for its replacement.

Reserve Books

Books considered essential or required reading for a class are frequently put on reserve at the circulation desk. Books on reserve are listed in the notebook on the circulation counter. They circulate for limited periods of time (two hours, one day or three days) to allow students adequate access. To encourage timely return of reserve books, the fines are high. Two-hour reserve books are 25¢ for each hour overdue, one-day reserve books are 25¢ for the first hour overdue and 10¢ for each hour thereafter, and three-day books are 25¢ per day overdue. Maximum fine is \$5 per book.

Copying Services

If you wish to make paper copies, two copying machines are available adjacent to the reference desk on the third floor. Copies are 5¢ each.

Paper copies may also be made from microfilm or microfiche. A microfilm reader-printer and microfiche reader-printer are located in the periodicals reading area. Copies are 10¢ each.

Interlibrary Loan Service

If you need a book or an article that is not in the library, fill out an interlibrary loan request form at the interlibrary loan desk on the third floor. After you return the completed form, the library will locate the requested material at the nearest possible library.

Materials at Portland State University are picked up by a student courier within 48 hours of a request. Most articles and books not at Portland State are available at other libraries in Oregon; delivery time for those is generally less than ten days. Out of state requests are sent on a computer and turn-around time averages less than two weeks. You pay nothing for this service at Lewis & Clark.

New Book Collection

Newly published books are shelved on the bridge between the reference desk and the periodical collection. You are welcome to browse the collection, which is fully cataloged by subject. Books published in the current year, as well as those published in the previous year, are shelved here. They circulate for the regular time period. You may locate the books by author, title, or subject in the card catalog.

Dialog

Students and faculty may request an on-line literature search through *Dialog* at the library. *Dialog* provides access to more than 100 data bases in all disciplines. Most data bases are on-line versions of paper indices, such as *Psychological Abstracts*, *Chemical Abstracts* and *Biological Abstracts*. An on-line search is particularly helpful when you are researching a complex issue with several major topics or doing comprehensive research which involves a thorough search through years of indexes. A librarian will interview you to ascertain your needs and construct a search strategy, then perform the search on a terminal in the library. The results are a lengthy bibliography of articles pertinent to your topic. If you think such a search would benefit you, complete the questionnaire available at the reference desk and a reference librarian will assist you. In some cases there will be adequate material available to you without a computer search.

The reference librarian can help determine that. This service is provided free.

Audio-Visual Services

The Audio-Visual 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.

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

If you wish to rent a film or search through film catalogs, the audio-visual assistant can help you. All rented and borrowed films may be arranged through the department, which also maintains a large collection of film catalogs.

Literature Searching Assistance

Literature searching is the systematic examination of published material on a specific subject, aimed at locating or identifying specific information or sources of information. It is generally part of a research project. It involves a variety of bibliographic "tools," and forms part of the reference service offered at our library.

Any librarian at the reference desk has the background to help you with general questions, but most of our librarians also have advanced knowledge and experience in particular subject areas, such as history, education, sciences, etc. If you are doing detailed or advanced work, such as writing a research paper, you may ask for an appointment with the subject specialist in your area. Just fill out a *Worksheet For Literature Searching* (available at the reference desk), stating your topic clearly.

Your scheduled session will take about an hour. You and the subject specialist will discuss your topic and which subject headings, reference books, and indexes will be most helpful to you. You are responsible for doing the research yourself, but this service will help you find your way. For some topics involving a complex combination of concepts, the librarian may also suggest that a computer be used to help locate information. You and the librarian will do this together. The result will usually be a list of references to the periodical literature, much as you find in the periodical indexes, but limited to the last few years.

Allow plenty of time for the research process. You will need time for your scheduled appointment, time to obtain the identified material, and time to digest the information you find.

If you have any questions about the literature searching assistance, ask at the reference desk.

Computing Services

Computer services at Lewis & Clark are designed to meet a range of needs and to provide a multitude of services for students and faculty. There is no charge to students for course-related computer activities. Programs include a text editor, often used to prepare papers; other packages such as a Statistical Package for the Social Sciences (SPSS); and assorted programs contributed by members of the community. In addition, the VAX system accepts programs in

the languages of Basic, Fortran, Pascal, and Cobol.

Most of the terminals for academic use are located in two terminal rooms, Olin 304 and Bio-Psych 6. Each houses about 10 terminals, a printer, and several other devices, including graphic terminals, a graphics hardcopy unit, and a music tone box. There is also a micro computer lab in the library. A special seminar room in Sacajawea is also available for instruction and special computer demonstrations. In general, both terminal rooms are open from 7 a.m. to 11 p.m. weekdays, 9 a.m. to 5 p.m. Saturdays, and 1 to 11 p.m. Sundays.

An additional terminal in the Business-Economics Office Building is reserved for those who are involved in faculty research projects. Consult your program director for details.

Several forms of assistance are available to computer users. Terminal room assistants (TRAs) are students who volunteer some of their time to maintain terminal rooms and help you run programs in exchange for special computing privileges. Programming lab assistants (PLAs) help debug programs, explain topics in manuals, and suggest programming alternatives to you. All hours for TRAs and PLAs are posted in the terminal rooms.

For further information visit one of the terminal rooms or phone x6382.

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 two professional writing instructors and carefully selected student tutors. The center is located in Albany 103 and is open from approximately 9 a.m. to 5 p.m. weekdays. To make an appointment, phone x6293.

Math Skills Center

The Math Skills Center, adjacent to the Writing Skills 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. To make an appointment for individual help, phone x6291.

Duplicating Services

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

A plain paper copier and a ditto or spirit duplicator are available on a self serve basis for simple or quick jobs. Coin operated photocopy machines are located in the Duplicating Center on the main floor of the library, in the Biology/Psychology Building, and at the Information Desk in Templeton College Center.

For additional information, phone x6478.

Food Services

College food services are operated by Saga, Inc. Fields Dining Room, located in Templeton College Center, is the main dining room for resi-

dent students. Breakfast, lunch, or dinner meal tickets may be obtained from the Saga Office. In addition, full-time students can take advantage of 14 or 21 meal plans. Details may be obtained from the Business Office, Residence Halls Office, or Saga. Weekday meal hours are: Breakfast, 7-8:30 a.m. Continental breakfast, 8-8:30 a.m. Lunch, 11:15 a.m.-12:30 p.m. Dinner, 4:45-6 p.m. Saturdays: Breakfast, 8-8:30 a.m. Continental breakfast, 8:30-9 a.m. Lunch, noon-1 p.m. Dinner, 5-6 p.m. Sundays: Brunch, 11:30 a.m.-1 p.m. Dinner, 4:30-6 p.m.

The Trail Room, adjacent to the Bookstore in Templeton, offers a variety of foods throughout the day and evening. During the school year hours are: Monday-Thursday, 7 a.m.-9 p.m. Friday, 7 a.m.-9 p.m. Vacation schedules vary; for information phone x6749.

Athletic Facilities

All college athletic facilities are available to graduate students at no charge. 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. Pool hours during the academic year are: Monday-Friday, noon-1 p.m.; Monday-Thursday, 7-9 p.m.; Saturday and Sunday, 1-3 p.m.

Health Services

Located on the lower level of Templeton College Center, the infirmary provides a variety of health services. Comprehensive services are available for all students.

Emergency Procedures

In any emergency involving the health of a Lewis & Clark student, phone x6801. Whenever possible it is best to allow the Security Office, x6705, to coordinate responses to an emergency. An officer will respond directly and call for necessary assistance from the infirmary or an ambulance.

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 staff consists of two full-time counseling psychologists and two intern counselors. Consultation and referral services are provided in conjunction with several local psychiatrists. The center is open from 8 a.m. to 4 p.m. daily. The staff is on call at all times for emergency assistance.

The Counseling Center also provides vocational, personal, and intellectual testing services. Test results are considered confidential information and may be released only with the client's written permission. Counseling summary notes are considered the private property of the counselor and will be released only to

professional counselors with the written permission of the client.

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.

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 about work, information on hundreds of companies, many graduate school catalogs, and registration materials for graduate and professional school testing.

Professional career counselors are available to talk with you about career interests. You need not have a specific agenda in mind to make good use of time with a counselor. The office is open 8:30-noon and 1-5 p.m. The center will also be open one evening a week, from 5 to 7 p.m. Drop in anytime during the work day or phone x6717 for an evening appointment.

Templeton College Center

Templeton College Center houses a number of offices, dining rooms, meeting rooms, the Council Chamber, several lounge areas, the infirmary, bookstore, and bakery. The building opens at 8 a.m. each day and remains open until 11 p.m., or midnight on Fridays and Saturdays.

Student assistants are available at the Information Desk, x6746, to help with questions on upcoming campus events, phone numbers, directions, bus schedules, etc.

Campus Events

A campus events office is located in Templeton College Center. The college encourages graduate students to participate in all campus events—concerts, lectures, plays, cultural arts series, and the like.

Tickets for cultural arts on campus and for selected shows downtown are available from the campus events office. For additional information, phone x6746 between 8 a.m. and 5 p.m. weekdays.

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Administration

President: James Gardner, 293-2650.
Dean of the Graduate School: Roger Paget, 293-2656.
Assistant Dean of the Graduate School: Mary Kathryn Tetreault, 293-2656.
Acting Director of Aubrey Watzek Library: Randy Colver, 293-2763.
Director of the Counseling Psychology Program: Michael Stark, 293-2729.
Director of the Educational Administration Program: Daniel Duke, 293-2742.
Director of the Teacher Preparation Program: Jim Wallace, 293-2741.
Director of the Public Administration Program: Douglas Morgan, 293-2719.
Director of the Music Department: Jerry D. Luedders, 293-2724.
Director of the Special Education-Hearing Impaired Program: William Brelje, 293-2756.
Director of Summer Session: Richard Steiner, 293-2759.
Director of Continuing Education: Glen Fahs, 293-2758.

Key to Buildings

Alb: Albany Quadrangle
 Art: Art Building
 B: BoDine
 BPB: Biology-Psychology Building
 BTh: Thaxter Classrooms
 E: Evans Music Building
 Edm: Edmonds Classrooms
 OPC: Olin Physics-Chemistry Laboratory Building
 PSC or PC: Pamplin Sports Center
 Sac: Sacajawea
 Thr: Throckmorton Classrooms
 TTD: Special Education-Hearing Impaired

Further Information

For additional information on graduate programs, contact the appropriate program director or Douglas Morgan, acting dean of the Graduate School of Professional Studies.

Lewis & Clark College
 Portland, Oregon 97219 Phone 503-244-6161

