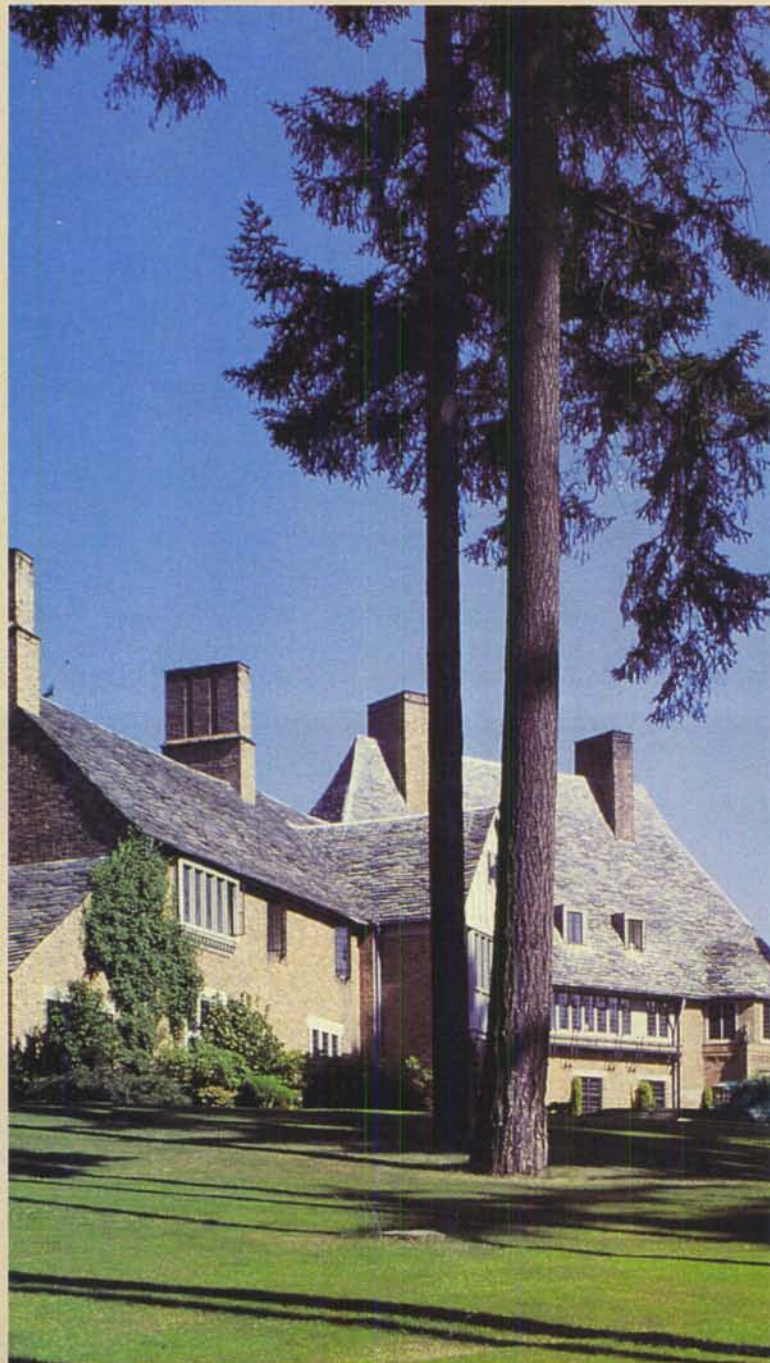


LEWIS & CLARK COLLEGE

GRADUATE
SCHOOL OF
**PROFESSIONAL
STUDIES**

1987-88
CATALOG



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Graduate School of Professional Studies
Lewis & Clark College, Portland, Oregon 97219
Telephone 503-293-2656

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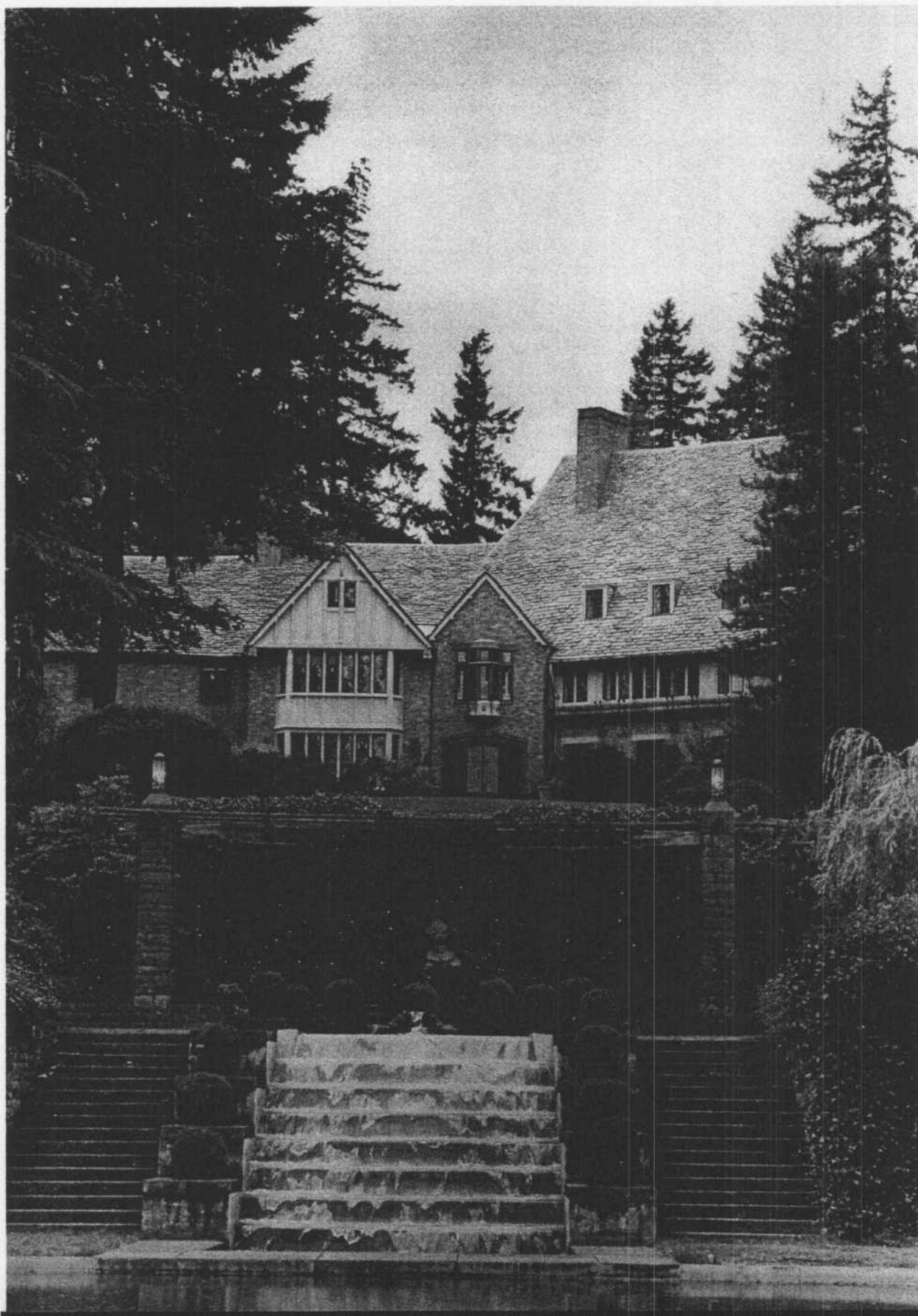
Lewis & Clark College is accredited by the Northwestern Association of Schools and Colleges, the National Association of Schools of Music, and the National Council for the Accreditation of Teacher Education for the preparation of elementary and secondary teachers at both the bachelor's and master's degree levels. It is a member of the American Council on Education, the Association of American Colleges, the College Entrance Examination Board, the Northwest Association of Private Colleges and Universities, and the United Presbyterian College Union. The college is on the approved list of the American Association of University Women. Northwestern School of Law of Lewis & Clark College is accredited by the American Bar Association and the Association of American Law Schools. 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). Lewis & Clark College reserves the right to withdraw courses at any time, change the fees, change the rules and calendar regulating admission and graduation requirements, and change any other regulations affecting the student body. Changes shall become effective whenever the proper authorities so determine and shall apply not only to prospective students but also to those who at the time are matriculated in the Graduate School of Professional Studies. Information in this catalog is correct according to information available to the administration of the Graduate School of Professional Studies at the time of publication. Lewis & Clark College 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.

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INTRODUCTION

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INTRODUCTION

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Lewis & Clark's Graduate School of Professional Studies is committed to providing graduate degree and certification candidates with a unique educational experience that enables 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 ed-



Roger Paget, dean of the Graduate School of Professional Studies.

ucation 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 to accept life-long responsibility for the quality of their professional and personal educations.

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 be best addressed in a community that respects and values multiple insights, experiences, and perspectives, including those of women and men, minorities, and people from other countries. Personal experience is viewed as a legitimate source of knowledge to be compared to, challenged by, and integrated with theoretical and practical learning. The faculty 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 principal 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, psychologists, and educators with rare opportunities to cross traditional boundaries. Students frequently find themselves in courses with others outside their professional field. They may also draw together elements of several curricula to create very personal programs of study.

Core Curriculum

The Graduate School of Professional Studies has a Core Curriculum that employs a multidisciplinary, broad-based approach to the education of professionals. Students taking core courses and seminars interact with faculty and peers from all of the different graduate programs at Lewis & Clark. The Core Curriculum emphasizes the influence of factors such as culture and gender on professionals' vision of their work and lives. Core pedagogy fosters inquiry more than provides answers and is designed to develop clear and critical thinking, speaking, and writing capabilities which are necessary for the modern professional. Core courses focus particularly on human development and organizational life and employ intercultural and international perspectives to broaden students' understanding of the complex interdependent world in which we live and work. For more information about the Core Curriculum, refer to the section on core in this catalog.

Graduate Degree Program

Lewis & Clark currently enrolls approximately 1,500 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 special education—hearing impaired, counseling psychology, school psychology, and public administration. Degrees now focus on nine fields, and students may pursue nondegree certification in seven 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 Arts 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 (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) and for liberal arts graduates seeking basic certification. A specialization in several studies is available for elementary and secondary teachers not



seeking advanced teacher certification.

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

Four 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.

Students may obtain a joint degree in master of arts in counseling psychology and a master of public administration in less time than it would take to complete the two separate programs.

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 is 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 Public Administration Program. 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 finds 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 Public Administration Program.



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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 an opportunity for students to enrich their general education through courses in the liberal arts and to broaden their professional education by addressing issues from the perspectives of teachers and administrators. This combination of studies is of particular interest to teachers who are contemplating a ca-

reer 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 prepare for a public service career in an educational setting. Course offerings include budgeting, policy analysis, organizational behavior, computer applications, management of schools, and supervision and evaluation within the Department of Public Administration and the Department of Educational Administration. The student's 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, with experienced public sector and school administrators serving as adjunct professors.

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

This curriculum allows a student to obtain a Master of Arts in Counseling Psychology and a Master of Public Administration in considerably less time than it would normally take to complete the two separate programs. The joint degree program is designed for individuals who wish to pursue a career in mental health administration. Coursework focuses on both clinical and counseling skills

and the knowledge needed to effectively administer mental health organizations. Students completing this joint program are be fully capable functioning as counselors in addition to their administrative preparation. For further details on this program, contact either the director of the Program in Public Administration or the director of the Counseling Psychology Program.

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 in school psychology who already hold a master's degree in a related field. See Counseling Psychology for details.

Continuing Education

Continuing Education 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 Education Office at 503-293-2758 for further information.





CORE CURRICULUM

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The faculty of the Graduate School of Professional Studies at Lewis & Clark College appreciates the importance of educating students with the most advanced knowledge and skills particular to their future professional roles. We are also aware of the limitations of such specificity in that the modern professional works and lives in a complex interpersonal and organizational world. To understand and appreciate one's own profession is a necessary but not sufficient condition for a satisfying and productive professional life. A proper education for professionals must recognize and respond to the multifaceted moral, ethical, legal, intellectual, cultural, and personal concerns that professionals must face. The Graduate

School of Professional Studies at Lewis & Clark employs a broad-based approach to education that allows professionals to interact effectively with others within and outside of their particular fields and prepares individuals for the wide range of civic, political, and organizational responsibilities that they will be assuming as leaders in their communities.

The graduate school has a multidisciplinary Core Curriculum that speaks to common challenges across professions. In the core, individuals interact with faculty and students in different disciplines. Core pedagogy is collaborative; it fosters inquiry more than providing solutions and understands that knowledge is dy-

namic and problematic and not static or assured. The Core Curriculum engages students and faculty in substantive issues of purpose, meaning, and knowing. In particular, it focuses on the influence of culture, gender, age, and intellectual assumptions as these factors affect professionals' visions of their work, lives, and hopes for the evolution of their community.

The Core Curriculum is taken jointly by students in all of Lewis & Clark's graduate programs, is taught by interdisciplinary teams of faculty, and accepts the value of differing perspectives and epistemologies. Faculty and students are committed to learn from the full range of human experience, including the traditions and contributions of women and men, American minorities, and people from other cultures. The core employs a developmental approach to clear and critical thinking, speaking, and writing as necessary tools for the modern professional.

The Core Curriculum has three dimensions:

1. Seminars that explore important and timely issues for professionals.
2. Courses which consider the breadth and scope of human development and life in the private and public spheres of modern society.
3. Individual program courses that are open to all graduate students and that emphasize the influence of culture, gender, and the ethical and moral dimensions of life in diverse communities in an interdependent world.

Students in the Graduate School of Professional Studies are required to complete two issue-oriented seminars (total credit equals 1 quarter hour), and two required core courses (total credit equals 6 quarter hours). Students are also encouraged to take individual program courses that stress core concerns.



Core Curriculum Requirements

CORE 500

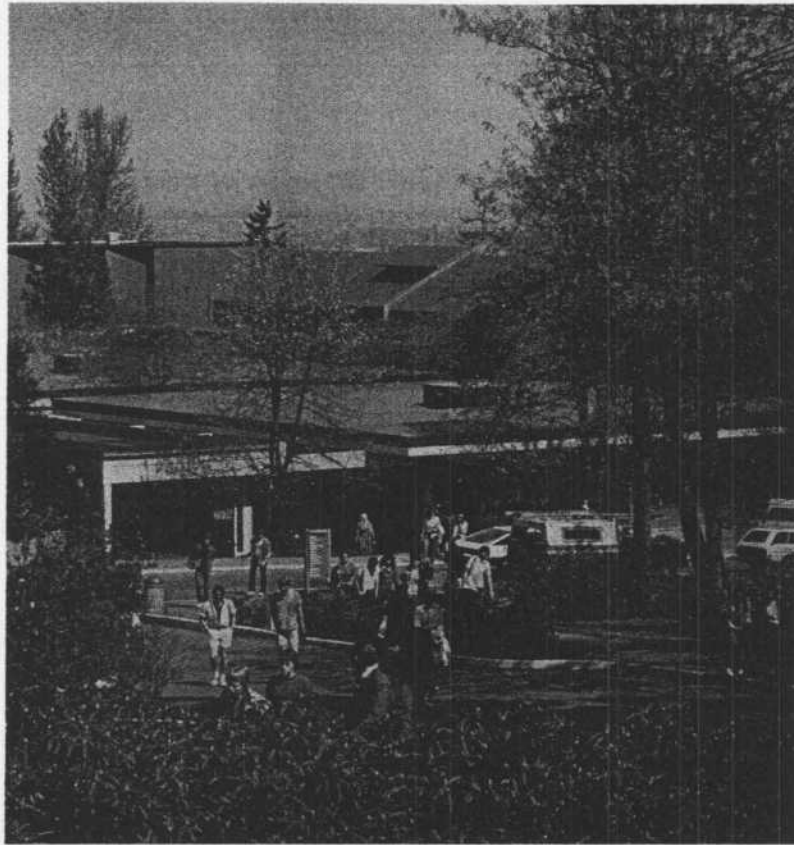
CRITICAL ISSUES IN THE PROFESSIONS

This is an issue-oriented seminar series. Students are required to complete a minimum of two such seminars (1 quarter hour total) and may use no more than six seminars (3 quarter hours total) toward their degree requirements.

These seminars are typically held on one weekend per term and feature presentations, workshops, and seminars by individuals noted for their expertise on the seminar topic. Topics for the Critical Issues Seminars reflect current and important concerns in the professions and evolve with the changing needs of students and society. Examples of seminar topics include: the social construction of gender in organizations, international perspectives on the professions, ethical dilemmas of the modern professional, and intellectual development during the adult years. Seminars also include student/faculty small group discussions and presentations.

Prerequisite: None

Credit: ½ quarter hour



CORE 501

INDIVIDUAL AND SOCIETAL PERSPECTIVES ON ADULTHOOD

This course considers the various stages of human development with particular emphasis on adulthood and the intersections between private and public lives. Development is considered from a multi-cultural, multi-ethnic, and gender-sensitive perspective. The course draws on information and methods from disparate disciplines including psychology, sociology, history, anthropology, and literature. Students apply the facts and theory of this course to their own professional and personal lives.

Prerequisite: None

Credit: 3 quarter hours

CORE 502

ORGANIZATIONAL CULTURES AND PROFESSIONAL LIFE

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

Prerequisite: None

Credit: 3 quarter hours

CORE CURRICULUM

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Core Curriculum Electives

Students are encouraged to take elective courses that focus on core concerns of the Graduate School of Professional Studies. Check with your advisor to determine which of these electives are suited to your particular needs. Following is a list of core elective courses that are offered by individual programs and are available to all students in the graduate school.

Counseling Psychology

PSY 501 Advanced General Psychology
PSY 503 Introduction to Counseling Psychology
PSY 504 Child and Adolescent Development
PSY 547 Family Counseling
PSY 551 Health Psychology
PSY 552 Adult Development and Gerontological Counseling
PSY 553 Clinical Work with Ethnic Minorities
PSY 555 Drugs and Behavior
PSY 557 Human Sexuality
PSY 558 Clinical Work with Women

Educational Administration

EDAD 513 Leadership Seminar
EDAD 530 Managing and Motivating Student Behavior
EDAD 534 Organizational Communications and Behavior
EDAD 543 Law and Public Education

Public Administration

PA 501 Administration in Government
PA 505 Formal Organizations and Advanced Administrative Management
PA 508 Administrative Ethics
PA 510 Policy Implementation
PA 513 Legislative Politics
PA 517 Comparative Political Processes in the Pacific Northwest: Salem, Olympia, Victoria, B.C.
PA 520 Studies in Public Policy: Managing Boards and Commissions
PA 534 Collective Bargaining: Advanced Labor Law
PA 550 Studies and Current Developments in Administrative Management: Strategic Planning
PA 571 Public Policy Analysis

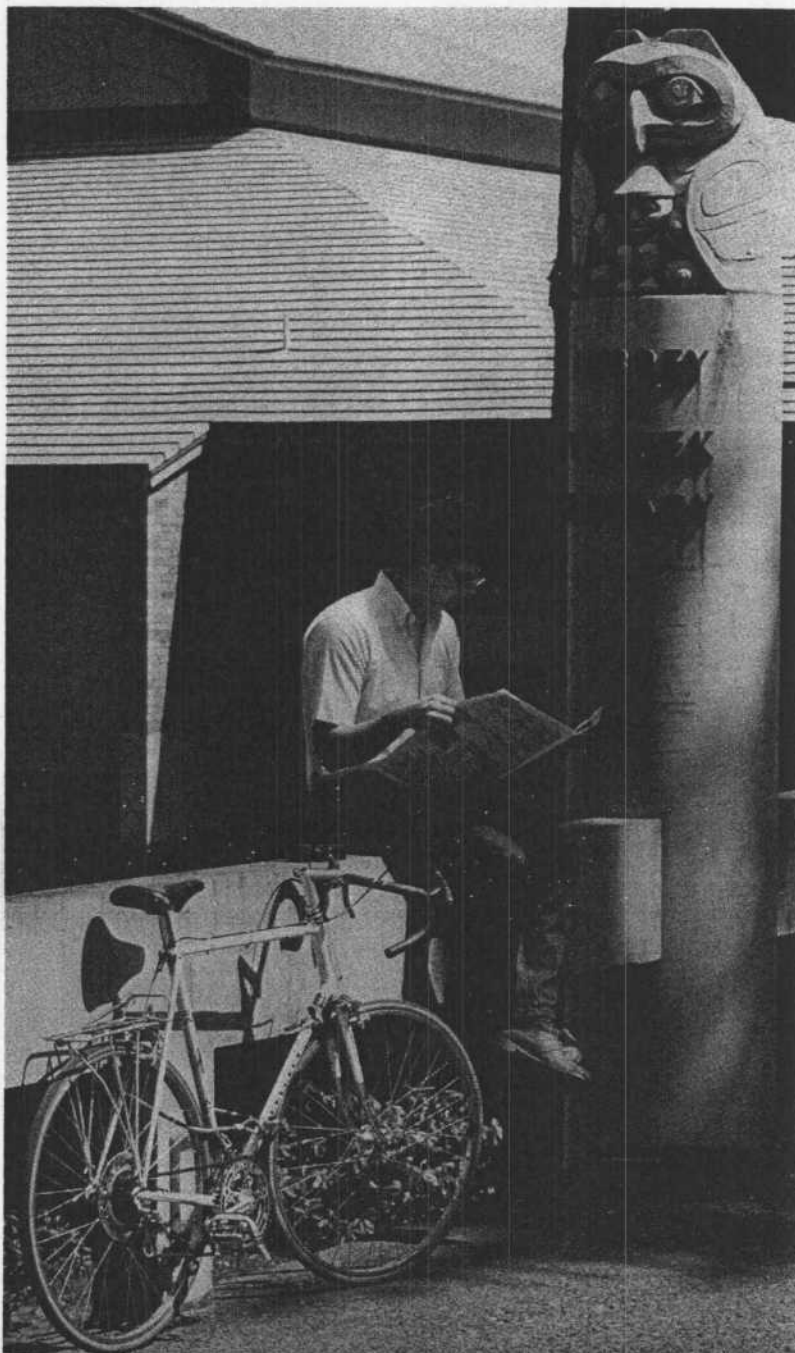
Special Education-Hearing Impaired

TTD 501 Psycho-Social and Educational Foundations of Deafness
TTD 515 Methods of Developing Language for the Hearing Impaired I
TTD 580 Sign Language: Beginning
TTD 584 The Exceptional Child

Teacher Education

ED 502 Personal and Social Dimensions of Teaching
ED 503 Student Development and Learning
ED 543 Law and Public Education
ED 598 Culture and Literacy
ED 509 Q.E.D. Seminar

ED 529 Language Acquisition and Development
ED 522 Adolescent Development and Learning
ED 550 Education: Personal and Public Issues
ED 551 Ethnography and Field Experience
ED 555 Education: Experience and Meaning
SS 557 Feminism in Historical Perspective
SS 598 Psychological Anthropology
SS 554 History and Culture of the North American Indian



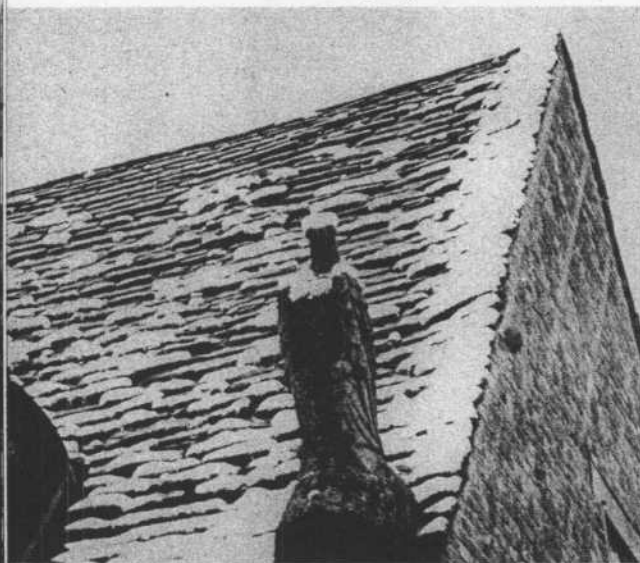


POLICIES AND PROCEDURES

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

Admission of International Students

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

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

The college offers limited financial aid and assistantships to graduate students. International 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 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, (ISALC), Lewis & Clark Col-



lege, Portland, Oregon 97219. When they have attained 550 on the TOEFL, they may apply for admission to graduate studies.

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

Admission Dates

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

Fall 1987 admission:

Apply by August 1, 1987.

Winter 1988 admission:

Apply by December 1, 1987.

Spring 1988 admission:

Apply by February 1, 1988.

Summer 1988 admission:

Apply by May 1, 1988.

Fall 1988 admission:

Apply by August 1, 1988.

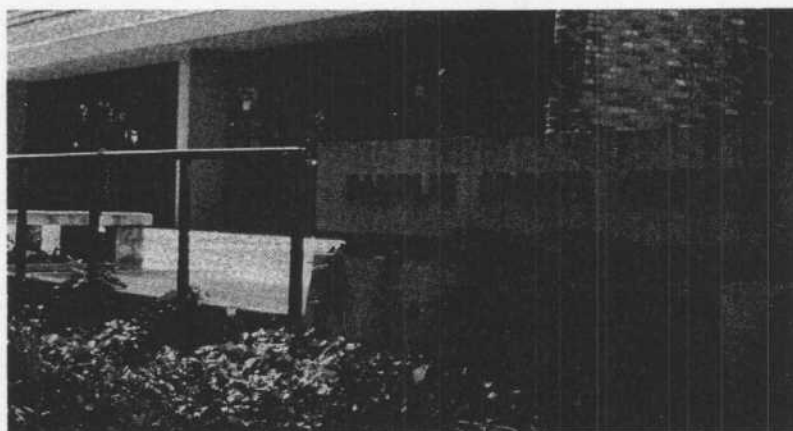
Students wishing to be considered for grants and financial aid (1987-88 or 1988-89) should complete Financial Aid Forms by March 15. Earlier application is advisable. Those applying after this date are considered for grants if funds are available.

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

Admission Appeal Process

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

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 12 quarter hours* may be taken under Special Student status, unless consent is given by the program director.

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

Degree/Certificate Seeking Students

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 coursework at the college, unless consent is granted by the appropriate program director. All materials submitted in connection with application for admission become the property of the college. If for valid reasons a student is unable to complete application prior to the opening of the term, the student is granted Special Student status (see section on student status). All Public Administration Program students retain the Special Student status until formally admitted to 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 degree.** Students must complete the degree application according to the schedule outlined under "Degree Application and Conferment." 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 whether to allow the student to complete requirements for the degree.

The following steps are taken during the review:

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

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

Credit System

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

Transfer of Credit

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

Transferable coursework is determined at the time a degree program is formally designed with a graduate advisor. The advisor evaluates and authorizes transfer credit.

Graduate Tuition and Fees

The cost of coursework at Lewis & Clark is only slightly more than at a state-supported institution. Cost for the 1986-87 academic year is \$105 per quarter hour. The college reserves the right to change tuition, fees, or both for the 1987-88 academic year.

The tuition schedule applies to all graduate courses, except 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 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 receives 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 to graduate students:

- Application to graduate study: \$15
- Graduation fee: \$25
- Registration with Teacher Placement Bureau (optional): \$25

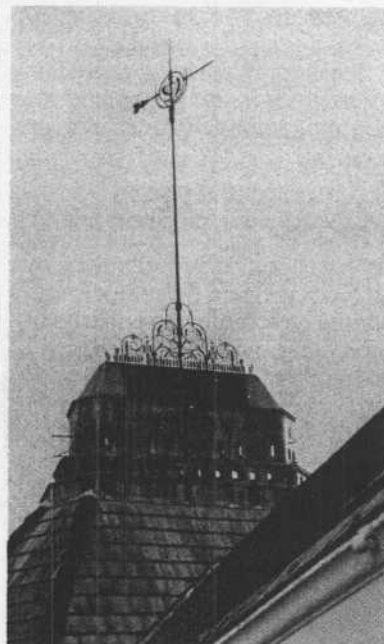
The Teacher Certification Bureau of the Oregon Teacher Standards and Practices Commission charges a separate fee for teachers, administrators, counselors, and school psychol-

ogists applying for new certificates and endorsements and the renewal of current certificates.

Financial Assistance

Lewis & Clark College provides financial aid for students who qualify on the basis of need and who are admitted as full-time students to the graduate programs. Students apply for National Direct Student Loans, College Work-Study, and a limited amount of Institutional Grant Funds by completing the Financial Aid Form (FAF) and other supporting documents. These funds are awarded by date priority. It is essential that students complete the materials as soon after January 1 as possible for the following academic year. Applications are considered complete as of the date the appropriate forms are received and the students are admitted to the graduate programs. Students are notified of their aid eligibility by the Financial Aid Office.

A major source of financial aid for graduate students are student bank loans. The two bank loan programs are the Guaranteed Student Loan (GSL) and the PLUS/ALAS loan. Each of these requires a separ-



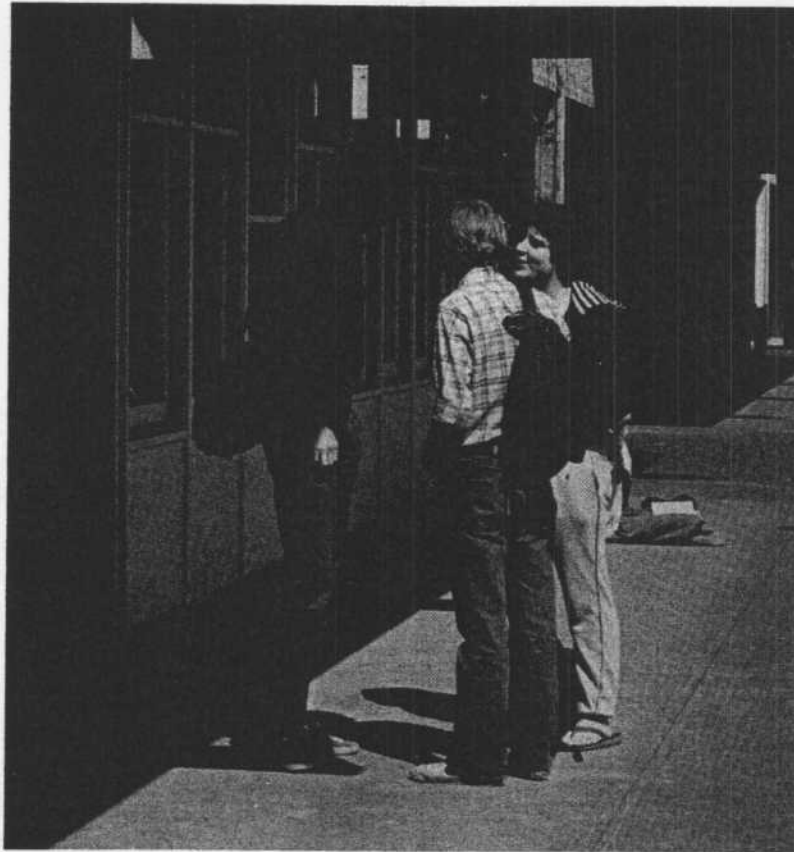
ate application which may be picked up at the Financial Aid Office or at the student's lending agency. The Financial Aid Form (FAF) is not the application for the student bank loans. Bank loan applications should be submitted at least eight to 12 weeks before classes begin.

A limited number of federally funded graduate stipends are available to students in the Special Education-Hearing Impaired Program. Students should contact the Hearing Impaired Program department chair to receive further information on these graduate stipends. In addition, some assistantships are available to second year students in the Counseling Psychology Program. Students should contact the chair of the Counseling Psychology Program for further information.

Eligibility

Financial aid recipients are required to maintain normal progress in order to receive financial aid. Students must enroll full-time and must complete no less than 21 quarter hours per academic year. Students enrolled less than three quarters/terms in an academic year are expected to complete 7 quarter hours if enrolled one term and 14 quarter hours if enrolled two terms. "Withdrawal", a grade of "F", and "no credit" designations are not considered as satisfactory completion of a course. Incompletes are considered only if course requirements are completed within the time frame prescribed by the college. Repeated courses are accepted to meet normal progress, though repeated courses do not carry credit for graduation. Failure to meet these minimum requirements may result in cancellation of aid for subsequent terms or school years. Should aid be withheld due to normal lack of progress, the student is requested to explain in writing the reasons he/she did not achieve the minimum standard. A decision as to the continuation of aid is made by the Awards Committee. Grades are reviewed through the standards set by the graduate department.

Students who withdraw from Lewis & Clark or drop below full-time enrollment are subject to a refund/repayment of their financial aid funds.



Refund

Students who receive a refund of tuition and/or campus room and board payments, according to the College's Schedule of Refunds, are required to return a portion to the financial aid programs. The portion returned to federal programs equals the amount of federal funds divided by the total aid received. The portion returned to institutional funds equals the amount of institutional funds divided by the charges for the term. The balance of the refund is returned to the student and/or parent.

Repayment

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

- First Week: 80%
- Second Week: 60%
- Third Week: 40%
- Fourth Week: 20%
- Fifth Week: None

If a student drops below full-time status during the refund period for tuition but continues to be enrolled at the college, the total amount of the refund is returned first to the financial aid programs.

Further details on refunds and repayments may be obtained from the Financial Aid Office.

How to Apply

Applications for financial aid are processed through the College's Financial Aid Office, 503-293-2675. Students qualifying for V.A. benefits should contact the Registrar's Office, 503-293-2670. 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 in the schedule on page 18.

Late Registration

Pick up a class card and registration materials in the Registrar's Office, secure consent 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.

Proposed 1987-88 Calendar

| | Fall | Winter | Spring | Summer |
|---------------------------------------|---------------|----------------|----------------|----------|
| Mail-in registration begins | July 1 | Oct. 19 | Jan. 18 | April 15 |
| Mail-in registration ends | Sept. 4 | Dec. 18 | Mar. 16 | June 10 |
| On-campus registration | Sept. 14 | Jan. 4 | Mar. 28 | June 17 |
| Early registration tuition due | Sept. 14 | Jan. 4 | Mar. 28 | June 17 |
| Classes begin | Sept. 14 | Jan. 4 | Mar. 28 | June 20 |
| Change of registration period | Sept. 15-25 | Jan. 5-15 | Mar. 29-Apr. 8 | |
| Last day to register, 4 p.m. | Sept. 25 | Jan. 15 | Apr. 8 | |
| Last day to select CR/NC or grade | Sept. 25 | Jan. 15 | Apr. 8 | |
| Degree application deadline | Sept. 14 | Nov. 13 | Feb. 12 | June 13 |
| Deficiency grades due to registrar | Oct. 14 | Feb. 10 | May 4 | |
| Last day to make up incomplete grades | Dec. 16 | Apr. 8 | July 1 | Sept. 2 |
| Last day to withdraw | Oct. 23 | Feb. 12 | May 6 | |
| Final examinations | Nov. 23-25 | Mar. 14-17 | June 7-10 | |
| Vacation period begins, 5 p.m. | Nov. 25 | Mar. 17 | June 10 | |
| Commencement | | | June 12 | |
| 1988 Summer Session | Term I | Term II | 6-Week | |
| Classes begin | June 20 | July 18 | June 20 | |
| Classes end | July 15 | Aug. 12 | July 29 | |

Note: Consult the Summer Session Bulletin for schedule details.

Course Numbering System

100-299 Lower-division undergraduate courses (may not be taken for graduate credit).

300-400 Upper-division undergraduate courses (may be taken for graduate credit with consent of instructor or if part of a planned degree certification program).

500-599 Graduate courses.

600-649 Graduate continuing education courses applicable to a Lewis & Clark College master's degree or certification program.

650-699 Continuing education courses not applicable to a Lewis & Clark College undergraduate, graduate degrees, or certification program.

Note: No more than 10 quarter hours of 600-649 coursework may apply to a graduate degree or certificate. Students should check with their program advisors before enrolling in any continuing education course to determine whether the course desired is applicable to their planned program.

Grading System

Letter grades may be accompanied by a plus or minus to be calculated into a student's G.P.A. 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+ = 2.36 | |

Grading Policy

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

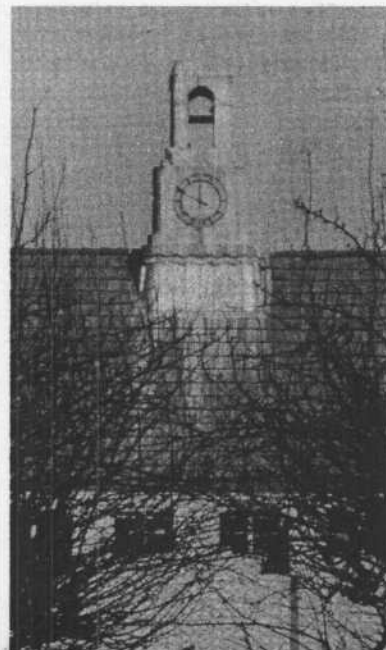
Under special circumstances, courses can be taken on a Credit/No Credit basis, but no more than 15 quarter hours of coursework taken Credit/No Credit may be applied toward a graduate degree program.

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

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 is unable to complete the coursework in the normal period of time. It is the responsibility of the individual faculty member in consultation with the student to decide whether the student has a legitimate reason for not completing the work on time. In general, the Incomplete grade is used when circumstances, beyond the control of



the student, prevent the completion of the course.

When the instructor decides that an Incomplete grade is appropriate, an Incomplete Grade Form, obtained from the Registrar's Office, is filled out and signed by both the faculty member and, whenever possible, the student. Stated on the form is the reason for 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 is 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 coursework. Those grades not changed remain Incomplete.

In exceptional circumstances a student may petition for an extension of an Incomplete due date. This petition must receive approval by the instructor, 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. Through a written or oral examination by a professor in the area in which competence is to be tested (with consent of instructor).
2. Through demonstration of skill,

behavior, or other knowledge which clearly reveals mastery in the area in which competence is to be tested.

3. Through a written recommendation from an outside authority recognized by the college, e.g., a certified principal or superintendent, followed by a thorough review of the recommendation by a professor in the area in which competence is to be tested.

A course successfully waived is noted on the student's transcript in these ways: by "competence examination", "demonstration", or "recommendation" (or any combination). 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.P.A., and nondegree programs, all coursework must be completed at Lewis & Clark College except for a maximum of 15 quarter hours of transfer credit. Students should note that three programs have special residency requirements.

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

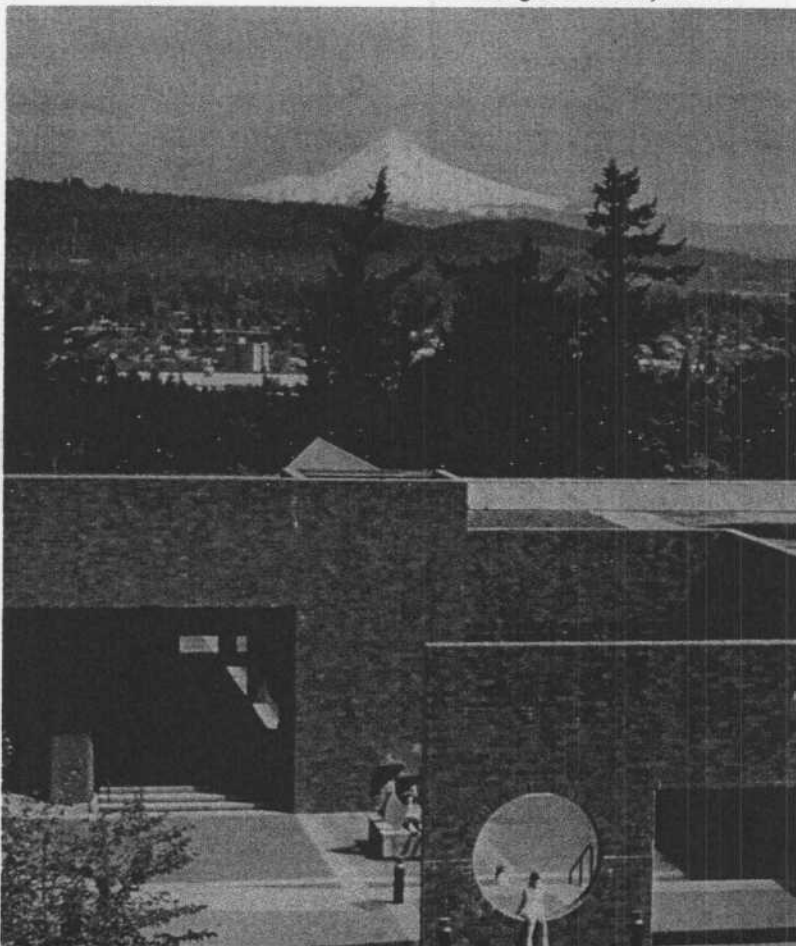
The degree application, together with the \$25 graduation fee, should be filed with the appropriate program director before the applicable deadline.

Fall graduation: September 13

Winter graduation: November 15

Spring graduation: February 14

Summer graduation: June 15



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 summer courses in conjunction with courses taken during the academic year. Summer courses provide graduate students with a full range of the core requirements in each program. In addition, a number of special programs are available during the summer. Summer Session Bulletins are available in early spring each year. For full information on course offerings, special programs, and registration procedures, consult the Summer Session Office, phone 503-293-2759.

Continuing Education

To strengthen life-long learning, the college provides continuing education courses, workshops, and conferences throughout the year. Included are educational experiences on and off campus for educators, counselors, public administrators, business managers, musicians, and other professional groups. Optional graduate credit offered through selected offerings may be applied to graduate programs, not to exceed 10 quarter hours. Students admitted to graduate degree or certification programs should consult with their advisors before enrolling in any continuing education course to determine whether course credit applies to their program. (See "Course Numbering System" for details.) For specific information about 1987-88 programs consult the Continuing Education Office, phone 503-293-2758.



Northwest Writing Institute

The Northwest Writing Institute in the Continuing Education Office coordinates several graduate writing programs, on and off campus, intended to assist teachers and writers. One of the institute's summer programs is the Oregon Writing Project at Lewis & Clark, in which K-12 teachers exchange tested strategies for writing instruction and increase their own power as writers. Another institute program is Writing to Teach Critical Inquiry, cosponsored by the Bard College Institute for Writing and Thinking, in which secondary and college faculty learn techniques for using writing as a learning tool in the classroom.

In addition to these programs, the institute sponsors workshops for teachers and writers in Oregon and other Western states throughout the year. For information about these graduate offerings, as well as the institute's youth programs (e.g., Young Writers and Writer to Writer), contact Kim Stafford, director, Campus Box 39, Lewis & Clark College, Portland, Oregon 97219. Phone 503-293-2758.

Emergency Information

The best source of help in an emergency is the Security Office, Lewis & Clark extension 6705 (days) or 503-293-2779. An officer will either respond directly or call in necessary assistance like the Police Department, Student Health Center, or an ambulance. Whenever possible it is best to allow the Security Office to coordinate response to emergencies. To reach emergency assistance from off campus, dial 9, then 911.

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

In case of a fire, please call the Fire Department directly and then notify the Security Office, Lewis & Clark extension 6705. 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 closure through notices on local radio stations. Several radio stations routinely include class closure announcements in their morning broadcasts. Additional evening closures are 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.



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. Of special interest is a joint degree program in counseling psychology and public administration for students seeking

careers in the administration of mental health agencies and organizations (see Joint Degrees). Counseling 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, children, ethnic minorities, and coursework in 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 have the majority of counselors.

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 a 2.75 undergraduate G.P.A. Admission to the Master of Science Program requires a 3.0 minimum G.P.A. 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 G.P.A. 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.

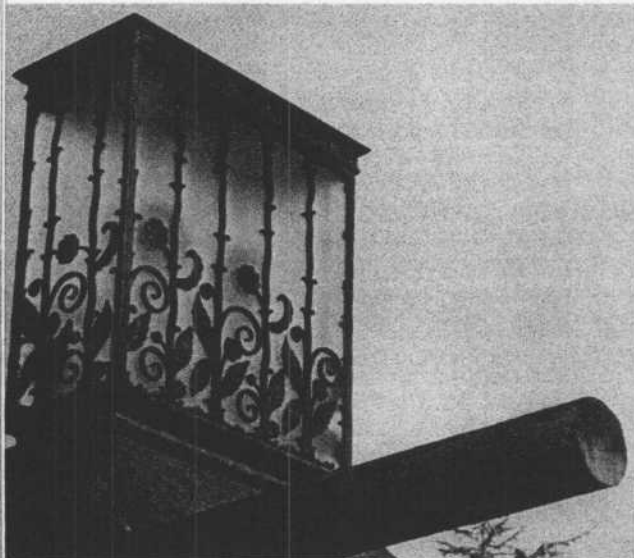
Orientation

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 (50L, 503, 560) 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 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.



Core Curriculum

The Core Curriculum is a requirement of all master's degree students. The Core Curriculum is described in an earlier section of this catalog; however, you should consult your advisor or program director for the specific core requirements for counseling psychology.

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 75 quarter hours distributed as follows.

Required Courses: Core Curriculum

CORE 500 Critical Issues in the Professions, 1 quarter hour

CORE 501 Individual and Societal Perspectives on Adulthood, 3 quarter hours

CORE 502 Organizational Cultures and Professional Life, 3 quarter hours

Required Courses: Counseling Psychology

PSY 501 Advanced General Psychology, 4 quarter hours

PSY 503 Introduction to Counseling Psychology, 4 quarter hours

PSY 510 Clinical Work with Children and Adolescents, 4 quarter hours OR

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

PSY 519 Process and Outcome of Psychotherapy, 3 quarter hours

PSY 525 Introduction to Assessment, 3 quarter hours

PSY 535 Counseling Psychology Professional Seminar, 3 quarter hours

PSY 540 Strategies for Behavior Change, 4 quarter hours OR PSY 559

Theory and Treatment of Depression and Anxiety, 4 quarter hours

PSY 542 Career Development and Life Style Counseling, 4 quarter hours

hours



PSY 546 Group Counseling, 4 quarter hours

PSY 560 Statistics and Research Design I, 4 quarter hours

PSY 561 Statistics and Research Design II, 4 quarter hours

Two practicum sequences from the courses listed below (12 quarter hours total):

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

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

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

Elective Courses

Select a minimum of 15 quarter hours of electives

Master of Arts in Counseling Psychology: School Counseling

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

Eligibility for Basic Certification

A minimum of 35 quarter hours distributed as follows.

PSY 503 Introduction to Counseling Psychology, 4 quarter hours

PSY 504 Child and Adolescent Development, 3 quarter hours

PSY 510 Clinical Work with Children and Adolescents, 4 quarter hours

PSY 519 Process and Outcome of Psychotherapy, 3 quarter hours

PSY 525 Introduction to Assessment, 3 quarter hours

PSY 530 School Counseling Professional Seminar I, 3 quarter hours

PSY 531 School Counseling Professional Seminar II, 2 quarter hours

PSY 545 Psychology of Exceptional Children, 4 quarter hours

PSY 547 Family Counseling, 3 quarter hours

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

Eligibility for Standard Certification and Master's Degree Requirements

A minimum of 70 quarter hours distributed as follows.

Required Courses: Core Curriculum

CORE 500 Critical Issues in the Professions, 1 quarter hour

CORE 501 Individual and Societal Perspectives on Adulthood, 3 quarter hours

CORE 502 Organizational Cultures and Professional Life, 3 quarter hours

hours

Required Courses: Counseling Psychology

PSY 501 Advanced General Psychology, 4 quarter hours
 PSY 503 Introduction to Counseling Psychology, 4 quarter hours
 PSY 504 Child and Adolescent Development, 3 quarter hours
 PSY 510 Clinical Work with Children and Adolescents, 4 quarter hours
 PSY 519 Process and Outcome of Psychotherapy, 3 quarter hours
 PSY 525 Introduction to Assessment, 3 quarter hours
 PSY 530 School Counseling Professional Seminar I, 3 quarter hours
 PSY 531 School Counseling Professional Seminar II, 2 quarter hours
 PSY 540 Strategies for Behavior Change, 4 quarter hours
 PSY 542 Career Development and Life Style Counseling, 4 quarter hours
 PSY 545 Psychology of Exceptional Children, 4 quarter hours
 PSY 547 Family Counseling, 3 quarter hours
 PSY 560 Statistics and Research Design I, 4 quarter hours
 PSY 570-571 Practicum in Child and Adolescent Psychology I & II, 6 quarter hours
 PSY 572-573 Practicum in School Counseling I & II, 6 quarter hours

Elective Courses

Select a minimum of 6 quarter hours 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 research 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 75 quarter hours distributed as follows.

Required Courses: Core Curriculum

CORE 500 Critical Issues in the Professions, 3 quarter hours
 CORE 501 Individual and Societal Perspectives on Adulthood, 3 quarter hours
 CORE 502 Organizational Cultures and Professional Life, 3 quarter hours

Required Courses: Counseling Psychology

PSY 501 Advanced General Psychology, 4 quarter hours
 PSY 510 Clinical Work with Children & Adolescents, 4 quarter hours *OR*
 PSY 511 Philosophy and Theory of Counseling Psychology, 4 quarter hours
 PSY 519 Process and Outcome of Psychotherapy, 3 quarter hours
 PSY 525 Introduction to Assessment, 3 quarter hours
 PSY 535 Counseling Psychology Professional Seminar, 3 quarter hours
 PSY 560 Statistics and Research Design I, 4 quarter hours
 PSY 561 Statistics and Research Design II, 4 quarter hours
 PSY 562 Statistics and Research Design III, 4 quarter hours
 PSY 563 Research Seminar, 3 quarter hours

Two practicum sequences from the courses listed below (12 quarter hours minimum):

PSY 570-571 Practicum in Child and Adolescent Psychology I & II, 6 quarter hours
 PSY 574-575 Practicum in Adult Development and Psychopathology I & II, 6 quarter hours
 PSY 576-577 Practicum in Marriage and Family Counseling I & II, 6 quarter hours
 PSY 595 Master's Thesis Research, 10-20 quarter hours

Elective Courses

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

Master of Science in School Psychology

Students may enter the program in school psychology with or without previous graduate training. Students who have had little or no related graduate work may earn a master of science in school psychology. Students who enter the program with a master's degree in a related field may qualify for certification without the coursework necessary for a new master's degree. Transcripts of previous graduate work is evaluated by a faculty committee to determine the amount and kind of credit a student receives toward the requirements of the Lewis & Clark program in school psychology.

Degree Requirements

A minimum of 90 quarter hours distributed as follows.

Required Courses: Core Curriculum

CORE 500 Critical Issues in the Professions, 1 quarter hour
 CORE 501 Individual and Societal Perspectives on Adulthood, 3 quarter hours
 CORE 502 Organizational Culture and Professional Life, 3 quarter hours

Required Courses: Counseling Psychology

PSY 501 Advanced General Psychology, 4 quarter hours
 PSY 504 Child and Adolescent Development, 3 quarter hours
 PSY 510 Clinical Work with Children and Adolescents, 4 quarter hours

PSY 525 Introduction to Assessment, 3 quarter hours
 PSY 541 Instructional Consultation, 3 quarter hours
 PSY 545 Psychology of Exceptional Children, 4 quarter hours
 PSY 547 Family Counseling, 3 quarter hours
 PSY 548 Behavior Consultation I, 3 quarter hours
 PSY 549 Behavior Consultation II, 3 quarter hours
 PSY 560 Statistics and Research Design I, 4 quarter hours
 PSY 561 Statistics and Research Design II, 4 quarter hours
 PSY 562 Statistics and Research Design III, 4 quarter hours
 PSY 567 Learning Disabilities, 3 quarter hours
 PSY 570-571 Practicum in Child and Adolescent Psychology I & II, 6 quarter hours
 PSY 578-579 Internship in School Psychology I & II, 12 quarter hours
 PSY 580 Intellectual Assessment, 4 quarter hours
 PSY 581 Personality Assessment, 3 quarter hours
 PSY 582 Assessment of the Exceptional Child, 4 quarter hours
Elective Courses
 A minimum of 9 quarter hours of electives.

Faculty

The counseling psychology faculty is composed of six full-time professors and 16 adjunct professors, the majority of whom are practicing clinicians. The faculty's 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 sociocultural variables in the psychotherapy process, self esteem of women and minorities, learning disabilities, assessment



procedures, behavior disorders, and health psychology. Faculty members encourage student involvement in their research, and the program seeks to balance applied clinical training with a rigorous approach to statistics and methodology.

Michael Stark, director and associate professor of counseling psychology. Ph.D., M.A. University of California at Los Angeles. A.B. Michigan State University.

Doran French, associate professor of counseling psychology. Ph.D. University of Minnesota. B.A. University of California at Berkeley.

Sandra Jenkins, visiting assistant professor of counseling psychology. Ph.D. University of Oregon. M.A., B.A. 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.

Rebecca Propst, associate professor of counseling psychology. Ph.D. Vanderbilt University. B.A. West Virginia University.

Barbara Campbell, adjunct professor. Ph.D. University of New Mexico.

Keith Campbell, adjunct professor. Ph.D. Purdue University.

Robin DeVour, adjunct professor. Ph.D. University of Portland.

Albert Greenwood, adjunct professor. Ph.D. United States International University.

Janet Jones, adjunct professor. Ed.D. Oregon State University.

Robert Julien, adjunct professor. Ph.D. University of Washington. M.D. California College of Medicine.

Daniel McKittrick, adjunct professor. Ph.D. University of Maryland.

Glenn Meyer, adjunct professor. Ph.D. State University of New York at Buffalo.

Patricia Neill-Carlton, adjunct professor. Ph.D. University of Colorado.

Don Nickerson, adjunct professor. M.A. Stanford University, STM Andover-Newton Theological School.

Peter Oliver, adjunct professor. Ph.D. University of Victoria.

Fred Piazza, adjunct professor. Ph.D. Vanderbilt University.

Richard Rosenberg, adjunct professor. Ph.D. Emory University.

Lorah Sebastian, adjunct professor. Ph.D. University of Oregon.

Evelyn Nast Selkirk, adjunct professor. Ph.D. University of Nevada at Reno.

Judy Walker Weber, adjunct professor. Ph.D. University of Southern California.

Curriculum

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

Instructor: Stark

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

ory and techniques.

Prerequisite: None

Credit: 4 quarter hours

503*

INTRODUCTION TO COUNSELING PSYCHOLOGY

Instructor: McIlroy

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

Prerequisite: None

Credit: 4 quarter hours

504*

CHILD AND ADOLESCENT DEVELOPMENT

Instructor: French

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

Prerequisite: None

Credit: 3 quarter hours

510

CLINICAL WORK WITH CHILDREN AND ADOLESCENTS

Instructor: French

Content: Individual and group guidance, counseling, and psychotherapy with children and adolescents in school and agency settings. Techniques and strategies from a variety of theoretical approaches are covered, and students become acquainted with the research literature on the clinical care of children and adolescents. Treatment is related to issues such as child abuse and neglect, lack of self-esteem, conduct disorders, fears, substance abuse, behavioral and academic deficits, and family problems.

Prerequisite: PSY 503 or consent of instructor

Credit: 4 quarter hours

511

PHILOSOPHY AND THEORY OF COUNSELING

Instructor: McIlroy

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

Prerequisite: PSY 503

Credit: 4 quarter hours

519

PROCESS AND OUTCOME OF PSYCHOTHERAPY

Instructor: Stark

Content: Constructive intervention procedures in a large group setting. Students explore their own personalities in order to become more effective counselors. Students also become familiar with research literature regarding the effectiveness of psychotherapy in general and the relationship between particular counseling techniques and outcomes for specific client populations.

Prerequisite: PSY 503 or consent of instructor

Credit: 3 quarter hours

525*

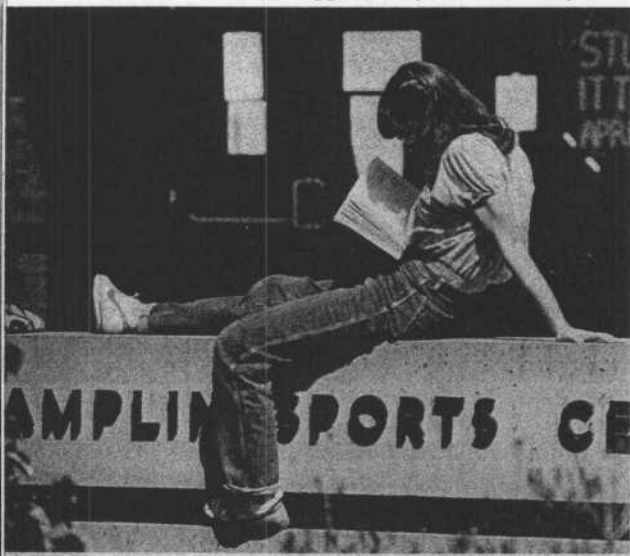
INTRODUCTION TO ASSESSMENT

Instructor: Staff

Content: 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, interest, aptitude, and achievement tests and newer means of assessing competence and person-situation interactions. Students in school counseling and school psychology programs become familiar with educational assessment instruments while others are given a broad survey of psychometric tests used in community mental health.

Prerequisite: PSY 560 recommended

Credit: 3 quarter hours



530***SCHOOL COUNSELING PROFESSIONAL SEMINAR I***Instructor:* Staff

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

Prerequisite: PSY 503 recommended

Credit: 3 quarter hours

531***SCHOOL COUNSELING PROFESSIONAL SEMINAR II***Content:* Staff

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

Prerequisite: PSY 530

Credit: 2 quarter hours

535**COUNSELING PSYCHOLOGY PROFESSIONAL SEMINAR***Instructor:* Weber

Content: 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 is also given to the development of writing skills needed in community settings.

Prerequisite: PSY 510 or 511

Credit: 3 quarter hours

540**STRATEGIES FOR BEHAVIOR CHANGE***Instructor:* Lindbloom

Content: 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 are included.

Prerequisite: PSY 510 or 511 or consent of instructor

Credit: 4 quarter hours

**541*****INSTRUCTIONAL CONSULTATION***Instructor:* Staff

Content: Consideration of the interaction between learners and educational philosophies, instructional methods and techniques, and the scope and sequence of curricula in a school setting.

Prerequisite: PSY 510 recommended

Credit: 3 quarter hours

542**CAREER DEVELOPMENT AND LIFE STYLE COUNSELING***Instructor:* McIlroy

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

Prerequisite: PSY 503

Credit: 4 quarter hours

545***THE PSYCHOLOGY OF EXCEPTIONAL CHILDREN***Instructor:* Staff

Content: Major categories of exceptionalities found in public schools. These 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 examine the methods specialists employ to identify and evaluate these children and the resources available for helping them function effectively in school classrooms.

Prerequisite: PSY 504 recommended

Credit: 4 quarter hours



546

GROUP COUNSELING

Instructor: Jenkins

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

Prerequisite: PSY 503

Credit: 4 quarter hours

547*

FAMILY COUNSELING

Instructor: Propst

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

Prerequisite: PSY 503 recommended

Credit: 3 quarter hours

548-549

BEHAVIORAL CONSULTATION I & II

Instructor: Staff

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

Prerequisite: PSY 501

Credit: 6 quarter hours

550

GESTALT THERAPY

Instructor: Nickerson

Content: Didactic and experimental 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.

Prerequisite: PSY 503

Credit: 2 quarter hours

551*

HEALTH PSYCHOLOGY

Instructor: Lindbloom

Content: Introduction to the growing body of knowledge about how psychological factors including stress, coping styles, personality, and family environments affect health and illness. Psychological issues regarding prevention, diagnosis, treatment, and rehabilitation in areas such as heart disease, cancer, eating disorders, obesity, chronic pain, and others. Consideration of the role of psychological providers in health care settings.

Prerequisite: PSY 503 or consent of instructor

Credit: 4 quarter hours

552*

ADULT DEVELOPMENT AND GERONTOLOGICAL COUNSELING

Instructor: Staff

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

Prerequisite: PSY 501 and 503 recommended

Credit: 4 quarter hours

553***CLINICAL WORK WITH ETHNIC MINORITIES***Instructor:* Jenkins

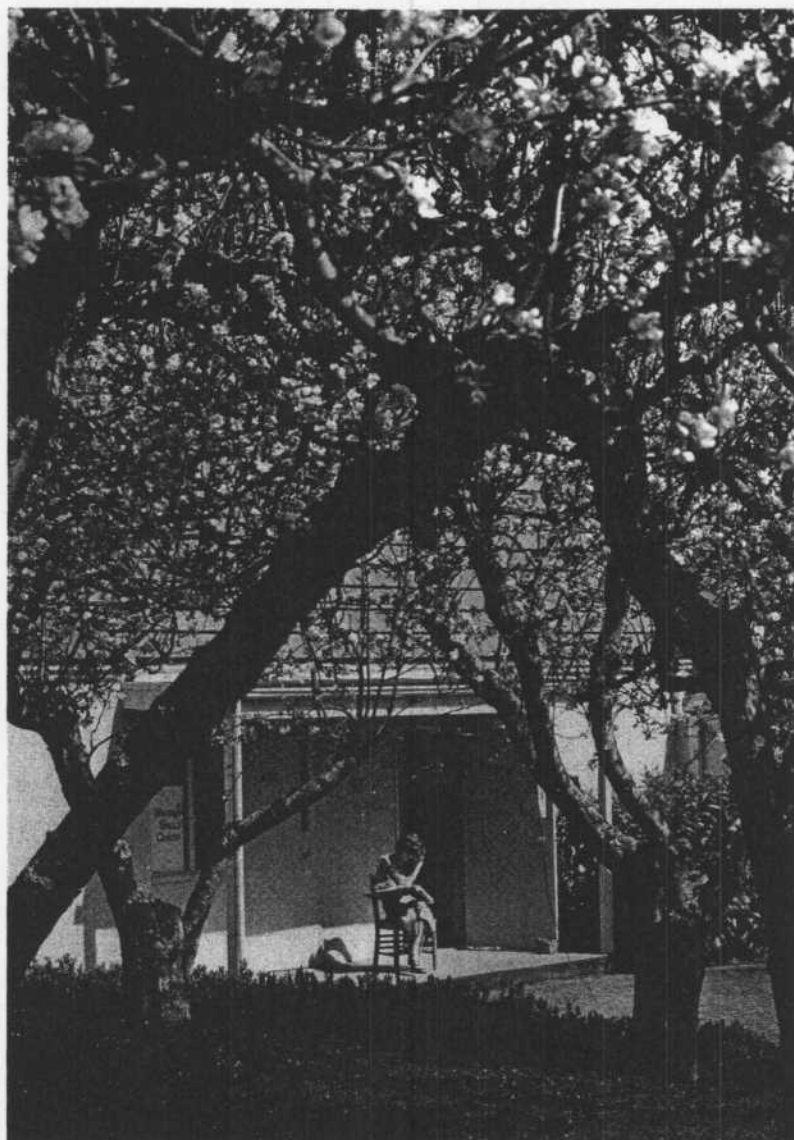
Content: The purpose of the course is to provide theory, information, and techniques for mental health professionals working in culturally diverse environments. The course focuses on providing information on the mental health issues of ethnic minority groups. Emphasis is placed on having students become aware of their own perceptions regarding ethnic minorities. Students develop techniques conducive to effective psychotherapy with minority groups.

Prerequisite: None*Credit:* 3 quarter hours**555*****DRUGS AND BEHAVIOR***Instructor:* Julien

Content: The effects of drugs on personality, behavior, and physiology. Topics considered include alcohol and alcoholism, depressants and barbituates, opiate addiction, stimulants, marijuana, cocaine, and the hallucinogens. In addition, there is a focus on the uses and abuses of psychoactive prescription drugs such as tranquilizers, antidepressants, and antipsychotic substances. The effects of nutritional imbalance on behavior are also explored.

Prerequisite: PSY 501 recommended*Credit:* 4 quarter hours**556*****PASTORAL COUNSELING***Instructor:* Propst

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

Prerequisite: None*Credit:* 4 quarter hours**557*****SEXUALITY AND THE HEALTH PROFESSIONAL***Instructor:* Staff

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

Prerequisite: None*Credit:* 3 quarter hours**558*****CLINICAL WORK WITH WOMEN: THEORY AND PRACTICE***Instructor:* Jenkins

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

Prerequisite: PSY 503 or consent of instructor*Credit:* 4 quarter hours

30

559*

THE THEORY AND TREATMENT OF DEPRESSION AND ANXIETY

Instructor: Propst

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

Prerequisite: PSY 501 and PSY 503 recommended

Credit: 4 quarter hours

560*

STATISTICS AND RESEARCH DESIGN I

Instructor: Meyer

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

Prerequisite: Graduate status or consent of instructor

Credit: 4 quarter hours

561*

STATISTICS AND RESEARCH DESIGN II

Instructor: Meyer

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

Prerequisite: PSY 560

Credit: 4 quarter hours

562*

STATISTICS AND RESEARCH DESIGN III

Instructor: Meyer

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

Prerequisite: PSY 561

Credit: 4 quarter hours

563

RESEARCH SEMINAR

Instructor: Propst

Content: 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.

Prerequisite: Consent of instructor

Credit: 3 quarter hours

565*

PERCEPTION AND THOUGHT

Instructor: Meyer

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

Prerequisite: PSY 501 recommended

Credit: 4 quarter hours

567*

LEARNING DISABILITIES

Instructor: Sebastian

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

Prerequisite: Graduate status

Credit: 3 quarter hours

570-571

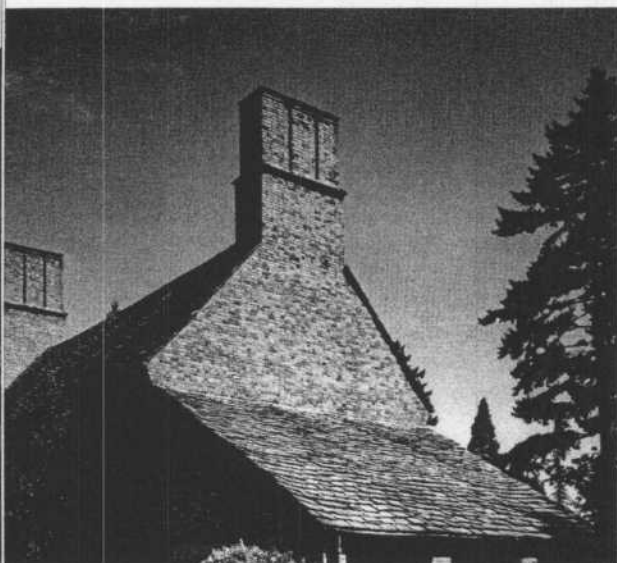
PRACTICUM IN CHILD AND ADOLESCENT PSYCHOLOGY I

Instructor: Staff

Content: Didactic class instruction, practicum placement, and clinical training. The course includes the application of psychological therapies with children, adolescents, and families, and a seminar reviewing research, theory, and practice.

Prerequisite: PSY 510 or consent of instructor

Credit: 6 quarter hours



572-573**PRACTICUM IN SCHOOL COUNSELING I & II***Instructor:* Staff

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

Prerequisite: PSY 510 or consent of instructor

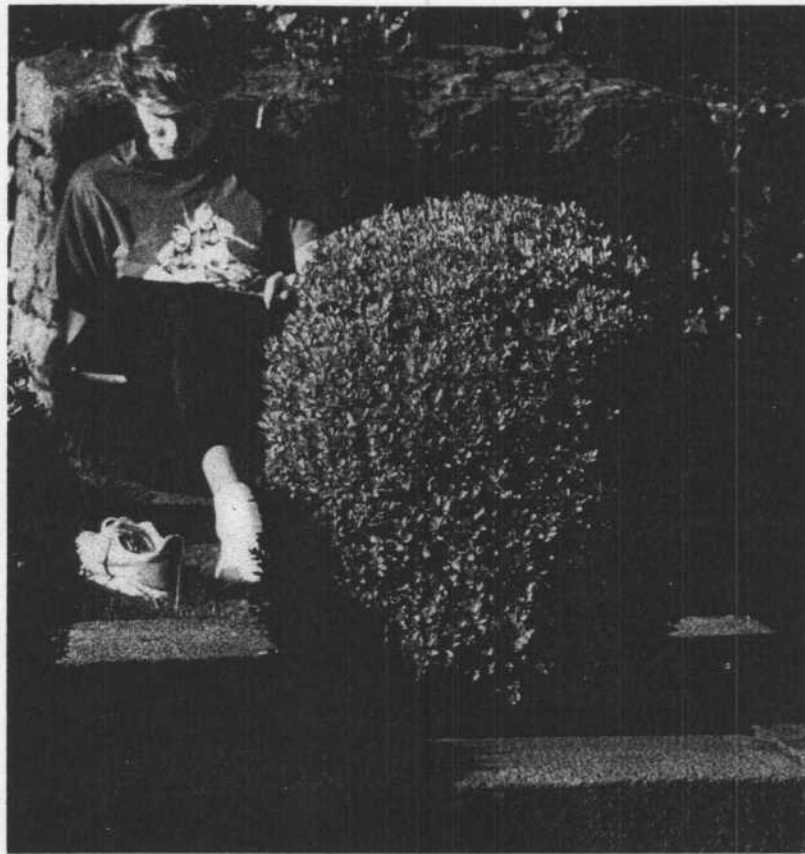
Credit: 6 quarter hours

574-575**PRACTICUM IN ADULT DEVELOPMENT AND PSYCHOPATHOLOGY I & II***Instructor:* Staff

Content: A practicum in a community setting which serves clients in need of mental health intervention. The practicum requires actual on-site counseling and participation in related professional responsibilities at the placement site. Students write reports on their clients, prepare case histories, and submit audio and video tapes of their counseling for supervisory review. Whenever possible, the focus is on the application of theory to actual cases. Techniques for intervention are emphasized.

Prerequisite: PSY 511 or consent of instructor

Credit: 6 quarter hours

**576-577****PRACTICUM IN MARRIAGE AND FAMILY COUNSELING I & II***Instructor:* Propst

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

Prerequisite: PSY 547 and consent of instructor

Credit: 6 quarter hours

578-579**INTERNSHIP IN SCHOOL PSYCHOLOGY I & II***Instructor:* French

Content: 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 meet weekly with the instructor for a seminar examining legal, ethical, and professional issues.

Prerequisite: Consent of instructor

Credit: 12 quarter hours

32

580

INTELLECTUAL ASSESSMENT

Instructor: Staff

Content: Theory, techniques, and contemporary issues regarding intellectual assessment. The course focuses on 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, prepares the student for institutionally supervised experiences.

Prerequisite: Consent of instructor or program director

Credit: 4 quarter hours

581

PERSONALITY ASSESSMENT AND INTERVENTION STRATEGIES

Instructor: Staff

Content: Theory, techniques, and contemporary issues regarding personality assessment with children and adolescents. The course focuses 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 consent of instructor

Credit: 3 quarter hours

582

ADVANCED ASSESSMENT OF EXCEPTIONAL CHILDREN

Instructor: Staff

Content: The administration, scoring, and interpretation of achievement, intelligence, personality, and special tests. The course focuses on the decision process involved in selecting and using an appropriate battery of assessment instruments and procedures. Seminar sessions include professional ethics, legal requirements, and testing standards, as well as related research on assessment. Practical administration of these instruments and procedures is required of all students.

Prerequisite: PSY 580, 581

Credit: 4 quarter hours

595

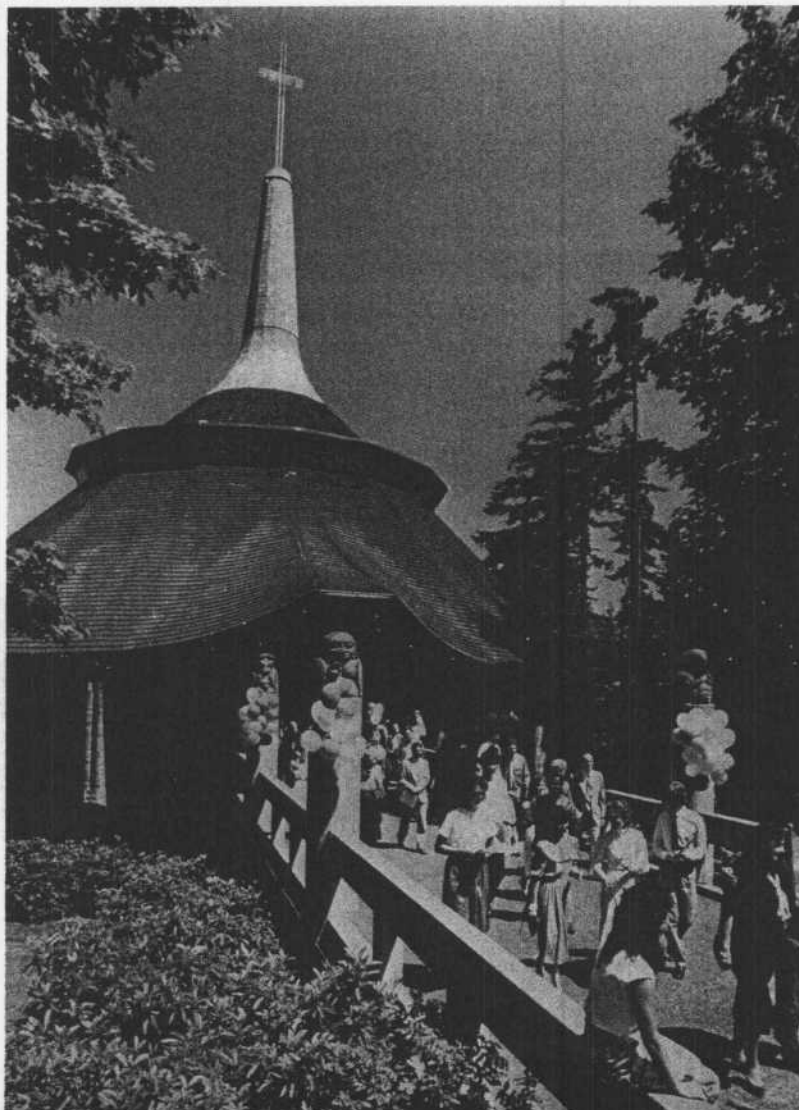
MASTER'S THESIS RESEARCH

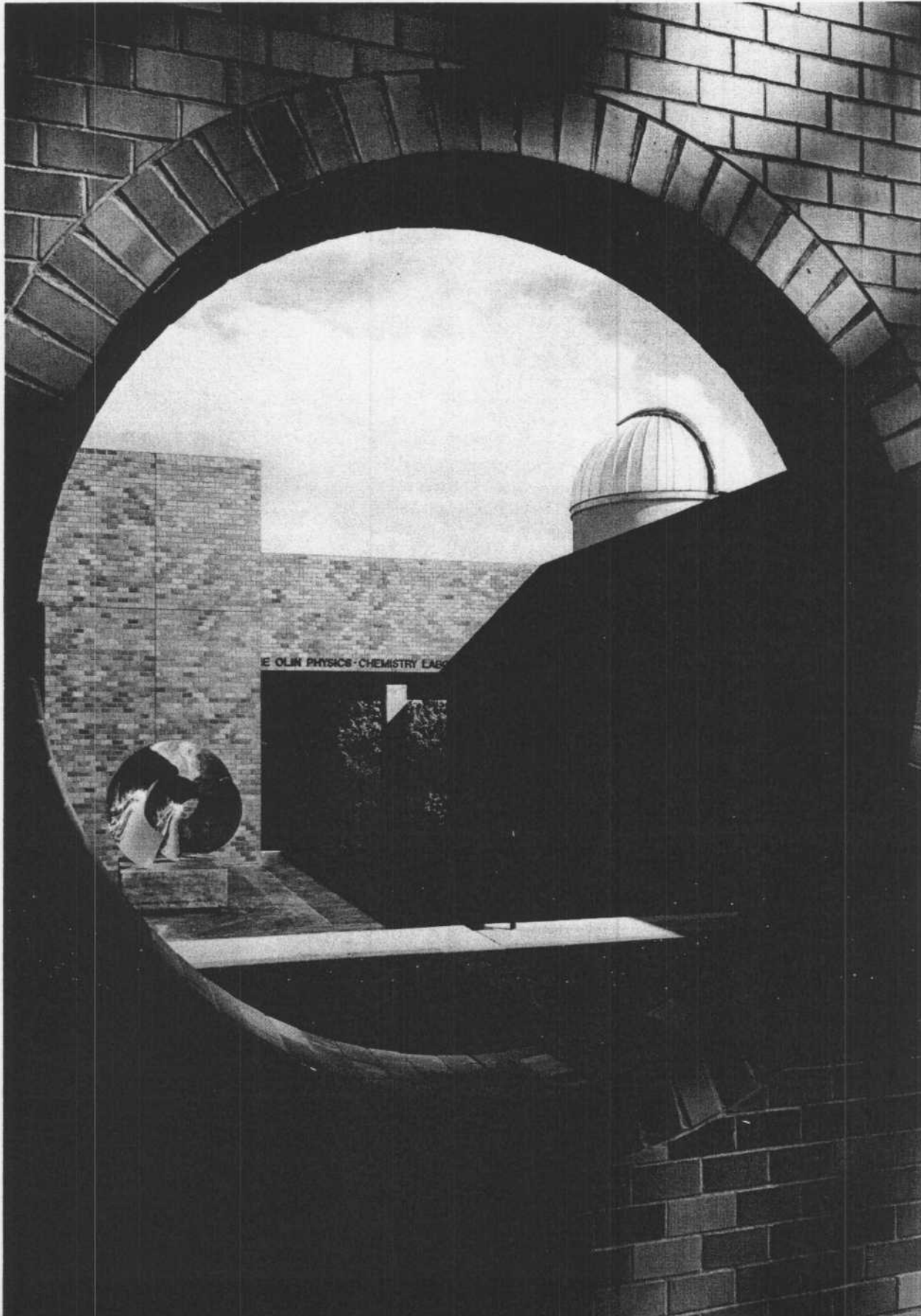
Instructor: Staff

Content: Individually arranged.

Prerequisite: PSY 563 and consent of thesis chair

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





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 af-



firmative 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 talented faculty. Classes draw heavily from the liberal arts tradition and focus on broadening students' understanding of the cultural and historical context in which schooling takes place. 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. Joint programs with the Public Administration Program and the Master of Arts in Teaching Program allow students without a master's 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 education programs for education professionals. Admission is determined by the nature of the program. These programs frequently take the form of two or three-day intensive seminars which meet over weekends or during school vacations and breaks. Subject matter usually addresses contemporary administrative needs and problems. For example, 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 Ex-

ecutive Leadership provides prospective superintendents and central office administrators with an exciting alternative to conventional coursework. Details on such programs are available from the Educational Administration Program or from the Continuing Education Office.

Admission

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

1. Proof of enrollment in or completion of a master's degree program from an approved teacher education program.
2. Satisfactory scores on the California Basic Educational Skills Test (CBEST), administered by the State of Oregon five times a year.
3. A completed Application for Admission to Graduate Study.
4. One official transcript from each undergraduate and graduate institution attended. Minimum standards are 2.75 G.P.A. 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, and 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.

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.

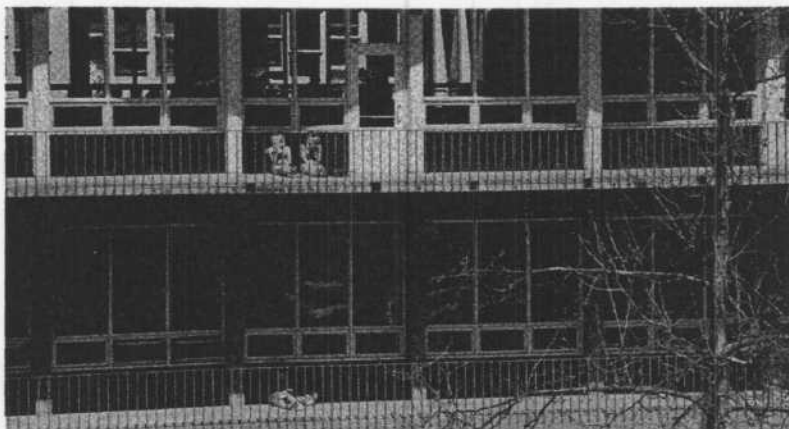
Core Curriculum

The Core Curriculum is a requirement of all master's degree students. The Core Curriculum is described in detail in an earlier section of this catalog; however, you should consult your advisor or program director for the specific core requirements for educational administration.

Eligibility for Basic Certification

Lewis & Clark recommends 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 recommends 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 three quarter hours must be taken in residence at Lewis & Clark. Exceptions may be approved by the director. Recommendation for certification is based on meeting T.S.P.C. hour and content requirements as well as the Lewis & Clark competencies. The Competency Booklet is on file with the Educational Administration Program secretary.

Principal Certification Program

Basic Principal (OAR 584-46-016)

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

Standard Principal (OAR 584-46-021)

Twenty-four quarter hours of graduate study in addition to the twenty-one 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; school-community relationships; research, evaluation, and goal-setting; human relations; communicating; and other learning experience promoting professional growth in school administration.

36

Basic Program: Building Administration

Twenty-one quarter hours, distributed as follows.

Required courses

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

Standard Program: Building Administration

A minimum of 24 quarter hours, distributed as follows.

Required courses

- 503 The School and Its Communities, 3 quarter hours
- 513 Leadership Seminar, 3 quarter hours
- 531 Leadership and the Teaching-Learning Process, 3 quarter hours
- ED 500 Research Methods, 3 quarter hours
- Either EDAD 533 Communication Skills for Administrators, 3 quarter hours AND CORE 502 Professionals in Organizations, 3 quarter hours; OR EDAD 534 Organizational Behavior and Communication, 5 quarter hours
- CORE 501 Individual and Societal Perspectives on Adulthood, 3 quarter hours

Elective Courses

Select one elective from:

- 530 Motivating and Managing Student Behavior, 3 quarter hours
- 545 Computer Applications for Administrators, 3 quarter hours
- PA 571 Public Policy Analysis, 3 quarter hours
- PSY 521 Program Evaluation, 3 quarter hours
- 521 Elementary School Organization, 3 quarter hours
- 522 Secondary School Organization, 3 quarter hours

Superintendent Certification Program

Basic Superintendent (OR 584-46-019)

Twenty-one 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; policy development, budget planning, budget preparation, and practica. Also inquire about the Executive Institute option.

Standard Superintendent (OAR 584-46-024)

Approximately 26 quarter hours of graduate study in addition to the 21 quarter hours required for initial basic endorsement 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; 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: Central Office Administration

A minimum of 21 quarter hours, distributed as follows.

Required courses

- 506 Negotiation and Collective Bargaining, 4 quarter hours
- 507 Personnel Management in Schools, 3 quarter hours
- 510 Practicum for Superintendents, 4 quarter hours
- 528 Advanced Economics of Education, 3 quarter hours
- 543 The Law and Public Education, 4 quarter hours
- PA 571 Public Policy Analysis, 3 quarter hours OR EDAD 512 Policy Development and Implementation, 3 quarter hours

Standard Program: Central Office Administration

A minimum of 26 quarter hours distributed as follows, plus the basic program (for a total of 47 quarter hours.)

Required courses

- 503 The School and Its Communities, 3 quarter hours
- 511 Management of Physical Resources, 3 quarter hours
- 513 Leadership Seminar, 3 quarter hours
- 531 Leadership in the Teaching-Learning Process, 3 quarter hours
- 500 Research Methods, 3 quarter hours
- Either EDAD 533 Communication Skills for Administrators, 3 quarter hours AND CORE 502 Professionals in Organizations, 3 quarter hours; OR EDAD 534 Organizational Behavior and Communication, 5 quarter hours
- Elective Courses (select two)
- 530 Motivating and Managing Student Behavior, 3 quarter hours
- 598 Educational Leadership: Issues of Equity and Affirmative Action, 3 quarter hours
- PA 545 Cutback Management, 3 quarter hours
- PA 501 Administration in Government, 3 quarter hours
- PA 561 Administrative Ethics, 3 quarter hours
- CORE 501 Individual and Societal Perspectives on Adulthood, 3 quarter hours



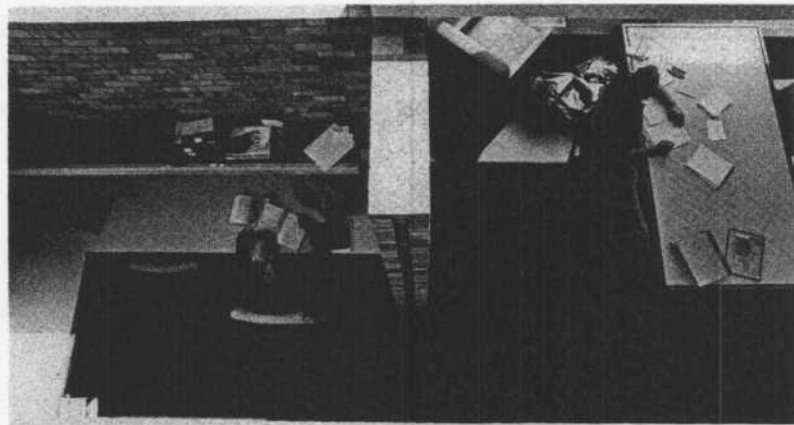
Practicum

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. Practicum experiences constitute approximately one-third of the basic certification programs.

The major practicum is set up as a learning contract, in a 4 quarter hours 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 25-40 percent of course energy. They could be considered examples and extensions of instructional methodology rather than courses in themselves.

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

A joint doctoral program with the University of Oregon's Department of Educational Planning and Management began in fall 1986. Students in the Educational Administration Program are able to apply credits to the earning of a University of Oregon doctorate. A modified residency requirement must be fulfilled at the University of Oregon.

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.

Full-Time Faculty

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

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

Adjunct and Cooperating Faculty

Jane Adrian, adjunct professor of instructional theory. Ph.D. University of Oregon.

Pat Burk, adjunct professor of school administration. Ph.D. University of Chicago.

Jim Carlile, adjunct professor of school organization.

Al Davidian, adjunct professor of school administration. Ph.D. University of Illinois, Champagne-Urbana.

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. G.A. University of Nebraska.

Zeno Katterle, adjunct professor of educational finance. Ph.D. Michigan State University. M.A. Sacramento State University. B.A. Washington State University.

William Korach, adjunct professor of school organization. M.S.T. Portland State University. B.A. Washington State University.

David Livingston, adjunct professor of instructional leadership. Ph.D. University of Colorado.

Douglas 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. Ph.D. New Mexico State. B.A. Oregon State University.

Richard Stiggins, adjunct professor of research methods. Ph.D. Michigan State University. B.A. Plattsburgh State.

Bruce Weitzel, adjunct professor of computer applications. Ph.D. Michigan State University. B.S., M.S. Portland State University.

500

RESEARCH METHODS

Instructor: Stiggins

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

Prerequisite: None

Credit: 3 quarter hours

501

INTRODUCTION TO SCHOOL ADMINISTRATION

Instructor: Schmuck

Content: The first of a two-part sequence in the program for basic 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, theories of leadership and organizational change, and curriculum development. This course includes a minor practicum component.

Prerequisite: None

Credit: 5 quarter hours

502

DEVELOPMENT, EVALUATION, AND SUPERVISION OF EDUCATIONAL STAFF

Instructor: Duke

Content: The second of a two-part sequence in the program for basic 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.

Prerequisite: None

Credit: 5 quarter hours

503

THE SCHOOL AND ITS COMMUNITIES

Instructor: Davidian

Content: 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 applying theories and models of school-community relations to the development and/or improvement of administrators' knowledge base, self-understanding, and interpersonal skills.

Prerequisite: None

Credit: 3 quarter hours

504

MANAGEMENT OF FINANCIAL RESOURCES

Instructor: Katterle

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

Prerequisite: None

Credit: 3 quarter hours

505

FORMAL ORGANIZATIONS AND ADVANCED ADMINISTRATIVE MANAGEMENT

Instructor: Staff

Content: Same as Public Administration 505.

Prerequisite: None

Credit: 5 quarter hours

506

NEGOTIATION AND COLLECTIVE BARGAINING

Instructor: Hungerford

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

Prerequisite: None

Credit: 4 quarter hours

507

PERSONNEL MANAGEMENT IN SCHOOLS

Instructor: Staff

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

Prerequisite: None

Credit: 3 quarter hours

509

PRACTICUM FOR PRINCIPALS

Instructor: Schmuck

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

Prerequisite: None

Credit: 4 quarter hours

510

PRACTICUM FOR SUPERINTENDENTS

Instructor: Duke/Schmuck

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

Prerequisite: None

Credit: 4 quarter hours

511

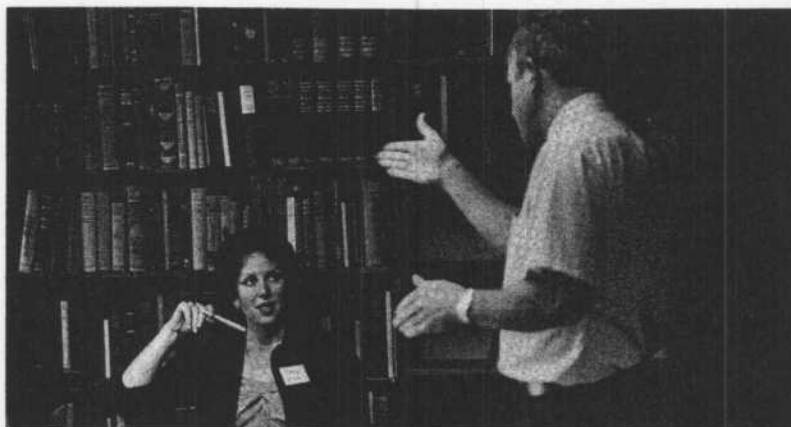
MANAGEMENT OF PHYSICAL RESOURCES

Instructor: Dierdorff

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

Prerequisite: None

Credit: 3 quarter hours



512

POLICY DEVELOPMENT AND IMPLEMENTATION

Instructor: Staff

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

Prerequisite: None

Credit: 3 quarter hours

513

LEADERSHIP SEMINAR

Instructor: Duke/Morgan/Schmuck

Content: An interdisciplinary study of leadership in the public and private sector. Key topics include organizational complexity, ethical ambiguity, and meaning in the lives of leaders. The course is designed as a capstone to focus on leadership behavior in complex organizations.

Prerequisite: None

Credit: 3 quarter hours

521

ELEMENTARY SCHOOL ORGANIZATION

Instructor: Isaacson

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

Prerequisite: None

Credit: 3 quarter hours

522

SECONDARY SCHOOL ORGANIZATION

Instructor: Carlile

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

Prerequisite: None

Credit: 3 quarter hours

523

ADMINISTRATION OF SMALL SCHOOLS

Instructor: Staff

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

Prerequisite: None

Credit: 3 quarter hours

524

ORGANIZATIONAL ISSUES

Instructor: Staff

Content: The exploration of timely issues in education from an organizational perspective. The course will offer different educational concerns from year to year.

Prerequisite: None

Credit: 3 quarter hours

528

ADVANCED ECONOMICS OF EDUCATION

Instructor: Katterle

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

Prerequisite: None

Credit: 3 quarter hours

530

MOTIVATING AND MANAGING STUDENT BEHAVIOR

Instructor: Duke

Content: 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.

Prerequisite: None

Credit: 3 quarter hours

531

THE TEACHING-LEARNING PROCESS AND INSTRUCTIONAL IMPROVEMENT

Instructor: Adrian/Korach

Content: Application of research on teaching and learning to classroom instruction and instructional leader-

ship. 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 is reviewed. The course is required for those seeking the Standard Superintendent Certificate; it is open to other students with consent of instructor.

Prerequisite: None

Credit: 3 quarter hours

533

COMMUNICATION SKILLS FOR ADMINISTRATORS

Instructor: Duke/Leslie

Content: 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 are explored. Strategies for improving the efficiency of group problem solving is also investigated.

Prerequisite: None

Credit: 3 quarter hours

534

ORGANIZATIONAL BEHAVIOR AND COMMUNICATIONS

Instructor: Duke

Content: An intensive course combining the material covered in EDAD 533 (Communication Skills for Administrators) and PA 506 (Organizational Behavior). The course focuses on organizational culture, how decisions are made and implemented in public organizations, and on administrative rhetoric.

Prerequisite: None

Credit: 5 quarter hours

536-540

INSTITUTE FOR EXECUTIVE LEADERSHIP

Instructor: Duke/Schmuck

Content: 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.

Prerequisite: None

Credit: 4 quarter hours each

543

THE LAW AND PUBLIC EDUCATION

Instructor: Gathercoal

Content: 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.

Prerequisite: None

Credit: 4 quarter hours

598

EDUCATIONAL LEADERSHIP: ISSUES OF EQUITY AND AFFIRMATIVE ACTION

Instructor: Staff

Content: Same as PA 598.

Prerequisite: None

Credit: 3 quarter hours

Interdisciplinary Courses/Cross-Listed Courses

PA 506

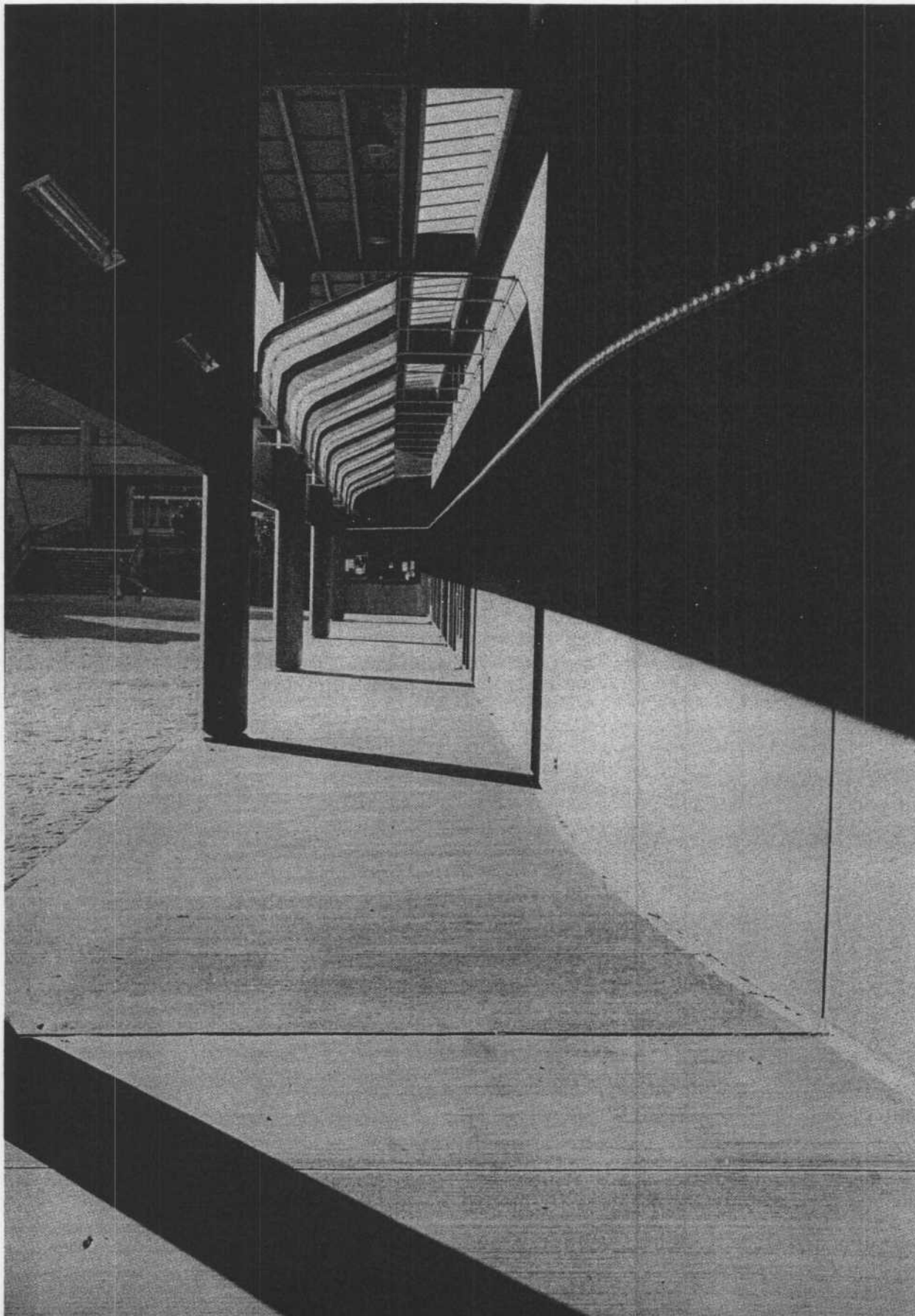
ORGANIZATIONAL BEHAVIOR

PA 545

COMPUTER APPLICATIONS FOR ADMINISTRATORS

PA 561

ADMINISTRATIVE ETHICS



The Public Administration Program is dedicated to preparing individuals for positions of leadership in public and not-for-profit organizations. This goal grows out of a belief that shrinking resources, disenchantment with past approaches to social problems, and forces of decentralization will combine to create unparalleled opportunities for creative leadership by career administrators. The M.P.A. Program is especially designed to provide these individuals with the managerial skills and understanding necessary to address the emerging problems of the next decade.

The program seeks to cultivate leadership capacity in each of its students by carefully blending tradi-

tional academic and classroom theory with exposure to prevailing administrative practices. Extensive use is made of experienced practitioners to provide students with an understanding of how textbook theory can be successfully transformed into administrative practice. Courses span the fields of budgeting, personnel relations, bureaucratic politics, organization behavior, administrative ethics, policy development and implementation, research methods, and computer applications for administrators.

The program offers students four options to meet their career objectives: an evening and weekend program for part-time students who are already well established in their careers; an Executive M.P.A. Degree option for experienced administrators; an enhanced, skills-focused option for students planning a public service career; joint degree programs for those who wish to combine a masters degree in public administration with degrees in law and counseling psychology or with certification in educational administration.

Basic Program

The M.P.A. Program provides students an opportunity to pursue a degree by offering evening and weekend courses. Each term, the program also offers intensive seminars. This format permits the use of distinguished visiting scholars and practitioners from across the United States as well as from foreign countries. These seminars, conducted during a weekend of concentrated class work, begin with a meeting one month earlier in which the course themes and materials are introduced and reading and writing assignments are made.

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

Executive M.P.A. Option

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

This option offers several advantages. It permits career administra-



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

Enhanced, Skills-Focused Option

This option is designed for those 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. 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 50 quarter hours of coursework with heavy emphasis on program planning and policy development skills; (2) at least 10 quarter hours of supervised internships and practicums; (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.

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



Joint J.D./P.A. Program

This recently created option permits full-time 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. Such a joint degree program is 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 satisfy both sets of degree requirements. In some cases the same course may satisfy the requirements of both programs. A student in either program finds a much broader and more attractive range of electives within the combined program. As a @@administration.

Additional Joint Degree Programs

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

Students in the Educational Administration Program and Counseling Psychology Program may apply some of their coursework to an M.P.A. 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 Degrees Programs Section.

Resources for Nondegree Study

The M.P.A. 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 12 quarter hours applied to the degree program. Students may also participate on a noncredit basis, although payment of tuition is still required. A certificate of completion for each course is provided on request, regardless of the student's enrollment status.

Off-Campus and International Programs

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

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

A third course, Comparative Political Processes in the Pacific Northwest, focuses on the activities, structures, and process 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 1985-86 seminar series focused on policies governing logging and wilderness, Big Sur, and the opportunities for state and federal coordinated resource planning and management. Admission to this program requires agency sponsorship and the consent of the Executive Seminar Program Director, Ted Schlapfer.

The Public Administration Program periodically offers special workshops and management training 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 M.P.A. students on consent-of-the-instructor basis. Please contact the M.P.A. Office for further details and enrollment procedures.

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 Curriculum.
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.

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, in addition to being reviewed by the Graduate Admissions Committee.

Core Curriculum

The Core Curriculum is a requirement of all master's degree students. The Core Curriculum is described in detail in an earlier section of this catalog; however, you should consult your advisor or program director for the specific core requirements for public administration.

Degree Requirements

The degree and program requirements for each curricular option within the M.P.A. program are distributed as follows:

1. Basic Program.

a. Successful completion of the graduate school core requirements (7 quarter hours) which are described in detail in the general introductory section of the Graduate School Catalog.

b. Successful completion of the program core courses: PA 500, 501, 502, 503, 504, 505, 507, 508, and 509; plus PA 531, 571, and 577.

c. Successful completion of four electives (12 quarter hours), no more than 6 quarter hours of which can be independent study courses.

2. Executive M.P.A. Option.

a. Successful completion of the graduate school core requirements (7 quarter hours) which are described in detail in the general introductory section of the Graduate School Catalog.

b. Successful completion of the curricular modules outlined in the Executive M.P.A. Program brochure. The 51 quarter hours required for this option already include the coursework required as part of the graduate school core.

3. Enhanced, Skills-Focused Option.

a. Successful completion of the graduate school core requirements (7 quarter hours) which are described in detail in the general introductory section of the Graduate School Catalog.

b. Successful completion of the program core courses.



c. Successful completion of internships, practicums, integrative seminar, and specialty courses, totaling 27 quarter hours.

Faculty

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

Full-Time Faculty

Douglas F. Morgan, director and professor, Program in Public Administration. 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.

Jack G. Corbett, associate professor of public administration. Ph.D., M.A. Stanford University. B.A. Allegheny College.

James Holton, doctoral study, London School of Economics, University of Chicago, Michigan State University. M.A. Louisiana State University. B.A. Tulane University. Earhart Fellow and Fulbright Scholar, 1959-60.

Lluana C. McCann, assistant professor of public administration. Ph.D. Virginia Polytechnic Institute. M.A. California State University at Hayward. B.A. Raymond College.

Richard Stiggins, director, Center for Performance Assessment, Northwest Regional Educational Laboratory, and adjunct professor. Ph.D. Michigan State University.

Adjunct Faculty

Jack G. Collins, adjunct professor. A.B., Princeton University. L.L.B. Harvard Law School. Assistant U.S. Attorney and Chief, Civil Division, U.S. Attorney's Office, District of Oregon. Appointed assistant U.S. attorney 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, adjunct professor. 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; staff member, Washington County Justice Task Force.

Daniel Durig, adjunct professor. 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., adjunct professor. 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, adjunct professor. J.D., B.A. Harvard University. Portland attorney specializing in labor law; formerly an Oregon state senator.

David V. Yaden, adjunct professor. 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, adjunct professor. 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 many technical articles and monographs.

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

Instructor: Morgan

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

Prerequisite: None

Credit: 2 quarter hours

501

ADMINISTRATION IN GOVERNMENT

Instructor: Balmer

Content: 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.

Prerequisite: None

Credit: 3 quarter hours

502

ECONOMIC CONTEXT OF ADMINISTRATION

Instructor: Mattersdorff

Content: 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.

Prerequisite: None

Credit: 3 quarter hours

503

PUBLIC BUDGETING

Instructor: Morgan

Content: 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.

Prerequisite: None

Credit: 5 quarter hours

504

ADMINISTRATIVE LAW

Instructor: Collins

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

Prerequisite: None

Credit: 3 quarter hours

505

FORMAL ORGANIZATIONS AND ADVANCED ADMINISTRATIVE MANAGEMENT

Instructor: Duke

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

Prerequisite: None

Credit: 3 quarter hours

507

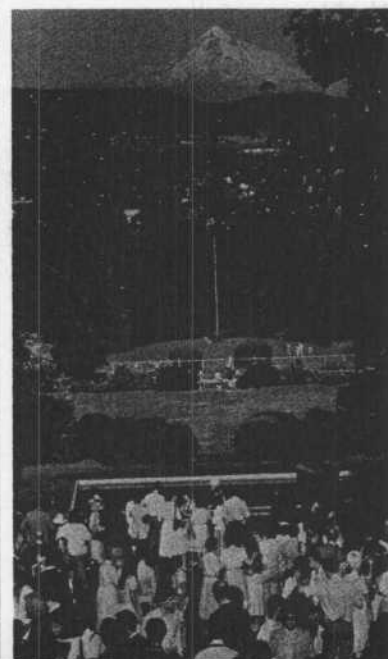
RESEARCH METHODS

Instructor: Stiggins

Content: 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

Credit: 3 quarter hours



508

ADMINISTRATIVE ETHICS*Instructor:* 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, and between political responsibility and administrative neutrality, etc.

Prerequisite: None*Credit:* 3 quarter hours

509

CAPSTONE COURSE*Instructor:* Duke/Morgan/Schmuck

Content: 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.

Prerequisite: Completion of 75 percent of program requirements*Credit:* 3 quarter hours**Governmental Context**

510

STUDIES IN POLITICS AND ADMINISTRATION*Instructor:* Staff

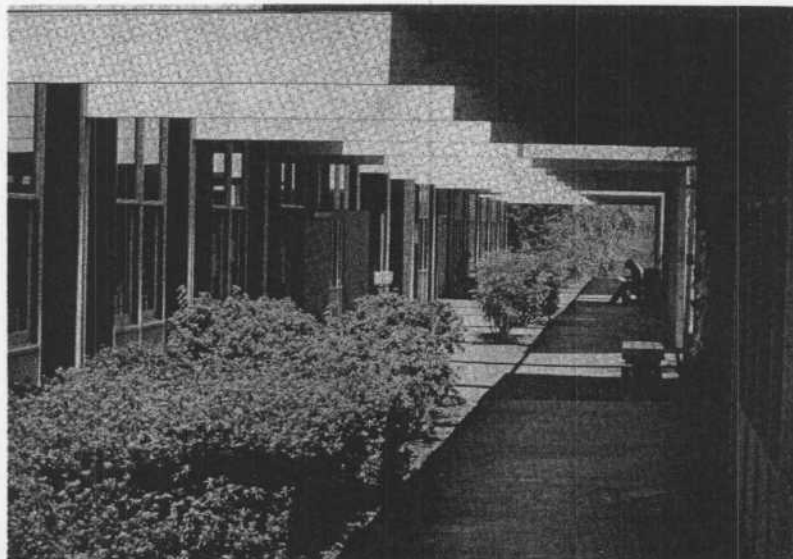
Specific course content varies from term to term.

Prerequisite: None*Credit:* 3 quarter hours

511

ADMINISTRATION AND THE POLICY PROCESS*Instructor:* Dondero

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

Prerequisite: None*Credit:* 3 quarter hours

512

METROPOLITAN POLITICS*Instructor:* Staff

Content: 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, inter-governmental constraints, and policy implementation.

Prerequisite: None*Credit:* 3 quarter hours

513

LEGISLATIVE POLITICS*Instructor:* Staff

Content: 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.

Prerequisite: None*Credit:* 3 quarter hours

514

GOVERNMENTS AND THEIR POLITICS: A STUDY OF INTERACTION*Instructor:* Yaden

Content: 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.

Prerequisite: None*Credit:* 3 quarter hours

515

NATIONAL POLICY PROCESS: SEMINAR IN WASHINGTON, D.C.*Instructor:* Balmer

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

Prerequisite: None*Credit:* 3 quarter hours

516

COMPARATIVE PUBLIC ADMINISTRATION: PROGRAM IN EDINBURGH, SCOTLAND*Instructor:* Balmer

Content: 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.

Prerequisite: None*Credit:* Variable

517

COMPARATIVE POLITICAL PROCESSES IN THE PACIFIC NORTHWEST: SALEM, OLYMPIA, VICTORIA, B.C.*Instructor:* Balmer

Content: 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.

Prerequisite: None*Credit:* 3 quarter hours

48

Content of Public Policy 520

STUDIES IN PUBLIC POLICY

Instructor: Staff

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

Prerequisite: None

Credit: 3 quarter hours

521

PUBLIC REGULATION OF BUSINESS

Instructor: Staff

Content: 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.

Prerequisite: None

Credit: 3 quarter hours

522

NATURAL RESOURCE POLICY

Instructor: Balmer

Content: 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.

Prerequisite: None

Credit: 3 quarter hours

523

HUMAN SERVICES

Instructor: Staff

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

Prerequisite: None

Credit: 3 quarter hours

524

NORTHWEST ENERGY POLICY

Instructor: Balmer/Ogden

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

Prerequisite: None

Credit: 3 quarter hours

Personnel Relations

530

PROBLEMS IN PERSONNEL MANAGEMENT

Instructor: Staff

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

Prerequisite: None

Credit: 3 quarter hours

531

PERSONNEL ADMINISTRATION

Instructor: Staff

Content: 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; performance and productivity.

Prerequisite: None

Credit: 3 quarter hours

533

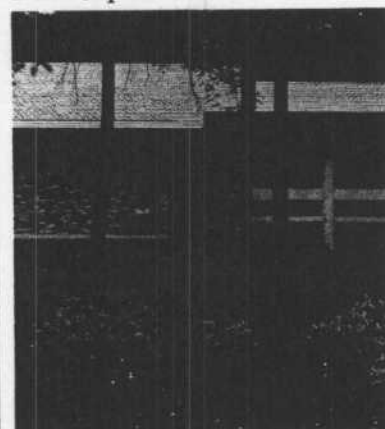
COMMUNICATION SKILLS FOR ADMINISTRATORS

Instructor: Duke/Schmuck

Content: 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.

Prerequisite: None

Credit: 3 quarter hours



534

**COLLECTIVE BARGAINING:
ADVANCED LABOR LAW***Instructor:* Willner*Content:* A practical study of problem areas in the field of labor law. The course is taught at the Lewis & Clark Law School.*Prerequisite:* None*Credit:* 3 quarter hours

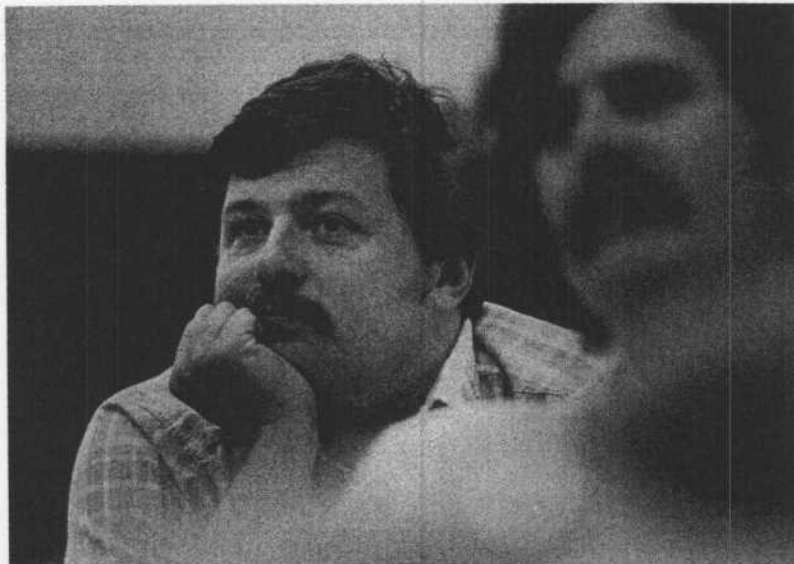
535

FEDERAL PERSONNEL POLICIES*Instructor:* Staff*Content:* Implementation of civil service reform and evaluation of the federal personnel system after reform as it strives for governmental efficiency and effectiveness.*Prerequisite:* None*Credit:* 3 quarter hours**Research Methods**

541

**ACCOUNTING FOR
ADMINISTRATORS***Instructor:* Reding*Content:* 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.*Prerequisite:* None*Credit:* 3 quarter hours

542

RESEARCH METHODS II*Instructor:* Staff*Content:* Topics include models and managers, cost analysis, linear programming, decisions under uncertainty, preference theory, econometric forecasting, and hypothesis testing.*Prerequisite:* None*Credit:* 3 quarter hours

543

STATISTICS AND THEIR USES*Instructor:* Staff*Content:* The use of statistical techniques in the solution of problems encountered in business, economics, and government. Special emphasis is placed on examples illustrating the proper and improper uses of statistics.*Prerequisite:* None*Credit:* 3 quarter hours

545

**COMPUTER APPLICATIONS FOR
ADMINISTRATORS***Instructor:* Collver*Content:* 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 is provided for hands-on use and practice with data-based managers, spread sheet formats (i.e., Lotus 1-2-3), and other administratively applicable software.*Prerequisite:* None*Credit:* 3 quarter hours**Administrative
Management**

550

**STUDIES AND CURRENT DEVELOPMENTS IN ADMINISTRATIVE
MANAGEMENT***Instructor:* Staff*Content:* Specific course content varies from term to term. Recent topics have included cutback management, strategic planning, management control and implementation, and productivity.*Prerequisite:* None*Credit:* 2-3 quarter hours

553

ORGANIZATION DEVELOPMENT*Instructor:* Staff*Content:* 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.*Prerequisite:* None*Credit:* 2-3 quarter hours*Readership*

50

554

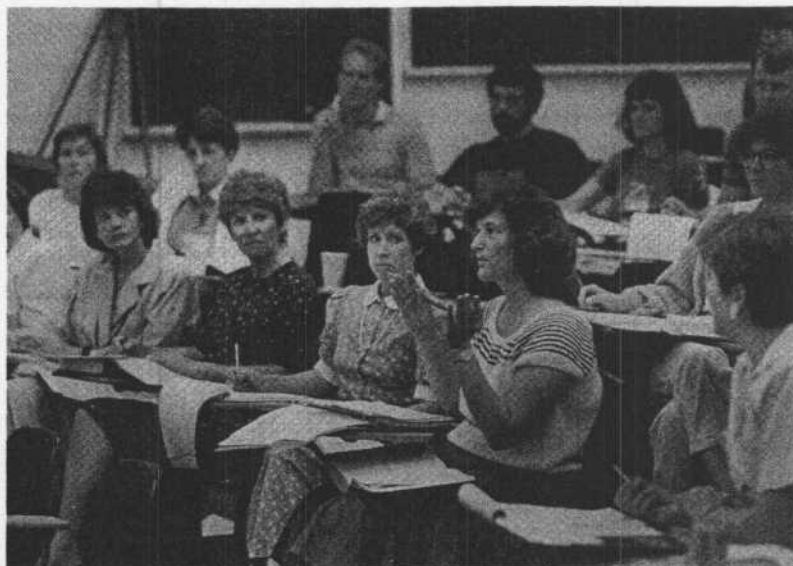
MANAGING NOT-FOR-PROFIT ORGANIZATIONS

Instructor: Ogden

Content: The not-for-profit human service agency setting, including working with a policy board, volunteer/staff relations, personnel administration, budgeting, fund raising, public relations, and the need for long-range planning.

Prerequisite: None

Credit: 3 quarter hours



Policy Analysis 571

PUBLIC POLICY ANALYSIS

Instructor: Corbett

Content: 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 are given some of the practical skills necessary to undertake policy analysis.

Prerequisite: None

Credit: 3 quarter hours

572

THE AMERICAN REGIME

Instructor: Holton

Content: 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.

Prerequisite: None

Credit: 3 quarter hours

577-579

INTEGRATIVE POLICY SEMINAR

Instructor: Corbett/McCann

Content: 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 Development option.

Prerequisite: None

Credit: 3 quarter hours

596

THESIS

Instructor: Staff

Content: Independent research under faculty supervision integrating program coursework.

Prerequisite: None

Credit: Variable



The Lewis & Clark Program in Special Education-Hearing Impaired has been a major regional resource since 1952 for the preparation of pre-school, 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 most common 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 encouraged to apply.

More than \$1.5 million in federal grant money has been received over the years to assist the program. A limited number of federally-funded stipends and other forms of scholarship assistance may be available to students. Acceptance into the program 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, consultations, 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 professionals working with hearing impaired students. This seminar provides additional competencies or remedies teaching deficiencies encountered in providing service in the school setting.

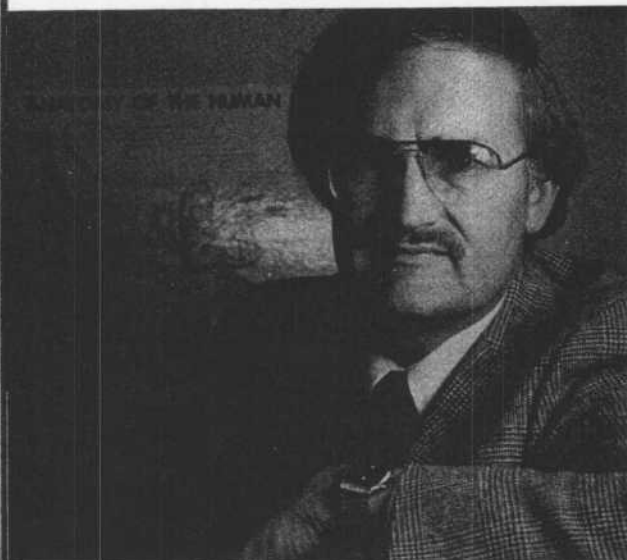
Faculty

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 that 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 ap-



plication procedure for the parent-infant specialist track, contact Infant Hearing Resource, Good Samaritan Hospital, 1015 N.W. 22nd, Portland, Oregon 97210, or call 503-229-7526.

Core Curriculum

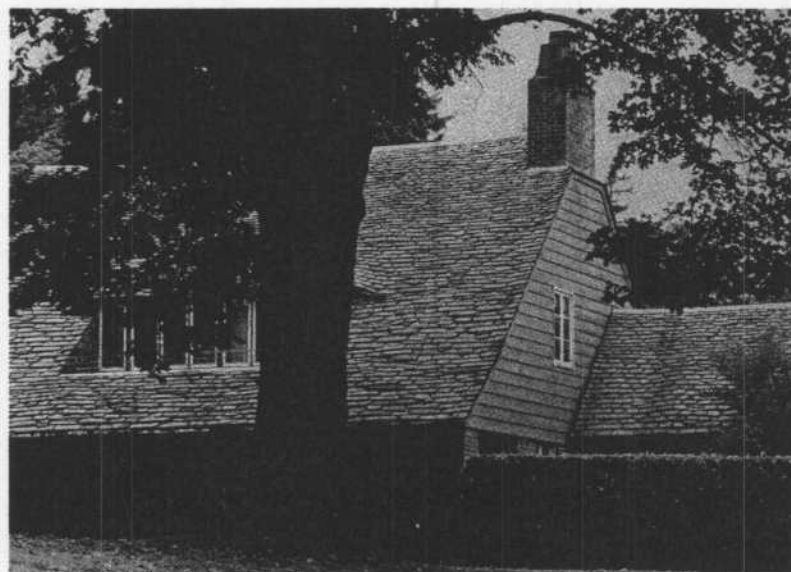
The Core Curriculum is a requirement of all master's degree students. The Core Curriculum is described in an earlier section of this catalog; however, you should consult your advisor or program director for the specific core requirements for special education-hearing impaired.

Programs of Study and Degree Requirements

The sequence of specialized coursework begins in June for the elementary and secondary tracks; the sequence for the parent-infant specialist track begins in 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, tutoring, microteaching, and student teaching experiences are available with infants through high school and college-age hearing impaired students. Practicum centers include the Washington, Arizona, Alaska, 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.

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 Re-



searching 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: 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.

Full-Time Faculty

H. William Brelje, professor. 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.

Barbara R. Schirmer, acting assistant professor. Ed.D. State University of New York at Buffalo. M.Ed. University of Pittsburgh. B.S. State University of New York at Buffalo.

Adjunct Faculty

Dona Chapman, instructor. M.Ed., B.S. University of Arizona.

Peter A. Charuhas, instructor. M.A., B.A. Western Washington University.

Judy Lorenzen, instructor. M.Ed. Lewis & Clark College. B.A. Willamette University.

William L. Nicolay, instructor. M.Ed. Lewis & Clark College, B.A. Western Washington State University.

Larry Petersen, instructor. M.A. California State University at Northridge. B.A. Gallaudet College.

Nancy Rushmer, director of Infant Hearing Resource. M.A. Northwestern University. B.A. Lewis & Clark College.

Curriculum: Elementary and Secondary Tracks TTD 500

RESEARCH METHODS

Instructor: Klaus

Introduction to educational research methods focusing on the interpretation, criticism, and use of existing published research and the design of "action" research.

Prerequisite: None

Credit: 3 quarter hours

TTD 501

PSYCHO-SOCIAL AND EDUCATIONAL FOUNDATIONS OF DEAFNESS

Instructor: Nicolay

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

Prerequisite: None

Credit: 3 quarter hours

TTD 505

COMMUNICATIONS SYSTEMS I

Instructor: Bullard

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

Prerequisite: None

Credit: 3 quarter hours

TTD 506 or TTD 507

COMMUNICATION SYSTEMS II: ELEMENTARY OR SECONDARY

Instructor: Bullard

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

Prerequisite: None

Credit: 3 quarter hours

TTD 508

COMMUNICATION AND LANGUAGE LAB I

Instructor: Staff

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

Prerequisite: To be taken concurrently with TTD 505 and 515

Credit: 2 quarter hours

TTD 509/510

ELEMENTARY/SECONDARY COMMUNICATION AND LANGUAGE LAB II

Instructor: Staff

Content: Participation in classes for hearing impaired students. Supervised instruction in content areas, speech, and language.

Prerequisite: To be taken concurrently with TTD 506/507 and TTD 516/517

Credit: 2 quarter hours

TTD 515

METHODS OF DEVELOPING LANGUAGE FOR THE HEARING IMPAIRED I

Instructor: Schirmer

Content: 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.

Prerequisite: None

Credit: 3 quarter hours

TTD 516 or TTD 517

METHODS OF DEVELOPING LANGUAGE FOR THE HEARING IMPAIRED II: Elementary or Secondary

Instructor: Schirmer

Content: A continuation of 515; patterns of language development and methods and materials used to teach the deaf; practicum experience.

Prerequisite: None

Credit: 3 quarter hours

TTD 520

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

Instructor: Charuhas

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

Prerequisite: None

Credit: 3 quarter hours

TTD 525

AUDIOLOGY II: AUDIOLOGICAL TESTING

Instructor: Charuhas

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

Prerequisite: None

Credit: 3 quarter hours

TTD 530

CURRICULUM AND GENERAL METHODS OF TEACHING THE HEARING IMPAIRED

Instructor: Brelje

Content: Curriculum development and general methods of teaching hearing impaired individuals.

Prerequisite: None

Credit: 3 quarter hours

TTD 536

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

Instructor: Schirmer

Content: Methods and materials used



in teaching reading and other subject matter areas to elementary hearing impaired students.

Prerequisite: None

Credit: 3 quarter hours

TTD 537

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

Instructor: Brelje

Content: Methods and materials used in teaching reading and other subject matter areas to secondary hearing impaired students.

Prerequisite: None

Credit: 3 quarter hours

TTD 540

DIRECTED OBSERVATION

Instructor: Staff

Content: 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.

Prerequisite: None

Credit: 2 quarter hour

TTD 546 or

TTD 547

STUDENT TEACHING: ELEMENTARY OR SECONDARY

Instructor: Staff

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

Prerequisite: None

Credit: 15 quarter hours



TTD 563

MEDIA IN THE CLASSROOM

Instructor: Chapman

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

Prerequisite: None

Credit: 3 quarter hours

TTD 580, 581, 582

SIGN LANGUAGE: BEGINNING, INTERMEDIATE, ADVANCED

Instructor: Petersen

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

Prerequisite: None

Credit: 4 quarter hours each

TTD 584

THE EXCEPTIONAL CHILD

Instructor: Schirmer

Content: Psychological, social, and educational implications of all areas of exceptionality; includes common terminology, characteristic behaviors, teaching strategies, school programs; current state and federal legislation and regulations, including PL 94-142, that affect exceptional children.

Prerequisite: None

Credit: 3 quarter hours

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 consult the Infant Hearing Resource, Good Samaritan Hospital, 1015 N.W. 22nd, Portland, Oregon 97210. Phone 503-229-7526.

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EXTENDED PRACTICUM: SKILLS OF THE PARENT-INFANT SPECIALIST

Instructor: Staff

Offered three consecutive terms as a series.

Prerequisite: None

Credit: 3 quarter hours

550

COUNSELING PARENTS OF HEARING IMPAIRED CHILDREN I

Instructor: Staff

Prerequisite: None

Credit: 3 quarter hours

551

PEDIATRIC AUDIOLOGY

Instructor: Staff

Prerequisite: None

Credit: 3 quarter hours

552

SEMINAR IN PARENT-INFANT HABILITATION I

Instructor: Staff

Prerequisite: None

Credit: 3 quarter hours

553

SEMINAR IN PARENT-INFANT HABILITATION II

Instructor: Staff

Prerequisite: None

Credit: 3 quarter hours

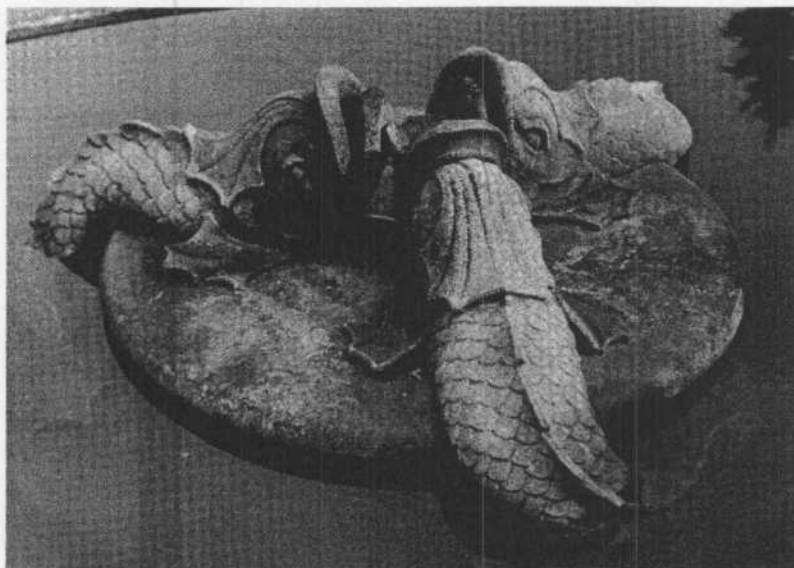
554

SEMINAR IN PARENT-INFANT HABILITATION III

Instructor: Staff

Prerequisite: None

Credit: 3 quarter hours



555

OBSERVATION AND PRACTICUM I

Instructor: Staff

Prerequisite: None

Credit: 3 quarter hours

556

OBSERVATION AND PRACTICUM II

Instructor: Staff

Prerequisite: None

Credit: 3 quarter hours

557

OBSERVATION AND PRACTICUM III

Instructor: Staff

Prerequisite: None

Credit: 3 quarter hours

558

HEARING AID AMPLIFICATION

Instructor: Staff

Prerequisite: None

Credit: 2 quarter hours

559

COUNSELING PARENTS OF HEARING IMPAIRED CHILDREN II

Instructor: Staff

Prerequisite: None

Credit: 2 quarter hours

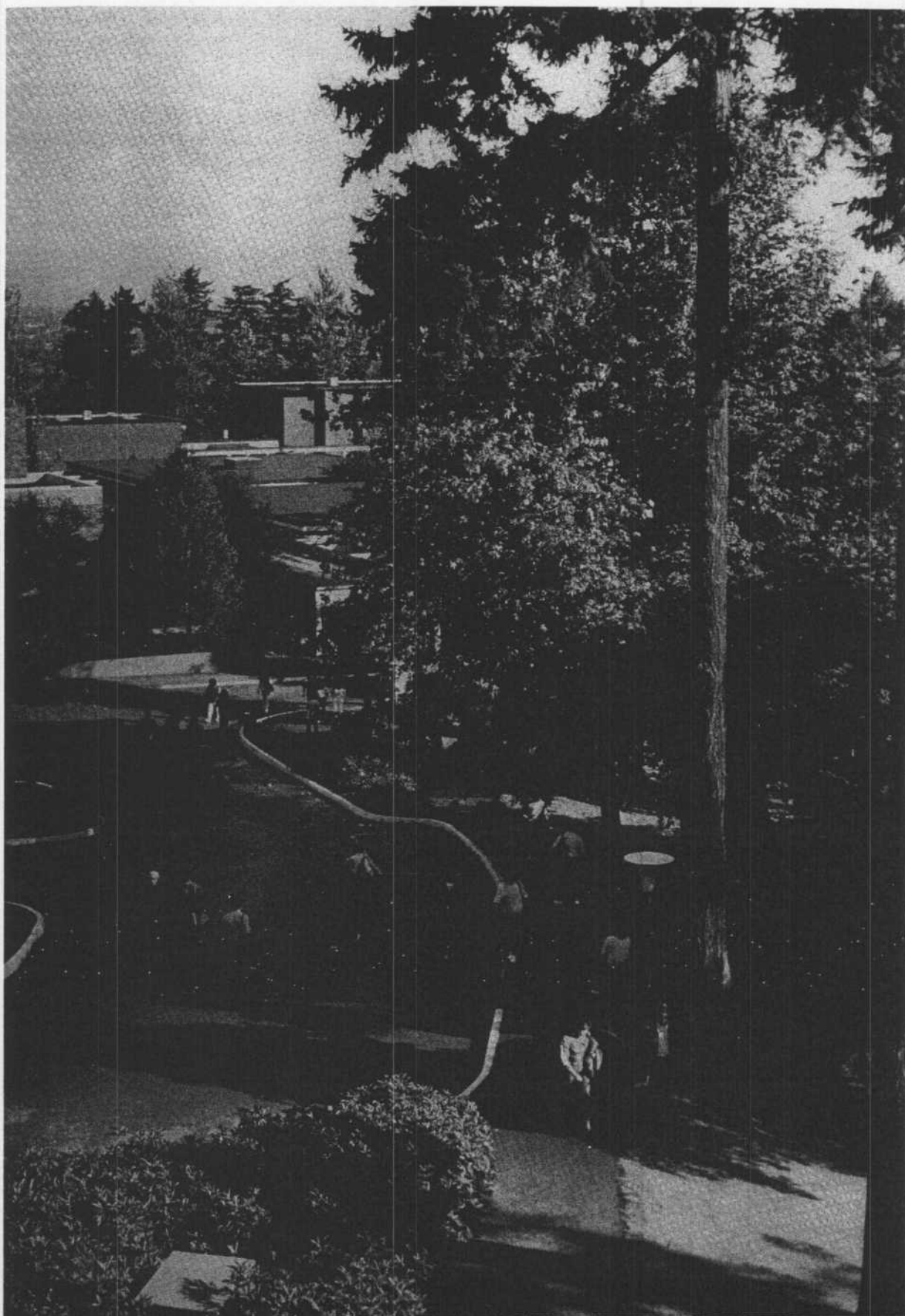
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INFANT DEVELOPMENT/DEVELOPMENT DISORDERS

Instructor: Staff

Prerequisite: None

Credit: 3 quarter hours



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Preservice M.A.T. Program in Language Arts and Social Studies

The preservice M.A.T. Program is a 15-month, fifth-year program that leads to teacher certification and a master's degree. The mission of the program is to provide a liberal arts and field-based environment in which prospective teachers acquire the characteristics necessary to function effectively in the schools as well as to improve the quality of teaching and learning.

In the tradition of M.A.T. programs, students divide their coursework between liberal arts and professional education. The program begins in mid-June with on-campus

courses in the liberal arts and a seminar exploring essential questions about the purposes of education. This seminar, involving field experience at several levels of schooling, includes tutoring and ethnographic observation.

During the academic year, the professional education curriculum is concentrated around critical areas in secondary education: student development and learning, classroom pedagogy, curriculum and subject matter knowledge, and knowledge of self as a teacher. This concentration is based on the belief that prospective teachers are best initiated into the complex demands of teaching through a focused examination of key areas. The field component involves working under the direction of master teachers who have cooperated with Lewis & Clark faculty in planning the program. Liberal arts courses offered during the academic year enable students to research, under the guidance of Lewis & Clark liberal arts faculty, areas they wish to teach.

During the final summer of the program, students take liberal arts and education courses in an on-campus seminar that integrates their learning in the program, particularly in relation to themselves as teachers.

Students who successfully complete this nationally accredited program earn basic certification in Oregon and can acquire certification to teach in the schools of other states.

The program:

- Combines campus-based and field-based learning with master teachers participating in a clinical component.
- Provides a community of educators who support preservice teachers through their induction into the schools.
- Integrates liberal and professional learning.
- Offers a coherent program of study that integrates knowledge about the purposes of schooling, student development, classroom pedagogy, teacher development and learning, and curriculum and subject matter.

■ Brings prospective and practicing teachers, counselors, and educational and public administrators together in innovative ways for part of their education.

■ Incorporates the institution's commitment to intercultural and international understanding; to balanced exploration of the perspectives, traditions, and contributions of women and men; and to reflection on the ethical and moral dimensions of a diverse community in an interdependent world.

Admission

Talented liberal arts graduates in the humanities and social sciences who have completed little or no coursework in professional education and who are interested in preparing to be language arts or social studies teachers in middle or secondary schools should apply.

Persons who have been out of college for some time but now seek to prepare to teach, as well as recent graduates, are encouraged to apply. The number of candidates who can be admitted is projected at 15 for each of the subject matter endorsement areas.

Staff and faculty of the M.A.T. Program are available to answer questions about the program and to assist individuals as they explore this career option. Interested individuals should call 503-293-2731 or write to Mary Kay Tetreault, assistant professor of education, Lewis & Clark College, Portland, Oregon 97219.



Preservice Program Calendar 1987-88

Applications received:

February 1-April 1, 1987

Notification of acceptance:

April 15, 1987

Orientation for new students:

June 20, 1987

Summer quarter:

June 22-August 14, 1987

School year 1987-88:

September 14, 1987-June 10, 1988

Conferral of degrees:

August 1988

Tuition and Fees

Graduate tuition at Lewis & Clark is \$105 per quarter hour for the 1986-87 academic year. The approximate cost for tuition for the entire program is \$6,250. The college reserves the right to change tuition and fees or both for the 1987-88 academic year.

Financial Aid

The college participates in National Direct Student Loan, Guaranteed Student Loan, and PLUS loan programs. A limited number of scholarships are available on a competitive basis to full-time students.

Core Curriculum

The Core Curriculum is a requirement of all master's degree students. The Core Curriculum is described in detail in an earlier section of this catalog; however, you should consult your advisor or program director for the specific core requirements for the master of arts in teaching.

Degree Requirements

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

Inservice M.A.T. Programs

The inservice M.A.T. degree at Lewis & Clark is for elementary and secondary teachers wishing to extend and integrate their intellectual, personal, and professional development. When appropriate, teachers may also acquire Oregon Standard Teaching



Certification. The program's curriculum continues the tradition of the degree by requiring approximately an equal number of liberal arts and professional education courses.

The elementary program focuses on coursework and experience appropriate for the teacher of the self-contained classroom, grades PP-9, and encourages an interdisciplinary examination of subject matter. The objective of the secondary program is to develop exceptional competence in teaching one of several academic disciplines, grades 5-12. Standard subject matter endorsement areas available to secondary program students are: art, drama, foreign languages, health education, health education (combined), language arts, music, physical education, science, social studies, and speech.

A student may wish to complete a second basic subject matter endorsement as part of the M.A.T. Program instead of a standard subject matter endorsement. Basic endorsement programs are offered in the disciplines listed above.

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

Resources for Nondegree Study

Four postbaccalaureate 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, Basic Subject Matter Endorsement for those with Basic Certification who wish an additional subject matter endorsement, and Basic Reading Endorsement. See graduate certification and endorsement programs below.

Admission to these certification programs requires application. Students may take courses on Special Student status for one term without formal admission at the discretion of the program director. See "Student Status" in the Policies and Procedures Section of this catalog.

Special Features

Consistent with the mission of the college, the program's course of study emphasizes intercultural perspectives, the traditions 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 courses which examine research and issues in science and technology. Each course is specifically designed to deal directly with the elementary and secondary teacher's needs, while updating general understanding in the area.

Admission

The program faculty is committed to accepting individuals who:

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

- 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 seeking admission to graduate study:

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

Meeting these minimum requirements does not guarantee admission. Conditional admission may be granted to candidates who do not meet all of the above requirements if other indicators suggest probable success in the program.

Applications are accepted throughout the year. Local 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 Teacher Education Office, 503-293-2731. 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 ability 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 is 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 take a maximum of 10 quarter hours, for one term only, 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 until officially notified.

Advancement to Degree Candidacy

After no more than 18 quarter hours, each student's work is evaluated by the program director to determine whether the student is allowed to advance to candidacy for the 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 their degree or certification goals. Responsibility for making such arrangements rests with the student.

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



Offices and Hours

Located in Albany Quadrangle, the M.A.T. 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 M.A.T. Program receive institutional recommendation to the Teacher Standards and Practices Commission (TSPC) for the standard certificate. Certification programs are identified in the program descriptions in this catalog. Students should note that they must individually apply to TSPC by submitting a completed C-2 form to Carol Cooper, director of teacher placement, located in Albany Quadrangle, 503-293-2739.

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

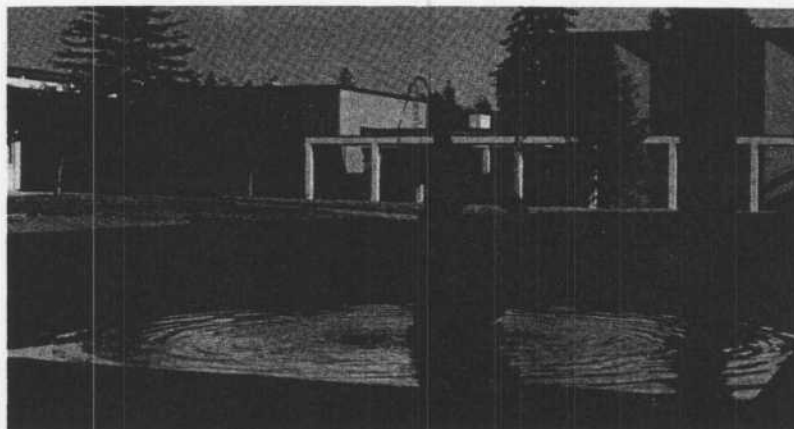
Core Curriculum

The Core Curriculum is a requirement of all master's degree students. The Core Curriculum is described in detail in an earlier section of this catalog; however, you should consult your advisor or program director for the specific core requirements for the master of arts in teaching.

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 coursework with essentially the same content as that of any required course may substitute education electives with the consent of their advisors.



Students choose other education electives and subject matter courses to meet professional and intellectual needs.

Programs of study are planned in consultation with a graduate education advisor. Credit requirements represent a minimum number of hours rather than figures that must be reached exactly.

Degree Requirements

A minimum of 54 quarter hours, distributed as follows.

Required education courses

500 Researching Teaching Goals and Strategies, 3 quarter hours

501 Evaluating the Outcomes of Teaching, 3 quarter hours

502 The Personal and Social Dimensions of Teaching, 3 quarter hours

503 Student Development and Learning, 3 quarter hours

504 Individuals in the Classroom, 3 quarter hours

505 Teaching and Learning in Elementary Schools, 3 quarter hours

506 Practicum in Elementary Teaching, 2 quarter hours

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

Required liberal arts courses

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

Elective courses

Four quarter hours chosen from education or liberal arts offerings.

Core courses

Seven quarter hours. Some of the core requirements may apply to added certification endorsements.

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 coursework with essentially the same content as that of any required course may substitute education electives with the consent of their advisors. Students choose other education electives and liberal arts courses to meet professional and intellectual needs. Each student develops an individual program in consultation with a faculty advisor. Credit requirements represent a minimum number of hours rather than figures that must be reached exactly.

Degree Requirements

A minimum of 54 quarter hours, distributed as follows.

Required education courses

500 Researching Teaching Goals and Strategies, 3 quarter hours

501 Evaluating the Outcomes of Teaching, 3 quarter hours

502 The Personal and Social Dimensions of Teaching, 3 quarter hours

503 Student Development and Learning, 3 quarter hours

504 Individuals in the Classroom, 3 quarter hours

507 Teaching and Learning in Secondary Schools, 5 quarter hours

508 Practicum in Secondary Teaching, 2 quarter hours

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

Required liberal arts courses

Students choose one of these options:

1. A minimum of 20 quarter hours in the area of basic subject matter endorsement (noneducation course numbers).

2. Completion of 20 quarter hours in a second basic subject matter endorsement in one of the following disciplines: art, foreign language, health, language arts, music, physical education, science, or social studies.

Note: These credits satisfy degree requirements; most basic endorsements require additional credits. Basic endorsements in combined health, basic mathematics, and reading do not satisfy this requirement.

Elective courses

Two quarter hours

Core courses

Seven quarter hours. Some of the core requirements may apply to added certification endorsements.

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.

The degree provides flexibility to help experienced teachers identify their individual learning needs and select appropriate courses and programs. The program assumes that each student has previous academic background, work experience, and professional needs that do not lend themselves to a preset program of studies. The program is often appropriate for Washington teachers seeking a fifth-year certificate and for students in the joint M.A.T./Educational Administration Program.

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

Degree Requirements

A minimum of 54 quarter hours distributed as follows.

Required education courses

500 Researching Teaching Goals and Strategies, 3 quarter hours

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

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

Subject matter courses

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

Core courses

Seven quarter hours.

Master of Arts in Teaching: Music

The Lewis & Clark graduate program in music leads to the M.A.T. degree and certification for the teaching professional. Programs are designed

with a high degree of individuality and seek to achieve a balance between musical, philosophical, and practical growth.

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

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

Resources for Nondegree Students and Special Programs

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

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

Degree Program

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



ments for Oregon standard certification.

Admission

1. A bachelor of music education or equivalent degree with music as a major.
2. Teaching experience or evidence of demonstrated aptitude.
3. Interview with the director of graduate studies in music.

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

Core Curriculum

The Core Curriculum is a requirement of all master's degree students. The Core Curriculum is described in detail in an earlier section of this catalog; however, you should consult your advisor or program director for the specific core requirements for the master of arts in teaching.

Degree Requirements

A minimum of 54 quarter hours distributed as follows.

Required courses

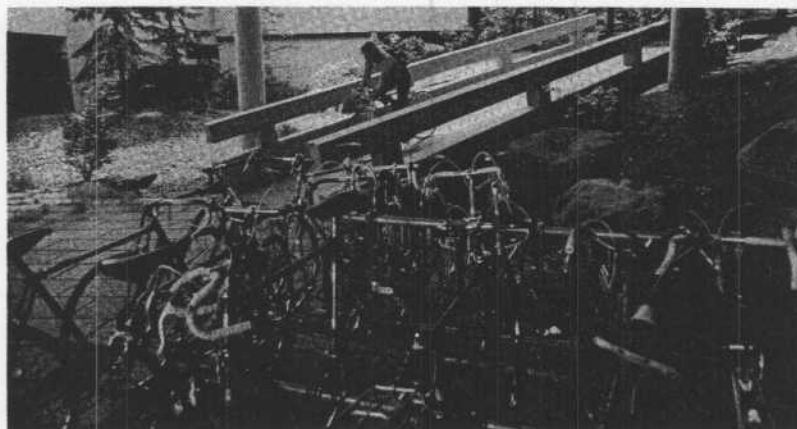
MuE 581 Introduction to Research in Music Education, 5 quarter hours
ED 503 Student Development and Learning, 3 quarter hours
ED 504 Individuals in the Classroom, 3 quarter hours
ED 507 Teaching and Learning in the Secondary Schools, 5 quarter hours
ED 508 Practicum in Secondary Teaching, 2 quarter hours
MuE 584 Seminar in Music Education, 4 quarter hours
MuE 585 Personal and Professional Dimensions of Teaching Music, 3 quarter hours

Subject matter (professional music) courses

20 quarter hours selected from graduate music courses

Core and elective courses

Nine quarter hours



Graduate Certification and Endorsement Programs

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

1. The Basic Teacher Certification Program leads to the Oregon Basic Teaching Certificate, elementary or secondary, for those students holding a bachelor's degree but no teaching credentials.
2. The Basic Subject Matter Endorsement Program is for elementary and secondary teachers who already hold an Oregon Basic Teaching Certificate and who wish only to obtain an additional basic subject matter endorsement.
3. 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. Consult Jane Braunger, acting director of the reading program, for program information and advising.
4. 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.

Admission

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

Applicants for the Basic Teacher Certification Program should phone Suzy Downey, 503-293-2741, for program materials and applications. Request basic certification materials, not M.A.T. applications.

Core Requirements

The Core Curriculum is a requirement of all master's degree students. The Core Curriculum is described in detail in an earlier section of this catalog; however, you should consult your advisor or program director for the specific core requirements for a master of arts in teaching.

Program Requirements: Elementary or Secondary Standard Certification

A minimum of 45 quarter hours, distributed as follows.

Required education courses

500 Researching Teaching Goals and Strategies, 3 quarter hours
501 Evaluating the Outcomes of Teaching, 3 quarter hours
503 Student Development and Learning, 3 quarter hours
504 Individuals in the Classroom, 3 quarter hours

Elementary certification courses

505 Teaching and Learning in Elementary Schools, 3 quarter hours
506 Practicum in Elementary Teaching, 2 quarter hours

TEACHER EDUCATION PROGRAMS

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Secondary certification courses
507 Teaching and Learning in Secondary Schools, 5 quarter hours
508 Practicum in Secondary Teaching, 2 quarter hours

Required liberal arts courses

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

Elective courses

A minimum of 8 quarter hours for elementary and 6 quarter hours for secondary certification selected from education or liberal arts courses.

Program Requirements: Basic Subject Matter Endorsement

Programs leading to Basic Subject Matter Endorsement are offered in art, biology, foreign language, health education (combined), language arts and social studies, basic mathematics

(combined), advanced mathematics, music, physical education, physical science, reading, social studies, speech, and drama. Consult a M.A.T. advisor to determine specific endorsement requirements.

Reading endorsement information is available in the M.A.T. office from Jane Braunger.

For additional information on all postbaccalaureate nondegree programs in teacher education consult Richard Steiner, director of teacher certification, 503-293-2656.

Faculty

The M.A.T. faculty is composed of individuals who believe that a combination of liberal arts courses and education classes develops the strongest teachers and educators. All of the full-time faculty have 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.

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 worldwide 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.

Full-Time Faculty

Vern Jones, professor of education. Ph.D. University of Texas. B.A. Lewis & Clark College.

Zaher Wahab, professor of education. Ph.D., M.A. Stanford University. M.A. Columbia University. B.A. American University of Beirut.

Jim Wallace, professor of education. Ed.D., M.Ed. Harvard University. M.A. Haverford College. B.A. Earlham College.

Charles (Kip) Ault, associate professor of education. Ph.D. Cornell University. A.B. Dartmouth College.

Glennellen Pace, associate professor of education. Ph.D., M.S. University of Oregon.

Mary Kathryn Tetreault, associate professor of education. Ed.D. Boston University. M.A.T. University of Chicago. A.B. Benedictine College.

Jane Braunger, visiting assistant professor of education. Ed.D. Portland State University. M.A.T. Northwestern University. B.A. St. Louis University.

Adjunct Faculty

Elizabeth Arch, adjunct professor of education. Ph.D. University of Southern California. M.A.T. University of Chicago. A.B. Stanford University.

Stephen Dow Beckham, professor of history. Ph.D., M.A. University of California, Los Angeles. B.A. University of Oregon.

Celeste Brody, adjunct professor of education. Ph.D. Ohio State University. M.A. Syracuse University. B.A. Catholic University of America.

Sylvia Cary, adjunct professor of music. Music coordinator, Portland Public Schools. Intercultural curriculum specialist. Ph.D. University of Oregon. M.A.T. Portland State University. B.A. University of Northern Colorado.



Marilyn Cover, special projects coordinator for the Tri-County Law Related Education Project. J.D. Cleveland-Marshall College of Law, Cleveland State University. B.A. Hiram College.

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

Susan Dunn, adjunct professor. Ed.D. University of Northern Colorado.

M.S. Portland State University. B.A. Western Washington State College.

Forrest Gathercoal, adjunct professor of public administration. J.D., LL.B., B.M. University of Oregon.

Sylvia Hart-Landsberg, adjunct professor of education. 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.

Christine Moore, adjunct professor of education. M.A. University of Southern California. B.A. California State University.

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

Patricia Neill-Carlton, adjunct professor of education. Ph.D., M.A. University of Colorado. B.S. University of Southern Colorado.

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

Richard Stiggins, adjunct professor of education. Ph.D. Michigan State University. M.S. Springfield College. B.A. State University College at Plattsburgh.



Curriculum

Note: Some of the courses listed may not be offered each year.

Inservice Program

500

RESEARCHING TEACHING GOALS AND STRATEGIES

Instructor: Stiggins/Staff

Content: 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.

Prerequisite: None; this course is to be followed by ED 501

Credit: 3 quarter hours

501

EVALUATING THE OUTCOMES OF TEACHING

Instructor: Stiggins/Staff

Content: 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

Credit: 3 quarter hours

502

THE PERSONAL AND SOCIAL DIMENSIONS OF TEACHING

Instructor: Wahab/Staff

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

Prerequisites: None

Credit: 3 quarter hours

503

STUDENT DEVELOPMENT AND LEARNING

Instructor: Staff

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

Prerequisite: ED 501 and ED 502 or consent of instructor

Credit: 3 quarter hours

504

INDIVIDUALS IN THE CLASSROOM

Instructor: Jones/Staff

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

Prerequisite: ED 503 or consent of instructor

Credit: 3 quarter hours

505

TEACHING AND LEARNING IN THE ELEMENTARY SCHOOLS

Instructor: Dunn

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

Prerequisite: ED 501 and ED 502 or consent of instructor; this course is to be followed by ED 506

Credit: 3 quarter hours

506

PRACTICUM IN TEACHING

Instructor: Dunn

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

Prerequisite: ED 505

Credit: 2 quarter hours

507

TEACHING AND LEARNING IN THE SECONDARY SCHOOLS

Instructor: Braunger/Staff

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

Prerequisite: ED 501 and ED 502 or consent of instructor; this course is to be followed by ED 508

Credit: 5 quarter hours

508

PRACTICUM IN TEACHING

Instructor: Braunger/Conrath

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

Prerequisite: ED 507

Credit: 2 quarter hours

509

Q.E.D. SEMINAR

Instructor: Staff

Content: An opportunity to integrate what students have learned. In consultation with the instructor, students define and answer questions related to their teaching and intellectual and professional development. The seminar meets as a group during the term.

Prerequisite: ED 506 or ED 508

Credit: 3 quarter hours

511

MANAGING AND MOTIVATING STUDENT BEHAVIOR

Instructor: Duke/Jones

Content: 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.

Prerequisite: ED 503

Credit: 3 quarter hours

529

LANGUAGE ACQUISITION AND DEVELOPMENT

Instructor: Moore

Content: How human beings learn their native language and what it is people know when they have learned a language. This understanding is used to formulate a school environment which maximizes language learning potential, identifying both the learner's and the teacher's 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.

Prerequisite: None

Credit: 3 quarter hours



532

ASSESSING READING STRATEGIES/PRACTICUM

Instructor: Moore

Content: Combined seminar and practicum to familiarize the classroom teacher or reading specialist with (1) a language orientation to the diagnosis of reading problems, (2) the causes and correlations of reading disability, (3) assessment procedures in reading, and (4) an introduction to remedial strategies which can facilitate improvement. Students assess a reader and develop a profile of her/his strategies. Profile is used to design and implement an instructional plan to aid the reader in developing effective, efficient reading strategies.

Prerequisite: None

Credit: 3 quarter hours

533

INNOVATIONS IN READING, K-12

Instructor: Buttler

Content: Survey and examination of methods and materials to be used in a whole-language based reading program, including integration of reading and writing processes. Students develop curricular plans to implement in the classroom, emphasizing language-based, student-centered activities that create an integrated environment.

Prerequisite: None

Credit: 3 quarter hours

543

LAW AND PUBLIC EDUCATION

Same as EDAD 543.

576

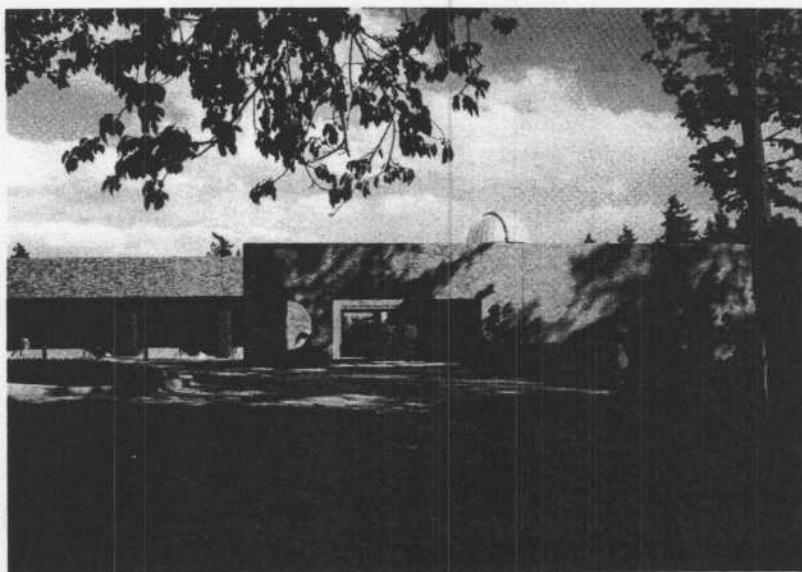
RESEARCHING AND TEACHING THE LANGUAGE ARTS

Instructor: Braunger

Content: 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 are also examined to see how language can be developed in those areas.

Prerequisite: LA 500 recommended

Credit: 3 quarter hours



598

COMPUTERS FOR EDUCATORS I

Instructor: Geldaker

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

Prerequisite: None

Credit: 3 quarter hours

598

CULTURE AND LITERACY

Instructor: Thacker

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

Prerequisite: None

Credit: 3 quarter hours

598

SOCIAL STUDIES INSTRUCTION, CURRICULUM, AND EVALUATION

Same as SS 501.

598

WRITING WORKSHOP

Same as LA 598.

Educational Administration

EDAD 513

LEADERSHIP SEMINAR

Instructor: Duke/Morgan/Schmuck

Content: Understanding how concepts of leadership have evolved over the past 300 years serves as the initial focus for this interdisciplinary course. Students consider a variety of issues related to leadership in organizations, including moral ambiguity, increasing complexity, and inequities in access to leadership.

Leadership problems are drawn from private industry, government, and education. This course is appropriate for students in teacher preparation, educational administration, public administration, and for selected undergraduates.

Prerequisite: None

Credit: 3 quarter hours

Health and Physical Education

HPE 514

FITNESS: EVALUATION AND PRESCRIPTION

Instructor: Staff

Content: Study of techniques and interpretation of results of individual physical fitness programs.

Prerequisite: None

Credit: 3 quarter hours

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HPE 562

COMMUNITY HEALTH PROBLEMS

Instructor: Staff

Content: Designed to acquaint in-service teachers with health problems in a community and to make them aware of the agencies that cope with these problems.

Prerequisite: None

Credit: 3 quarter hours

HPE 572

HUMAN SEXUALITY

Instructor: Staff

Content: Study of contemporary issues affecting human beings as males and females. Approaches to education concerning human sexuality.

Prerequisites: None

Credit: 3 quarter hours

Language Arts

LA 500

LANGUAGE ACQUISITION AND DEVELOPMENT

Same as ED 529.

LA 501

RESEARCHING AND TEACHING THE LANGUAGE ARTS

Same as ED 576.

LA 502

INNOVATIONS IN READING: K-12

Same as ED 533.

LA 531

WRITING AND THE WRITING PROCESS

Instructor: Hubbuch

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

Prerequisite: None

Credit: 3 quarter hours

LA 598

WRITING WORKSHOP

Instructor: Staff

Content: Designed for M.A.T. students who wish to pursue writing beyond that which they have done in other courses, including Writing and the Writing Process. The content of this course is the writing that students bring to each class and the responses offered by all class members. Whether a particular class focuses on fiction, nonfiction, or a combination of the two forms is at the discretion of the instructor.

Prerequisite: None

Credit: 2 quarter hours

LA 598

NOVELS: BRITISH AND AMERICAN

Instructor: Lockwood

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

Prerequisite: None

Credit: 3 quarter hours

LA 598

CULTURE AND LITERACY

Same as ED 598.

LA 598

TEACHING AND WRITING POETRY

Instructor: Stafford

Content: 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.

Prerequisite: None

Credit: 3 quarter hours

LA 598

ADVANCED TEACHING STRATEGIES FOR THE WHOLE LANGUAGE CLASSROOM

Instructor: Buttler/Lewis

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

Prerequisite: LA 530 or LA 502

Credit: 3 quarter hours

Music

MuE 581

INTRODUCTION TO RESEARCH IN MUSIC EDUCATION

Instructor: Cary

Content: Practical research questions



in music education including problem identification, influencing variables, tools of research, interpretation of data, and music measurement. Effectiveness and measurement of outcomes of teaching is also discussed.

Prerequisite: None

Credit: 5 quarter hours

MuE 584

SEMINAR IN MUSIC EDUCATION

Instructor: Staff

Content: This class focuses on the philosophy of the what and why of teaching music. Topics include goal setting, problem solving, alternative methods of teaching, evaluation, and current issues and problems that are salient to the school music teacher including stress management, budgets, and curriculum.

Prerequisite: ED 507

Credit: 4 quarter hours

MuE 585

PERSONAL AND PROFESSIONAL DIMENSIONS OF TEACHING MUSIC

Instructor: Staff

Content: This class provides an opportunity for individual reflection about one's role as a music teacher. It also provides a context to integrate into practice the material discussed in MuE Seminar 504. On-site visitation of teachers is often a component of this course.

Prerequisite: MuE 584

Credit: 3 quarter hours

Science and Science Education

SCI 500

CURRENT TOPICS IN SCIENCE AND TECHNOLOGY

Instructor: Staff

Content: 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 meets at the Oregon Museum of Science and Industry and at the Oregon Graduate Center.

Prerequisite: None

Credit: 3 quarter hours



SCI 501

SCIENCE AND TECHNOLOGY EDUCATION STRATEGIES AND CURRICULA

Instructor: Staff

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

Prerequisite: None

Credit: 3 quarter hours

SCI 502

THE NATURE OF SCIENCE AND TECHNOLOGY EDUCATION

Instructor: Staff

Content: Research on the development of scientific and technological literacy and the goals of science and technology education. Another component is 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 meets at the Oregon Museum of Science and Industry.

Prerequisite: None

Credit: 3 quarter hours

SCI 598

COMPUTERS FOR EDUCATORS II

Instructor: Geldaker

Content: 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 what it means to write a computer program; and wish to extend their programming ability using BASIC.

Prerequisite: None

Credit: 3 quarter hours

SCI 598

SCIENCE CONTENT UPDATE

Instructor: Staff

Content: A content course designed for elementary and middle school teachers. The content fall term is earth and space sciences; winter term, physical sciences; spring term, life sciences. Each class includes 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.

Prerequisite: None

Credit: 3 quarter hours

TEACHER EDUCATION PROGRAMS

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Social Studies SS 501

SOCIAL STUDIES: INSTRUCTION, CURRICULUM, AND EVALUATION

Instructor: Staff

Content: Builds on elementary and secondary teachers' previous courses in social studies education and experiences as classroom teachers to improve instruction and evaluation in social studies programs. Students refine a rationale for teaching social studies, examine selected social studies curricula, and implement and evaluate curricula and teaching strategies in the classroom.

Prerequisite: None

Credit: 3 quarter hours



SS 530

PSYCHOLOGICAL ANTHROPOLOGY

Instructor: Hart-Landsberg

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

Prerequisite: None

Credit: 3 quarter hours

SS 550

TEACHING CITIZENSHIP (K-12)

Instructor: Cover

Content: Theories of citizenship education and appropriate teaching strategies. Law-related education curriculum projects, mock trials, courthouse tours, and literature are used. Special emphasis on teaching the bicentennial of the United States Constitution. The course enables teachers to help students become more active and involved citizens. Credit can apply toward certification requirement in state and local government.

Prerequisite: None

Credit: 3 quarter hours

SS 510

HISTORY AND CULTURE OF THE AMERICAN INDIAN

Instructor: Beckham

Content: The purposes of archaeology and its contributions to the understanding of prehistory of the American Indian, the culture-area hypothesis, Indian-white relations, patterns in Indian policy and Indian responses to those programs, and American Indians today.

Prerequisite: None

Credit: 3 quarter hours

SS 511

AFRICAN-AMERICAN HISTORY

Instructor: Osterud

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

Prerequisite: None

Credit: 3 quarter hours

Preservice Program

ED 550

EDUCATION: PERSONAL AND PUBLIC ISSUES

Instructor: Wallace

Content: Education and schooling (particularly American) examined from the perspectives of history, sociology, anthropology, economics, politics, gender studies, law, literature, and other disciplines; education as a developing profession; teacher organizations and their effects; complex organizations and how to function effectively within them; teaching as a career.

Prerequisite: None

Credit: 3 quarter hours

ED 551

ETHNOGRAPHY AND FIELD EXPERIENCE

Instructor: Hart-Landsburg

Content: Instruction and practice in the ethnographic approach to researching and thinking about schools. Referring to their own research and that of educational anthropologists, students explore answers to the question, "What goes on in schools?" Their interpretations of the current reality in schools form the basis for ensuing discussions of a "What should a teacher do in schools?" and "What can a teacher do in schools?"

Prerequisite: ED 550

Credit: 2 quarter hours

ED 552

ADOLESCENT DEVELOPMENT AND LEARNING

Instructor: Staff

Content: Critiques and applications of classroom management theories and methods conducive to healthy adolescent development and learning. This course enables prospective teachers to (1) integrate field experience, empirical psychological research, and perspectives from other disciplines in examining adolescent physiological, psychological, cognitive, social, and moral development; (2) to understand how gender, race, ethnicity, social class, exceptionality, linguistic background, and social and institutional factors influence adolescent development.

Prerequisite: ED 550 and ED 551

Credit: 3 quarter hours



ED 553

CLASSROOM INSTRUCTION AND LEARNING I

Instructor: Braunger/Tetreault

Content: Integration of previous courses with students' emerging ideas of themselves as teachers. This course enables preservice teachers to (1) develop a student-centered philosophy of teaching; (2) learn teaching methodologies and materials compatible with that philosophy and appropriate to particular groups of students; (3) develop a rationale and methodology for integrating reading, writing, and visual literacy into the curriculum; (4) observe and engage in collaborative teaching with an excellent secondary school teacher.

Prerequisite: ED 552

Credit: 6 quarter hours

ED 554

CLASSROOM INSTRUCTION AND LEARNING II

Instructor: Braunger/Tetreault

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

Prerequisites: ED 553

Credit: 12 quarter hours

TEACHER EDUCATION PROGRAMS

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ED 555

EDUCATION: EXPERIENCE AND MEANING

Instructor: Staff

Content: Information and ideas derived from the previous 12 months of the program are synthesized, articulated, and examined in the light of educational research. Students review their learning in the schools and in their education and content classes and develop seminar papers which integrate and critique that learning. The course returns to some of the issues studied the previous summer in "Education: Personal and Public Issues" and reexamines them with the perspective of experience in M.A.T. classes and in the schools. These issues vary from summer to summer, but include issues of equity, school finance, educational politics, teacher organizations, and professionalism.

Prerequisite: ED 554

Credit: 3 quarter hours

LA 508

SS 508

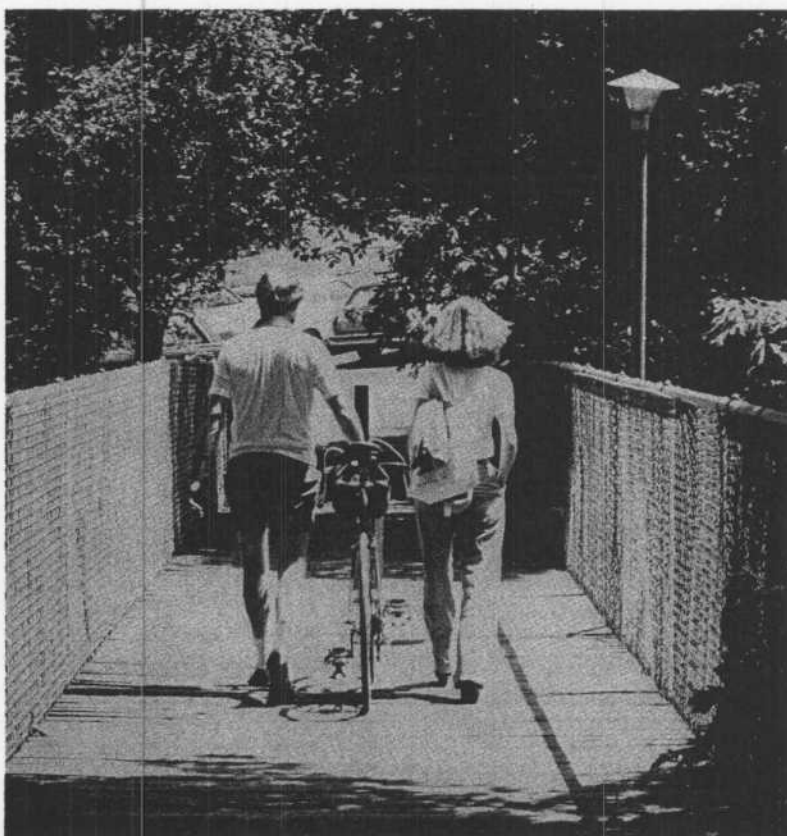
RESEARCHING THE HUMANITIES AND SOCIAL SCIENCES

Instructor: Liberal arts faculty

Content: Research problems. Humanities and social science professors model research approaches in their disciplines. Students then apply appropriate research methodologies to a topic they wish to teach.

Prerequisite: ED 550 and ED 551

Credit: 3 quarter hours



LA 509

SS 509

RESEARCHING AND TEACHING THE CONTENT AREAS

Instructor: Braunger/Tetreault

Content: Draws on research completed the previous term. Students develop a teaching unit, in consultation with subject area specialists and the cooperating teacher, appropriate for a secondary school classroom. They teach and evaluate the unit in winter and/or spring terms. Where appropriate, attention is given to scholarship on women, cross-cultural relations, and international perspectives.

Prerequisite: LA/SS 508

Credit: 3 quarter hours



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 503-293-2670.

Cashier

The Cashier's Office, located in the basement of Odell Manor, is open from 9 a.m. to noon and 1 to 4 p.m., Monday through Friday. During the first two weeks of each term, the office remains open until 5 p.m. Contact the office to get information on

costs, to pay tuition and fees, to inquire about your account, to change an address to which billing should be sent, and to pick up your paycheck if you are working on campus. If payment of tuition and fees presents a problem, the Cashier's Office 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 or 503-293-2664 from off campus.

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. The first two weeks of each term, the store is open from 6-8 p.m. Monday through Thursday, (except summer school). 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 503-293-2694.

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 is allowed in the Aubrey Watzek Library to protect the 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 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 is then 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 is reduced by half. If you lose a book, report it to the circulation desk immediately. The library then stops the fine and is alerted to look for the book. If you do not find the book, you are 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 cents for each hour overdue, one-day reserve books are 25 cents for the first hour overdue and 10 cents for each hour thereafter, and three-day books are 25 cents 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 five cents 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 locates the requested material at the nearest possible library.

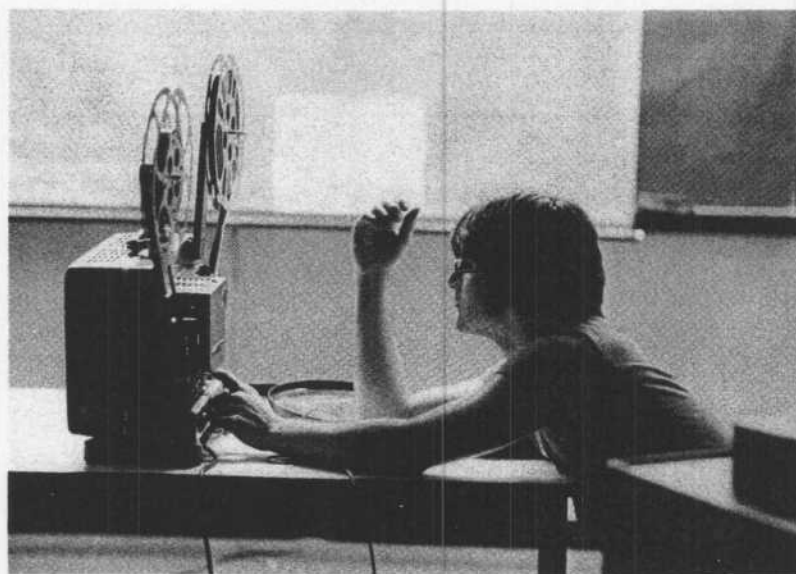
Materials at Portland State University are picked up by a student courier within 72 hours of a request. Most articles and books not at Portland State are available at other libraries in Oregon; delivery time for those is generally less than 10 days. Out-of-state requests are sent on a computer and turn-around time averages 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 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 indexes, 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 interviews you to ascertain your needs and construct a search strategy, then performs 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 is adequate material available to you without a computer search. The reference librarian can help determine that. This service is provided free.

Media Services

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

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

If you wish to rent a film or search through film catalogs, the media services assistant can help you. All rented or 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 takes about an hour. You and the subject specialist discuss your topic and which subject headings, reference books, and indexes are most helpful to you. You are responsible for doing the research yourself, but this service helps 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 do this together. The result is usually 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 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

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

The college offers several levels of computer science courses. In these courses students learn how to use the computer as a tool in other courses or in future occupations.

Students may use spread-sheet and database software on micro-computers as well as interactive simulations of business and linear programming packages. Students may investigate organizational theory by altering variables in a computer model of the decision-making process. For the statistical analysis of large sets of data, faculty and students have available the most complete versions of SPSS-X and IMSL. Substantial text processing, database, and graphics application packages are also available.

Facilities

Computing facilities include a large VAX II/780 with both VMS and UNIX licenses, substantial software, very adequate terminal access, and a micro-computer lab in the library. A separate mini-computer serves Lewis & Clark administrative needs. These facilities continually expand as computing becomes an integral part of college life.

Assistance

The Office of Computing Services provides several forms of assistance to computer users. Terminal room and micro lab assistants maintain the public rooms and help students run programs. User consultants implement and maintain software necessary for academic programs. The staff also offers noncredit seminars and workshops on micro-computer and general topics. A *Lewis & Clark User Manual for Computing Resources* is sold in the campus bookstore.

For further information phone 503-293-2748.

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 or 503-293-2744.

Math Skills Center

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

Duplicating Services

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

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 resident students. Breakfast, lunch, or dinner meal tickets may be obtained from the Saga Office. In addition, full-time students can take advantage of 20-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.-8 p.m.; Friday, 7 a.m.-7 p.m. Vacation schedules vary; for information phone x6749 or 503-246-5639.



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

Emergency Procedures

In an 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 responds directly and calls for necessary assistance from the Student Health Center 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 consent. Counseling summary notes are considered the private property of the counselor and are released only to professional counselors with the written consent 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 or 503-293-2682.

Career Planning and Placement

The Career Planning & Placement Center is located in the Gatehouse at the main entrance to campus. The center maintains an excellent circulating library containing information about work and information on hundreds of companies. Professional career counselors are available to talk with you about career interests. The office is open 8:30 a.m.-noon and 1:15-5 p.m. Drop in anytime during the work day or phone x6721 for an evening appointment.

The Professional Education Placement Office is located in Albany Quadrangle. This facility provides information on job vacancies, sets up placement files, and is the

only place on campus where Oregon TSPC Certification applications are processed. The office is open 8:30 a.m.-5 p.m., Monday through Friday. Phone 293-2739.

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.

Further Information

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



Administration

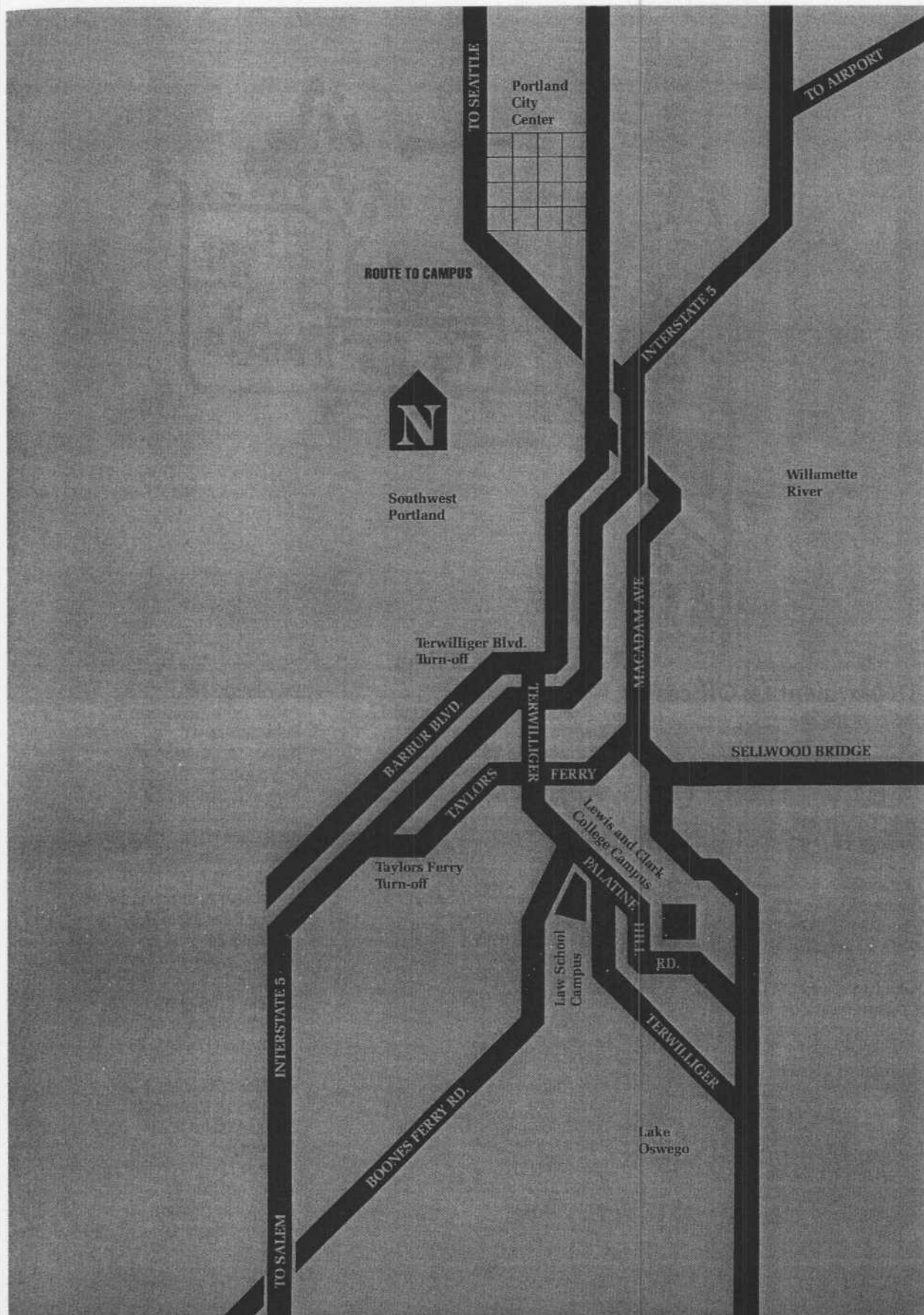
President: James Gardner, 503-293-2650.
 Provost: Jacqueline Mattfeld, 503-293-2653.
 Dean of the Graduate School: Roger Paget, 503-293-2656.
 Associate Dean of the Graduate School: Carolyn L. Bullard, 503-293-2656.
 Assistant Dean of the Graduate School: Richard Steiner, 503-293-2656.
 Director of Aubrey Watzek Library: Randy Colver, 503-293-2763.
 Director of the Counseling Psychology Program: Michael Stark, 503-293-2729.
 Director of the Teacher Preparation Program: Vern Jones, 503-293-2741.
 Director of the Public Administration Program: Douglas Morgan, 503-293-2719.

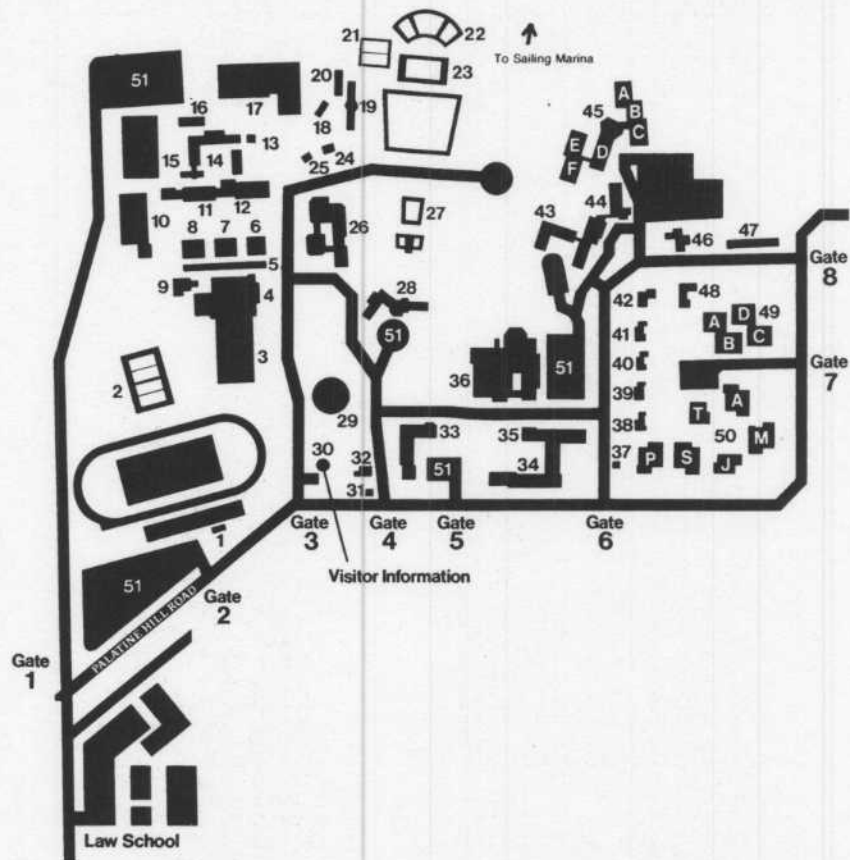
Director of the Educational Administration Program: Daniel Duke, 503-293-2742.
 Director of the Special Education-Hearing Impaired Program: H. William Brelje, 503-293-2756.
 Director of Continuing Education: Glen Fahs, 503-293-2758.

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
 TCC: Templeton College Center
 Thr: Throckmorton Classrooms
 TTD: Special Education-Hearing Impaired

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