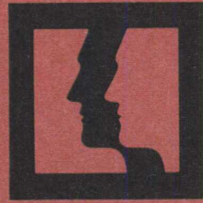

GRADUATE SCHOOL

OF PROFESSIONAL STUDIES



1984-85
LEWIS & CLARK
COLLEGE

C O N T E N T S

Introduction, page 1
Counseling Psychology, page 2
Educational Administration, page 10
Master of Arts in Teaching, page 16
Music, page 24
Public Administration, page 28
Special Education-Hearing Impaired, page 34
Policies & Procedures, page 36
Calendar, 39
College Resources & Services, page 42
Course Schedule, page 46
Administration, page 52
Campus Map, page 52

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

Telephone 503-244-6161

GRADUATE STUDY

Lewis & Clark College welcomes as graduate degree and certification candidates those individuals who are ready to test their full intellectual potential, accept responsibility for the quality of their graduate study, and contribute to the expanding horizons of human knowledge in their chosen fields. Graduate study embodies an intense commitment to higher education.

Lewis & Clark's master's programs seek to extend our knowledge of administration, music, counseling psychology, and education. Given this orientation, the Graduate School of Professional Studies draws together personal and physical resources to enable master's students to pursue and achieve a new sense of professionalism within their roles in the public, private, and nonprofit sectors of our society.

Dedicated to developing the greatest potential of each student, our faculty bring diverse, expert knowledge to their classrooms. Their first priorities are their students and their teaching. They underscore this central purpose by enhancing their own knowledge through ongoing research, writing, and contributions to their professions.

Each of the graduate programs at Lewis & Clark expects that students will bring similar commitments and energies to their chosen fields. Students find here a strongly personal environment that encourages, even requires, that they take optimum advantage of the resources available. In doing so, they are expected to learn from and challenge each other, as well as their instructors.

Lewis & Clark presents some unique opportunities. The graduate curriculum presents a range of programs and specializations for administrators, counselors, musicians, psychologists, and educators with diverse interests and needs. In addition, the college affords individuals rare opportunities to cross traditional boundaries. Students may draw together elements of several curricula and create very personal programs of study.

Since master's study is a serious undertaking, degree or certification requirements, policies, and other standards exist to ensure that programs are rigorous and respected. Changing needs and environments produce adjustments which reflect the continuing search for higher levels of quality.

Students, faculty, and staff at Lewis & Clark are engaged in this common endeavor.

Graduate Degree Programs

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

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

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

Master of Science in School Psychology (M.S.), for students seeking endorsement as school psychologists in Oregon.

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

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

Master of Music (M.M.) in Performance or Composition.

Master of Public Administration (M.P.A.), 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.

Graduate Nondegree Programs

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

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

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



Douglas F. Morgan
Acting dean and director of the Public Administration Program. Ph.D., M.A. University of Chicago. A.B. London School of Economics and Claremont Men's College.

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 and in the community. Curricular options also exist for those professionals who would like to concentrate on research and ultimately pursue a doctoral degree.

All programs are individually tailored to the student and include the possibility of cross-discipline work in law, administration, education, and other graduate offerings. Psychology courses are offered primarily in the evening during the academic year, to accommodate the working student.

Coursework responds to the realities faced by mental

health professionals: human sexuality, clinical issues with women, drugs and behavior, adult development and gerontological counseling, and other current issues.

Challenging practicum experiences balance academic study. Practicum assignments may include college counseling, women's programs, mental health services, drug or pain clinics, and child and family services. Practicum work is video taped for review and training. The thoroughness of this approach is rewarded by a strong employment demand for Lewis & Clark counseling psychology graduates. All of the program's school psychologists have been placed, as has the majority of counselors.

Faculty

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

Admission

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

1. A baccalaureate degree from an accredited institution. Minimum standard for admission to the Master of Arts program is an 2.75 undergraduate GPA. Admission to the Master

of Science program requires a 3.0 minimum GPA. Two official transcripts from each institution attended (undergraduate and graduate) must be sent as a part of the application. Under special circumstances, students who do not meet the minimum GPA requirements may be admitted on probationary status.

2. Satisfactory scores within the last five years on the Graduate Record Examination Aptitude Test. The advanced test in psychology is not required. Applicants should realize there is a lag of several months between registering for the G.R.E. and receipt of those scores by the college.
3. Completion of the application form including three academic or professional references, a personal statement of philosophy and purpose, and a resume or vita.

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

Orientation

For those persons wishing additional information regarding programs or application procedures, optional 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 & Transfers

Students seeking master's degrees may petition to waive courses based on competence or experience. Preparatory courses (501, 502, 503, 504) that are waived need not be replaced. All other required or elective courses that are waived must be replaced.

Students seeking master's degrees may petition to transfer credits from another institution. The maximum transfer allowed to replace program requirements includes all of the preparatory courses plus an additional 15 quarter hours. This restriction on transfers does not apply to those students in school psychology or school counseling certification programs who are *not* seeking master's degrees.

FULL-TIME FACULTY



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

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



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

Master of Arts in Counseling Psychology

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

Degree Requirements

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

Required courses:

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

Elective courses:

Select a minimum of 2-1/2 credits of electives.

Master of Arts in Counseling Psychology: School Counseling

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

Eligibility for Basic Certification and Degree Requirements

A minimum of 7 credits distributed as follows.

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

Eligibility for Standard Certification and Degree Requirements

A minimum of 14 credits distributed as follows.

Required courses:

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

Elective courses:

Select a minimum of 1/2 credit of electives.

Master of Science in Counseling Psychology

This curriculum is designed for students who have demonstrated interest and potential in psychological research and who ultimately wish to pursue a doctorate in psychology. Students in this curriculum are encouraged to select a thesis advisor early in the program (within the first term of enrollment, if possible) who will then help them select their courses and thesis area. The thesis is a large part of the program and students should begin to think about it early in their graduate careers.

Degree Requirements

A minimum of 15 credits distributed as follows.

Required courses:

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



Rebecca Propst

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

Steve Waksman

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

570-571 Practicum in Child and Adolescent Psychology I & II OR **576-577** Practicum in Marriage and Family Counseling I & II, 1 credit
595 Master's Thesis Research, 1 credit per term for three terms. Should be taken concurrently with practicum.

Elective courses:

Select 2-1/2 credits of advanced clinical electives with advisor's approval.

Master of Science in School Psychology

Students may enter the program in school psychology with or without previous graduate training. Students who have had little or no related graduate work may earn a Master of Science in school psychology. Students who enter the program with a master's degree in a related graduate field may complete a specialization without the course work necessary for a new master's degree. Transcripts of previous graduate work will be evaluated by a faculty committee to determine the amount and kind of credit a student will receive toward the requirements of the Lewis & Clark program in school psychology.

Degree Requirements

A minimum of 18 credits distributed as follows.

Required courses:

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

Elective courses:

Select two courses for a minimum of 1-1/2 credits from the content areas of Learning Problems and Exceptionality and/or Consultation.

Curriculum

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

501*

Advanced General Psychology

Stark

The theory and research essential to the

understanding of human behavior. Areas covered will be principles of human learning, physiological bases of behavior, social interaction, development and adjustment, and abnormal behavior. The concepts and data will be examined with special emphasis on their applicability to counseling theory and techniques.

502*

Introduction to Statistics

Meyer

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

503*

Introduction to Counseling Psychology

McIlroy

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

504*

Child and Adolescent Development

Staff

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

511

Philosophy and Theory of Counseling Psychology

McIlroy

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

Prerequisites: PSY 501, 503.

512*

Values and Counseling

Propst

Belief and value systems that are held by individuals and pertain to the counseling situation. Topics are drawn from philosophy, religion, and psychology and concern questions of the nature of self, self-acceptance, self-transformation, and the individual's relation to the universal. Prerequisite: PSY 503.

519

Process and Outcome of Psychology

Stark

Constructive intervention procedures in a large

ADJUNCT

FACULTY

Helena Carlson

Ph.D. University of California at Riverside.

Robin De Vour

Ph.D. University of Portland.

Janet Jones

Ed.D. Oregon State University.

Barbara Kane

Ph.D. University of New Mexico.

Spero Manson

Ph.D. University of Minnesota.

Maureen McGuire

Ph.D. Rensselaer Polytechnic Institute, New York.

Margaret McKeen

Ph.D. University of Oregon.

Glenn Meyer

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

Evelyn Nast

Ph.D. University of Nevada at Reno.

Patricia Neill-Carlton

Ph.D. University of Colorado.

Dave Nelson

M.S. Portland State University.

Don Nickerson

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

Miriam Resnick
MSW New York
University.
Richard Rosenberg
Ph.D. Emory
University.
Lorah Sebastian
Ph.D. University of
Oregon.
Ricks Warren
Ph.D. University of
Oregon.
Judy Walker Weber
Ph.D. University of
Southern California.

group setting. Students will explore their own personalities in order to become more effective counselors. Students will also become familiar with the research literature regarding the effectiveness of psychotherapy in general and the relationship between particular counseling techniques and outcomes for specific client populations. Prerequisite: PSY 503.

520

Techniques of Counseling Psychology

Staff

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

521*

Program Planning and Evaluation

Staff

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

524*

Psychoeducational Assessment

Staff

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

525

Introduction to Assessment

Lindbloom

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

530*

School Counseling Professional Seminar I

Staff

Several important professional concerns and issues that students will confront in the role of school counselor. These include legal and ethical

issues, consultation methods, use of community resources, program administration, crisis intervention, and writing skills necessary for the school counselor. Prerequisite: PSY 511.

531*

School Counseling Professional Seminar II

Staff

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

535

Counseling Psychology Professional Seminar

Weber

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

540

Strategies for Behavior Change

Lindbloom

Strategies for overcoming self-defeating behavior and emotional reactions. Contingency management for children and adults, parent training, desensitization, behavior rehearsal, cognitive restructuring, multi-modal assessment and intervention, and related ethical and professional issues will be included. Prerequisites: PSY 511, 519, 520.

541

Instructional Consultation

Staff

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

542

Career Development and Life Style Counseling

McIlroy

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

545*

The Psychology of Exceptional Children

Waksman

Major categories of exceptionalities found in public schools. These will include the emotionally handicapped/behavior disordered, learning disabled, gifted, mentally retarded, hearing impaired, visually impaired, health impaired, non-English speaking students, and students with communication disorders. Students will examine the methods specialists employ to identify and evaluate these children and the resources available for helping them function effectively in school classrooms. Prerequisites: PSY 501, 502, 503 recommended.

546

Group Counseling
Nast/Kane

Areas of knowledge related to group work: major theoretical approaches, dynamics, ethical issues, research modes, process components, and impact of personal characteristics on others. Emphasis will be on acquisition of group leader skill competencies such as assessing readiness of clients, diagnosing self-defeating behaviors of group members, operationalizing a group counseling model, interpreting nonverbal behavior, pacing, dealing with problem group members, facilitation of group therapeutic forces, use of leader interventions. The course is designed to give practical experience in applying group knowledge and skills. Prerequisites: PSY 511, 519, 520.

547

Family Counseling
Propst

The significant schools of family therapy. Reading will focus on structural, behavioral, analytic, and experiential family therapies. Emphasis will be on building a theoretical background. Class members will be expected to participate in role-playing of families over the duration of the course with this role-played family to be a model of therapeutic intervention. Attention will also be directed to the role that the therapist's own family of origin may exert on the therapy. Prerequisite: PSY 520.

548-549

Behavioral Consultation I & II
Waksman

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

550

Gestalt Therapy
Staff

Didactic and experiential approaches to Gestalt therapy. The course is designed to develop self-awareness, to use self-awareness for personal growth and larger human sensitivity, and to equip participants with the basic counseling skills used in the Gestalt method. Prerequisites: PSY 519, 520.

552*

Adult Development and Gerontological Counseling
Manson

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

554*

Advanced Personality Theory
Staff

Personality theory: its relationship to the theorist, its historical significance, its core assumptions, the therapy to which it gives rise, and the research it generates. In addition, current issues and new directions in personality are considered. Theories are compared and contrasted in their core assumptions. Prerequisite: PSY 501 recommended.

555*

Drugs and Behavior
Weber

The effects of drugs on personality, behavior, and physiology. Topics that will be considered include alcohol and alcoholism, depressants and barbiturates, opiate addiction, stimulants, marijuana, cocaine, and the hallucinogens. In addition, there will be a focus on the uses and abuses of psychoactive prescription drugs such as tranquilizers, anti-depressants, and the anti-psychotic substances. The effects of nutritional imbalance on behavior will also be explored. Prerequisite: PSY 501 recommended.

557

Sexuality and the Health Professional
McGuire

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

558

Clinical Work with Women: Theory and Practice
Resnick

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

559*

The Theory and Treatment of Depression and Stress
Propst

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

560*

Advanced Statistics
Meyer

Advanced statistical principles in experimental design. Topics shall include the design and analysis of factorial experiments, single and multiple analysis of variance, and analysis of covariance. Students will also be expected to attain familiarity with the common computer

languages and competence in using the major statistical packages for computers. Prerequisites: PSY 502 or one recent undergraduate statistics course.

561

Research Design I

Meyer

Advanced experimental design and techniques. Students will learn the use of computer applications in the analysis of complex sets of data. Prerequisite: PSY 560.

562

Research Design II

Meyer

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

563

Research Seminar

Propst

Development of a literature review in an area in which students will do the master's thesis. Principles of the process of developing a literature review. Prerequisite: PSY 561.

565*

Perception and Thought

Meyer

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

567*

Learning Disabilities

Sebastian

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

570-571

Practicum in Child and Adolescent Psychology I & II

Waksman

Didactic class instruction, practicum placement, and clinical training. The course will include the application of psychological therapies with children, adolescents, and families, and a seminar reviewing research, theory, and practice. Prerequisite: PSY 520.

572-573

Practicum in School Counseling I & II

Sebastian

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

context of the school environment. Prerequisites: PSY 519, 520, 525.

574-575

Practicum in Adult Development and Psychopathology I & II

Staff

A practicum in a community setting which serves clients in need of mental health intervention. The practicum requires actual on-site counseling and participation in related professional responsibilities at the placement site. Students will write reports on their clients, prepare case histories, and submit audio and video tapes of their counseling for supervisory review. Whenever possible, the focus will be on the application of theory to actual cases. Techniques for intervention will be emphasized. Prerequisites: PSY 519, 520, 525.

576-577

Practicum in Marriage and Family Counseling I & II

Propst

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

578-579

Internship in School Psychology I & II

Waksman

Supervised practicum experience as a school psychologist working under the direct supervision of a certified school psychologist in the field and indirect supervision by the instructor. Students must spend 30 hours per week (300 hours each term) providing assessment, consultation, and intervention services for exceptional and normal children. In addition, students will meet weekly with the instructor for a seminar examining legal, ethical, and professional issues. Prerequisites: consent of instructor.

580

Intellectual Assessment

Staff

Theory, techniques, and contemporary issues regarding intellectual assessment. The course will focus upon familiarizing the student with a variety of assessment devices (e.g., developmental scales, individual intelligence tests) and procedures (e.g., classroom observation, parent-teacher consultation) through lecture, discussion and demonstration. Intensive training with the Wechsler Intelligence Scale for Children - Revised (WISC-R), involving practice adminis-

trations, test interpretations, and report writing, will prepare the student for in-situ, supervised experiences. Prerequisites: PSY 524 or 525, one practicum series, enrollment in School Psychology or M.S. program.

581

Personality Assessment and Intervention Strategies Staff

Theory, techniques, and contemporary issues regarding personality assessment with children and adolescents. The course will focus on familiarizing the student with a variety of assessment devices (e.g., empirically based and projective tests) and procedures (e.g., play and classroom observation, diagnostic interviewing, collateral information gathering). Intensive training with selected personality tests, involving practice administrations, test interpretation, and report writing. Prerequisite: PSY 580.

582

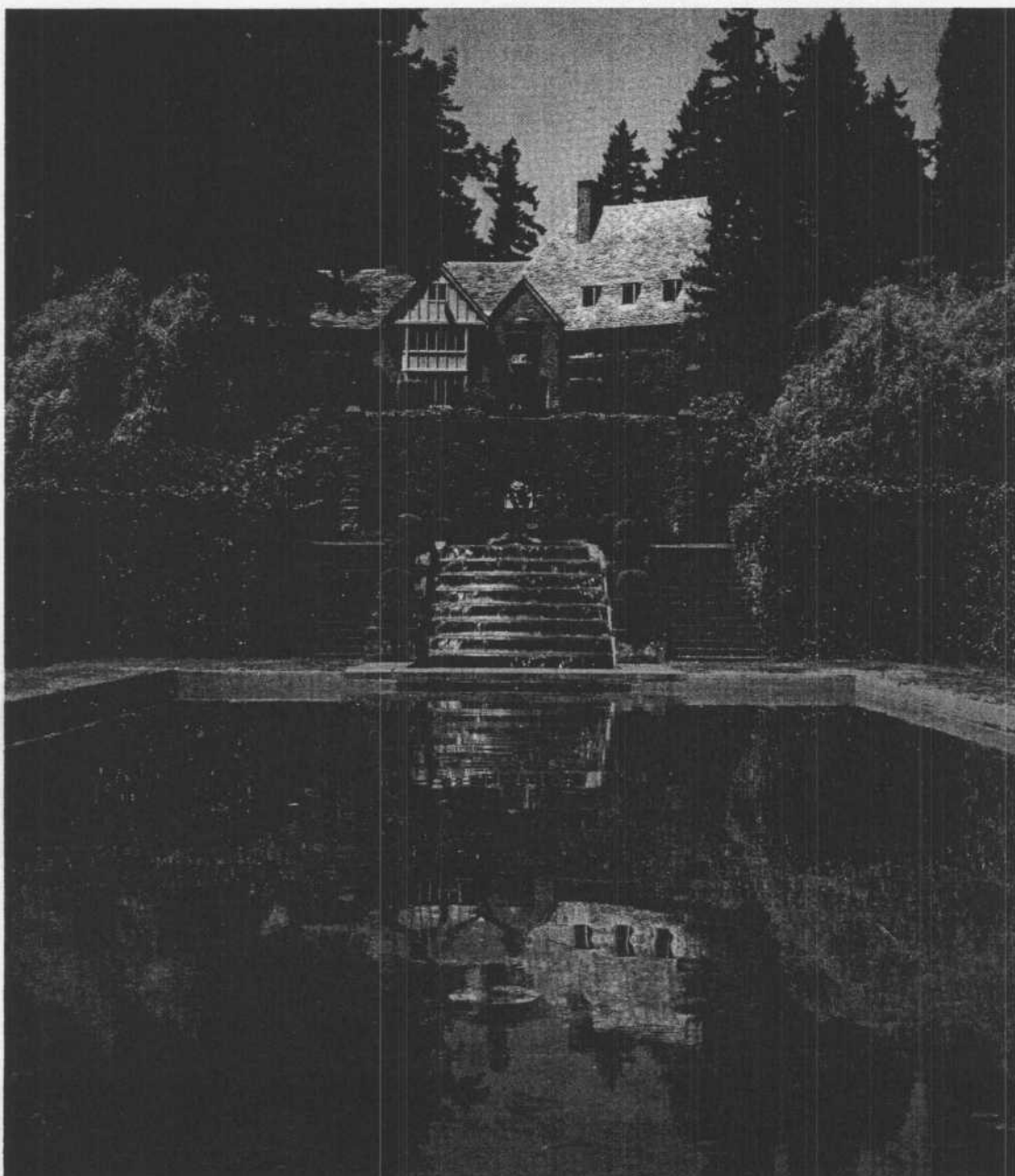
Advanced Assessment of Exceptional Children Waksman

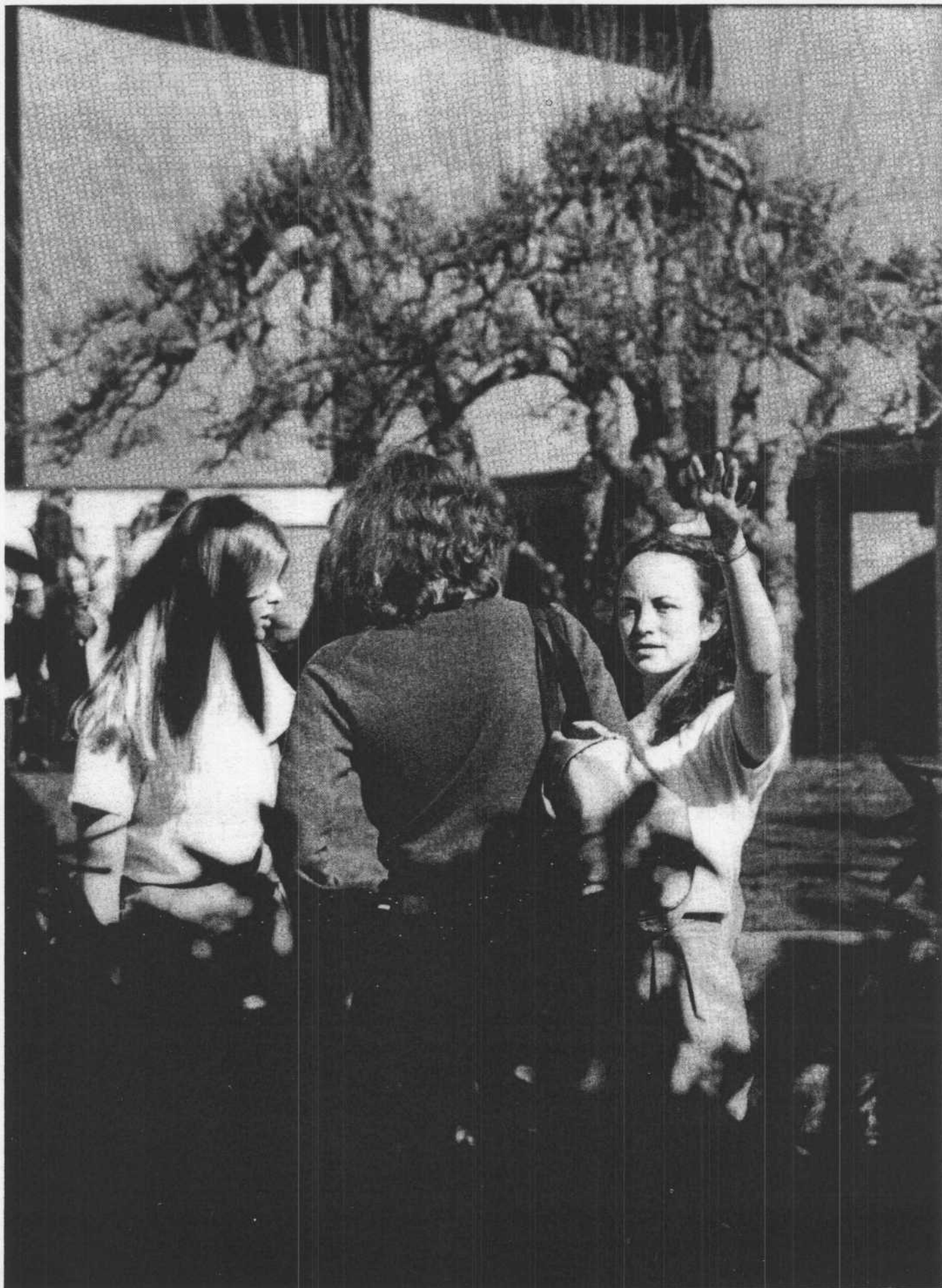
The administration, scoring, and interpretation of achievement, intelligence, personality, and special tests. The course will focus on the decision processes involved in selecting and using an appropriate battery of assessment instruments and procedures. Seminar sessions will include professional ethics,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

595

Master's Thesis Research Staff

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





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

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

Classes are kept small, conducted as seminars, and taught by a talented faculty. Classes draw heavily from the liberal arts tradition and focus on broadening students' 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. However, joint programs with the Public Administration Program and the Master of Arts in Teaching Program allow students to complete a master's degree while satisfying requirements for certification.

Resources for Noncertificate Studies

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

The college also provides special continuing studies programs for education professionals. Admission is determined by the nature of the program. These programs frequently take the form of two or three-day intensive seminars which meet over weekends or during school vacations and breaks. Subject matter usually addresses contemporary administrative needs and problems. For example, a unique Institute for Beginning Administrators convenes each summer on the Lewis & Clark campus. The institute provides new or aspiring administrators with start-up skills and crucial insights and information for job success. An Institute for Department Chairs premiers in the fall of 1984. Details on such programs are available from the Educational Administration Program or from the Continuing Studies Office.

Faculty

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

Admission

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

1. Proof of enrollment in or completion of a master's degree program from an approved teacher education program.
2. Satisfactory scores, within the last five years, on the Miller Analogies Test (minimum score: 40) or the Graduate Record Examination, Aptitude Section (minimum score: 900).
3. A completed Application for Admission to Graduate Study.
4. Two official transcripts from each undergraduate and graduate institution attended. Minimum standards are 2.75 GPA undergraduate and 3.0 graduate.
5. Three letters of recommendation from former professors, employers, or both.
6. A personal statement of philosophy and purpose, addressing these issues: the nature of interest in educational administration as a profession; professional goals; commitment to a graduate program; significant values; personal and professional strengths and limitations. This typed statement should be submitted at the same time as the application.
7. A \$15 nonrefundable application fee, payable to Lewis & Clark College.
8. After submission of all written documentation and the application fee, candidates must schedule an interview with a program representative. This is the final admission requirement.
9. Within two weeks of notification of

FULL-TIME FACULTY



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



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

ADJUNCT AND COOPERATING FACULTY

Douglas Egan

Professor of business and administrative studies. Ph.D., M.B.A., B.A. University of California at Berkeley.

John Erickson

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

Forrest Gathercoal

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

Nancy Hungerford

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

Nancy Isaacson

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

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. B.A. Washington State University. M.S.T. Portland State University.

acceptance, the candidate must schedule a meeting with an advisor to plan a program of study.

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

Eligibility for Basic Certification

Lewis & Clark will recommend for the Basic Administrative Certificate (vice-principal, principal, or superintendent) those candidates who fulfill the following requirements.

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

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

Eligibility for Standard Certification

Lewis & Clark will recommend for the Standard Administrative Certificate (principal or superintendent) those candidates who fulfill the following requirements.

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

Requirements for Certification Endorsement

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

Three courses totaling at least one and a half credits must be taken in residence at Lewis & Clark. Exceptions may be approved by the director. Recommendation for certification is based on meeting TSPC hour and content requirements as well as the Lewis & Clark competencies. The Competency Booklet is on

file with the Educational Administration Program secretary.

Principal Certification Program Basic Principal (OAR 584-46-016)

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

Standard Principal (OAR 584-46-021)

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

Basic Program

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

Required courses:

- 501 Introduction to School Administration: Staff Leadership and Program Development, 2/3 credit
- 502 Development, Evaluation, and Supervision of Educational Staff, 2/3 credit
- 504 Management of Financial Resources, 1/2 credit
- 509 Practicum for Principals, 1/2 credit
- 543 The Law and Public Education, 2/3 credit

Elective courses (select one):

- 505 Formal Organizations and Advanced Administrative Management, 2/3 credit
- 521 Elementary School Organization, 2/3 credit
- 522 Secondary School Organization, 2/3 credit
- 523 Administration of Small Schools, 2/3 credit

Standard Program

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

Required courses:

- 503 The School and Its Communities, 1/2 credit
- 513 Leadership Seminar, 1/2 credit
- 531 Leadership and the Teaching-Learning Process, 1/2 credit
- ED 500 Research Methods, 2/3 credit
- PA 506 Interpersonal Relations and Organizational Behavior, 2/3 credit
- PA 533 Communication Skills for Administrators, 2/3 credit

Elective courses (select one):

- 530 Motivating and Managing Student Behavior, 1/2 credit
- 545 Computer Applications for Administrators, 2/3 credit
- PA 507 Public Policy Analysis, 2/3 credit
- PSY 521 Program Planning and Evaluation, 1/2 credit

Superintendent Certification Program

Basic Superintendent (OAR 584-46-019)

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

Standard Superintendent (OAR 584-46-024)

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

Basic Program

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

Required courses:

506 Negotiation and Collective Bargaining, 2/3 credit

507 Personnel Management in Schools, 1/2 credit

510 Practicum for Superintendents, 1/2 credit

528 Advanced Economics of Education, 1/2 credit

ED 543 The Law and Public Education, 2/3 credit

PA 507 Public Policy Analysis, 2/3 credit OR

PSY 521 Program Planning and Evaluation, 1/2 credit

Standard Program

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

Required courses:

503 The School and Its Communities, 1/2 credit

511 Management of Physical Resources, 1/2 credit

512 Policy Development and Implementation, 1/2 credit

513 Leadership Seminar, 1/2 credit

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

ED 500 Research Methods, 2/3 credit

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

PA 533 Communication Skills for Administrators, 2/3 credit

Elective courses (select one):

530 Motivating and Managing Student Behavior, 1/2 credit

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

PA 545 Computer Applications for Administrators, 2/3 credit

PA 550 Cutback Management, 2/3 credit

PA 561 Administrative Ethics, 2/3 credit

Practicum

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

The *major* practicum is set up as a learning contract, in a 1/2-credit time block. The major practicum, EDAD 509 or 510, usually involves an extensive commitment of time and energy either in the student's normal work site (but focusing on new job skills) or at a complementary work site in which the student learns new tasks and the ambience of a different setting. Ideally, this site is one in which the student ultimately wishes to be employed.

The *minor* practicum is a component of a designated course or set of courses, and it is a requirement for successful completion of those courses. Minor practica are limited to approximately 20-25 percent of course energy. They could be considered examples and extensions of instructional methodology rather than courses in themselves.

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

Curriculum

500

Research Methods

Staff

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

501

Introduction to School Administration

Schmuck

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

502

Development, Evaluation, and Supervision of Educational Staff

Duke

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

Douglas F. Morgan

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

Wayne Neuburger

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

Al Rousseau

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

Richard Sager

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

Linda Simington

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

Bruce Weitzel

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

503

The School and Its Communities

Sagor

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

504

Management of Financial Resources

Katterle

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

505

Formal Organizations and Advanced Administrative Management

Same as Public Administration 505.

506

Negotiation and Collective Bargaining

Hungerford

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

507

Personnel Management in Schools

Rousseau

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

509

Practicum for Vice-Principals and Principals

Schmuck

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

510

Practicum for Superintendents

Duke

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

511

Management of Physical Resources

Hiserote

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

512

Policy Development and Implementation

Erickson

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

513

Leadership Seminar

Duke/Schmuck

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

521

Elementary School Organization

Staff

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

522

Secondary School Organization

Staff

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

523

Administration of Small Schools

Isaacson

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

528

Advanced Economics of Education

Katterle

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

530

Motivating and Managing Student Behavior

Duke

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

531

The Teaching-Learning Process and Instructional Improvement

Simington

Application of research on teaching and learning to classroom instruction and instructional leadership. How to adapt instruction to student characteristics and develop systematic staff development programs are stressed. Research on the special needs of students from

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

533

Communication Skills for Administrators

Staff

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

543

The Law and Public Education

Gathercoal

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

598

Educational Leadership: Issues of Equity and Affirmative Action

Staff

Same as Public Administration 598.

Interdisciplinary Courses

PA 506

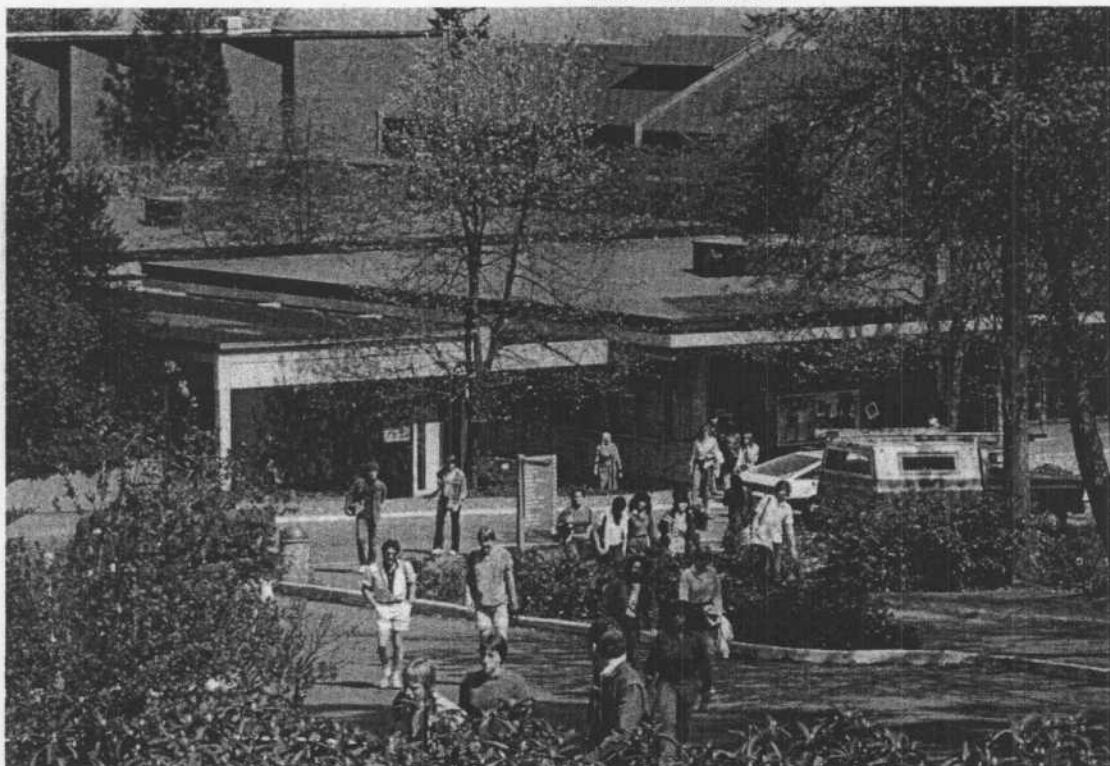
Organizational Behavior

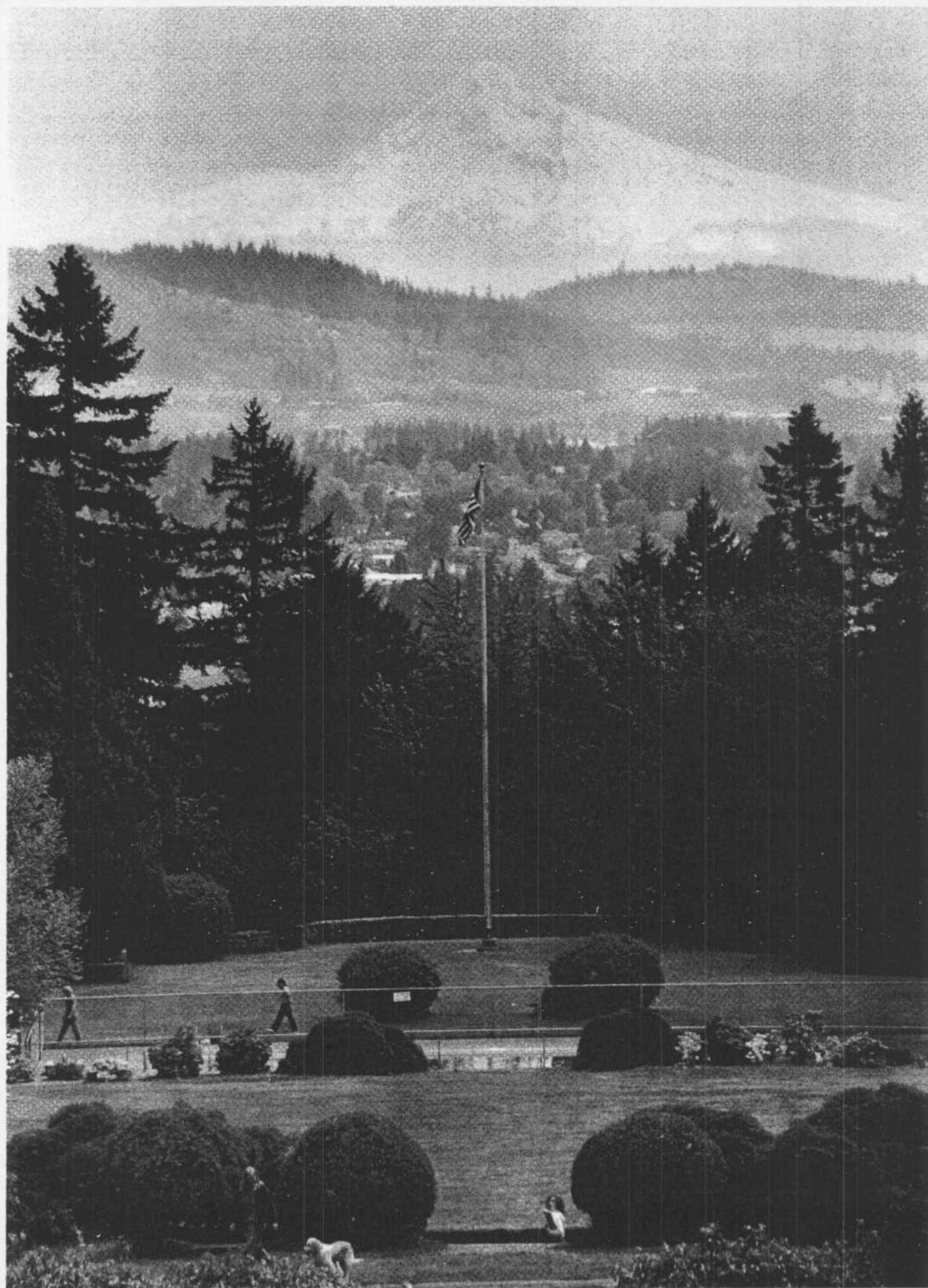
PA 545

Computer Applications for Administrators

PA 561

Administrative Ethics





The Master of Arts in Teaching degree at Lewis & Clark College is for elementary and secondary teachers wishing to integrate their intellectual and personal development with their 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 educational course work and experience appropriate for the teacher of the self-contained classroom, grades pre-primary through nine, and encourages an interdisciplinary examination of subject matter. The objective of the secondary program is to develop exceptional competence in the classroom teaching of one of

several academic disciplines, grades five through twelve.

Standard subject matter endorsement areas available to secondary program students include: art, drama, foreign languages (PP-12), health education, health education (combined), language arts, language arts and social studies, advanced mathematics, music (PP-12), physical education (PP-12), science, social studies, and speech. Teachers interested in an advanced certificate or degree in music or music education should contact the School of Music for program and admission information.

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

Resources for Nondegree Study

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

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

Special Features

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

In keeping with the department's goal of

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

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

Teachers (K-12) who have a few non-native English speaking children in their classrooms will especially enjoy the graduate summer program, Teaching ESL Children. Participants will study how adults and children learn a second language and be able to identify strengths, needs, and materials for these ESL children.

Faculty

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

Admission

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

FULL-TIME FACULTY



Mary Kathryn Tetreault
Director of the Master of Arts in Teaching Program. Ed.D. Boston University. M.A.T. University of Chicago. A.B. Benedictine College.

Susan Dunn
Visiting assistant professor. Ed.D. University of Northern Colorado. M.S. Portland State University. B.A. Western Washington State College.

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

ADJUNCT FACULTY

Elizabeth Arch

Lecturer. Ph.D. University of Southern California. M.A.T. University of Chicago. A.B. Stanford University.

Donna Barnes

Adjunct professor. Ph.D. candidate University of Oregon. M.S. at Oregon College of Education. B.A. Duke University.

Jane Braunger

Adjunct professor. Ed.D. Portland State University. M.A.T. Northwestern University. B.S. St. Louis University.

Pam Christianson

Assistant professor. Ph.D., M.S. University of Utah. B.S. Wright State University.

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

Director and associate professor of Educational Administration. Ed.D. State University of New York at Albany. B.A. Yale University.

Gary Emblem

Associate professor. M.S. University of Oregon. B.S. University of Montana.

importance of an equal education for all students; and (4) have a sense of their own efficacy.

Applicants are also evaluated on the basis of undergraduate and prior graduate work and results of a standardized test designed to measure success 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 recognized by the Oregon Board of Education.
2. Hold, be eligible for, or be a candidate for an Oregon Basic Teaching Certificate or its equivalent.
3. Possess an undergraduate grade point average of 3.00.

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

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

Candidates must submit the following application materials:

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

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

Special Student Status

Applicants who for valid reasons have been unable to supply complete admission information prior to the opening of the term may be given Special Student status. This status permits a student to study for *one term only* taking a maximum of two Lewis & Clark course credits (ten quarter hours) and is not renewable.

Special Student status in no way guarantees subsequent admission to full graduate standing.

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

Advancement to Degree Candidacy

After completing not more than six courses, each student will be evaluated by the program director to determine whether the student will be allowed to advance to candidacy for the degree.

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

Academic Advising

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

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

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

Offices and Hours

The Master of Arts in Teaching Program office is located on the first floor of BoDine Hall. The office is open from 8 a.m. to 7 p.m. Monday through Thursday and 8 a.m. to 5 p.m. on Fridays. Offices are not open on holidays, Saturdays, or Sundays. Persons desiring appointments should call the administrative secretary, 503-244-6161 x234.

Certification

Students seeking Oregon certification who successfully complete the Master of Arts in Teaching Program receive institutional recommendation to the Teacher Standards and Practices Commission for the standard certificate. Certification programs are identified in the program descriptions in this catalog. Students should note that they *must* individually apply to the TSPC by submitting a completed C-2 form to Carol Cooper, director of the Teacher Certification-Placement Office, located in Albany Quadrangle, 503-244-6161 x283.

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

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

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

Students who have already completed graduate education course work with essentially the same content as that of any required course may substitute education electives with the consent of their advisors. Students choose other education electives and subject matter courses to meet professional and intellectual needs. Programs of study are planned in consultation with a graduate education advisor. Credit requirements represent a minimum number of hours rather than figures that must be reached exactly.

Degree Requirements

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

Required education courses:

- 500 Researching Teaching Goals and Strategies, 2/3 credit
- 501 Evaluating the Outcomes of Teaching, 1/3 credit
- 502 The Personal and Social Dimensions of Teaching, 2/3 credit
- 503 Student Development and Learning, 2/3 credit
- 504 Individuals in the Classroom, 2/3 credit
- 505 Teaching and Learning in Elementary Schools, 2/3 credit
- 506 Practicum in Elementary Teaching, 1/3 credit
- 509 Q.E.D. Seminar, 2/3 credit

Required liberal arts courses:

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

Elective courses:

Two course credits chosen from education or liberal arts offerings.

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

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

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

Degree Requirements

A minimum of 10-2/3 credits (equivalent to

53-1/3 quarter hours), distributed as follows.

Required education courses:

- 500 Researching Teaching Goals and Strategies, 2/3 credit
- 501 Evaluating the Outcomes of Teaching, 1/3 credit
- 502 The Personal and Social Dimensions of Teaching, 2/3 credit
- 503 Student Development and Learning, 2/3 credit
- 504 Individuals in the Classroom, 2/3 credit
- 507 Teaching and Learning in Secondary Schools, 1 credit
- 508 Practicum in Secondary Teaching, 1/3 credit
- 509 Q.E.D. Seminar, 2/3 credit

Required liberal arts courses:

Students must choose one of these options:

1. A minimum of four credits in the area of basic subject matter endorsement (noneducation course numbers)
 2. Completion of four credits in second basic subject matter endorsement in one of the following disciplines: art, foreign language, health, language arts, mathematics, music, physical education, science, or social studies.
- Note: Basic endorsements in combined health, basic mathematics, and reading do not satisfy this requirement.

Elective courses:

Two course credits chosen from education or liberal arts offerings.

Master of Arts in Teaching: Liberal Studies

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

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

Degree Requirements

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

Required education courses:

- 500 Researching Teaching Goals and Strategies, 2/3 credit
- 509 Q.E.D. Seminar, 2/3 credit.
- 501-599 A minimum of 3-1/3 credits selected from this sequence of courses.

Subject matter courses:

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

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

David Fix

Assistant professor.
Ph.D. University of Oregon. M.S. Eastern Illinois University. B.S. Lewis & Clark College.

Forrest Gathercoal

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

Jerry Gatto

Lecturer. M.S. Portland State University. B.A. University of Portland.

Charles Geldaker

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

Sylvia Hart-Landsberg

Adjunct professor. Ph.D., M.A. University of Oregon. B.A. University of Wisconsin.

Susan Hubbuch

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

Vern Jones

Associate professor. Ph.D. University of Texas. B.A. Lewis & Clark College.

Sheldon Maron

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

Graduate Certification and Endorsement Programs

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

1. The Basic Teacher Certification Program leads to the Oregon Basic Teaching Certificate, elementary or secondary, for those students holding a bachelor's degree but no teaching credentials. This is the only teacher education program for post-baccalaureate students which is administered by the Education Department, x283. Contact Bernard Wolff, chairman, Education Department, for admission materials and elementary basic program information, and Richard Steiner for secondary basic program information.

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

3. The Basic Subject Matter Endorsement Program, also administered by the Master of Arts in Teaching Program, is for elementary and secondary school teachers who already hold an Oregon Basic Teaching Certificate and who wish only to obtain an additional basic subject matter endorsement.

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

Admission

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

Program Requirements: Elementary or Secondary Standard Certification

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

Required education courses:

500 Researching Teaching Goals and Strategies, 2/3 credit

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

503 Student Development and Learning, 2/3 credit

504 Individuals in the Classroom, 2/3 credit

Elementary certification:

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

506 Practicum in Elementary Teaching, 1/3 credit

Secondary certification:

507 Teaching and Learning in Secondary Schools, 1 credit

508 Practicum in Secondary Teaching, 1/3 credit
Required liberal arts courses:

A minimum of four credits selected from liberal arts courses.

Elective courses:

A minimum of 1-2/3 credits for elementary and 1-1/3 credits for secondary certification selected from education or liberal arts courses.

Program Requirements: Basic Subject Matter Endorsement

Programs leading to Basic Subject Matter Endorsement are offered in art, biology, foreign language, health education, health education (combined), language arts, language arts and social studies, basic mathematics (combined), advanced mathematics, music, physical education, physical science, reading, social studies, speech, and drama. Consult a graduate advisor in the M.A.T. Program to determine specific endorsement requirements.

Reading endorsement information is available in the Master of Arts in Teaching Program office from Carole Urzua.

For additional information on all postbaccalaureate nondegree programs in teacher education, except Basic Teacher Certification, contact Mary Kay Tetreault, director, Master of Arts in Teaching Program.

Curriculum

500

Researching Teaching Goals and Strategies

Dunn

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

501

Evaluating the Outcomes of Teaching

Stiggins

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

502

The Personal and Social Dimensions of Teaching

Tetreault/Wallace

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

Mary McConnell

Adjunct professor.

Ph.D. University of Colorado. M.Ed. Harvard University. A.B. Stanford University.

Christine Moore

Adjunct professor.

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

Douglas F. Morgan

Acting dean and director of the Public

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

Patricia Neill-Carlton

Adjunct professor.

Ph.D., M.A. University of Colorado. B.S. University of Southern Colorado.

Patricia Schmuck

Associate professor.

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

Richard Stiggins

Adjunct professor.

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

James Wallace

Professor of education.

D.Ed., M.Ed. Harvard University. M.A. Haverford. B.A. Earlham College.

503

Student Development and Learning

Arch/Maron/Moore

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

504

Individuals in the Classroom

Jones/Neill-Carlton

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

505

Teaching and Learning in the Elementary Schools

Urzua

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

506

Practicum in Teaching

Urzua

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

507

Teaching and Learning in the Secondary Schools

Staff

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

508

Practicum in Teaching

Braunger/Conrath

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

be viewed and evaluated during class sessions.

Prerequisite: ED 507.

509

Q.E.D. Seminar

Tetreault

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

511

Managing and Motivating Student Behavior

Jones

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

529

Language Acquisition and Development

Urzua

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

530

Basic Skills in Reading

Urzua

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

532

Innovations in Reading: Methods and Materials

Barnes

Survey and examination of current instructional materials and approaches used in individual and group reading programs. Prerequisite: ED 530 or permission of instructor.

534

Diagnosis and Correction of Reading Disabilities

Moore

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

539

Advanced Teaching of Reading and Writing in Secondary Schools

Staff

Strategies for diagnosing and assisting students with reading and writing difficulties in various content areas.

543

Law and Public Education

Gathercoal

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

576

Researching and Teaching the Language Arts

Urzua

Development of a framework, based on a wide range of research findings, from which to make informed decisions concerning curriculum and methodology in listening, speaking, reading, and writing. Other curriculum disciplines will also be examined to see how language can be developed in those areas. Recommended preparation: LA 500.

598

Law in Education Seminar

Cover

This course will cover issues of student and teacher rights, due process for teacher dismissals and student expulsions, censorship in classrooms and libraries, and other current legal issues confronting educational institutions. Analysis will be of both leading legal cases and educational policies.

598

Promoting Visual Literacy

Wallace

Visual media in historical and cultural perspective; the impact of the media on adults and children; media depictions of women, minorities, children, immigrants, and others; the promotion of intelligent, critical use of media; the use of films and television in teaching various subjects and in developing basic skills.

598

Computers for Educators I

Geldaker

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

598

Teaching Citizenship (K-12)

Cover

This course will enable teachers to help students become more active and involved citizens. Law-related education curriculum projects, mock trials, courthouse tours, and literature will be used to teach theories of citizenship education and appropriate teaching strategies.

598

Social Studies: Instruction, Curriculum and Evaluation
Staff

This course will build upon 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 will refine a rationale for teaching social studies, examine selected social studies curricula, and implement and evaluate curricula and teaching strategies in their classrooms.

Art

ART 400

Drawing

Shirley

Development of drawing skills to communicate complex structural and spatial problems.

ART 555

Painting

Shirley

Emphasis on color, with the option to work in oils or acrylics.

Health and Physical Education

HPE 432G

Coaching: Baseball

Gatto

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

HPE 439G

Coaching: Aquatics

Emblem

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

HPE 509

Psychology of Coaching

Gatto

Examination of athletes' personalities and the value orientation of today's youth as it applies to athletics. Examination of various coaching philosophies that bring about greater communication, motivation, and individual attention.

HPE 540

Motor Learning

Fix

Learning concepts applied to movement including sensation, perception, attention, memory, controlling movement, individual differences, knowledge of results, and transfer learning.

HPE 550

School Health Organization and Administration

Christianson

Contemporary curriculum patterns and theories of organization and administration as they relate to overall health education programs.

HPE 554

Methods of Teaching Health Education

Christianson

The analysis of current teaching methods

within the context of learning theory; development of new strategies and techniques for teaching health education. Resources concerning health education will be analyzed and evaluated on the basis of their appropriateness to classroom experiences.

HPE 564

Community Health Education

Smith

Health education is appropriate at all levels of health care from promotion to treatment. Principles of learning are applied to settings in the health care delivery system with an emphasis on the evaluation component of a community health education program.

Language Arts

LA 500

Language Acquisition and Development

Same as ED 529.

LA 501

Researching and Teaching the Language Arts

Urzua

Same as ED 576.

LA 530

Children's Writing

Urzua

Introduction to teaching writing to children through language experience approaches that foster student creativity as well as the acquisition and application of basic skills.

LA 530

Writing and the Writing Process

Hubbich

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

LA 550

Seminar: Women Novelists of the Nineteenth Century

Lockwood

Works by Jane Austen, Charlotte Bronte, Elizabeth Gaskell, and George Eliot, along with contributions to the "Woman Question" by Mary Wollstonecraft and John Stuart Mill. The novels' description of and comment on women's lives, and, more generally, their interest and achievement in literature will be considered.

LA 550

Seminar: Modern Poetry

Slowik

This course will focus on significant and representative modern and contemporary American poets in a close examination of their work, their relation to major movements of American literature, and their unique contribution to poetry. This examination will also provide an introduction to the richness and variety of the current poetry scene.

LA 598

Human Societies and the Life Cycle

Braun/Tetreault

Same as SS 598.

Science and Science Education SCI 500

Current Topics in Science and Technology

Dunn/McConnell

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

SCI 501

Science and Technology Education Strategies and Curricula

Dunn/McConnell

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

SCI 502

The Nature of Science and Technology Education

Dunn/McConnell

Research on the development of scientific and technological literacy and the goals of science and technology education. The course will cover knowledge, skills, understanding, and propensities toward acting out scientific and technological understanding. Another component will be the manner in which the goals of science education differ for the science-career bound student and those needing scientific understandings for more socio-political decisions. The course will meet at Oregon Museum of Science and Industry.

SCI 598

Computers for Educators II

Geldaker

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

SCI 598

Update in Content Science

Dunn

A content course designed for elementary and middle school teachers. The content fall term is earth science; winter term, physical science; spring term, life science. Each class will include a laboratory/lecture in the content area followed by an application phase to explore concepts, methodologies and curricula appropriate to the cognitive level of their students (K-3, 4-6, 7-9).

Social Studies

SS 501

Instruction, Curriculum and Evaluation
Staff

This course will build 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 will refine a rationale for teaching social studies, examine selected social studies curricula, and implement and evaluate curricula and teaching strategies in the classroom. This is cross-referenced with ED 598.

SS 598

Teaching Citizenship (K-12)
Cover

Theories of citizenship education and appropriate teaching strategies. Law-related education curriculum projects, mock trials, courthouse tours, and literature will be used. The course will enable teachers to help students become more active and involved citizens.

SS 598

Psychological Anthropology
Hart-Landsberg

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 will be studied.

SS 598

Human Societies and the Life Cycle
Tetreault

Utilizing materials from anthropology, literature, and history, this course will examine the meaning of childhood, adolescence and adulthood in several cultures and societies. The influence of gender, ethnicity and social class on human beings in different times and places is central to the examination. The course will present an interdisciplinary approach to the teaching of humanities, social studies, and literature courses.

SS 598

Women's History
Staff

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

EDAD 513

Leadership Seminar
Duke/Morgan/Schmuck

Understanding how conceptions of leadership have evolved over the past three hundred years serves as the initial focus for this interdisciplinary course. Students consider a variety of issues related to leadership in organizations, including moral ambiguity, increasing complexity, and inequities in access to leadership. Leadership problems are drawn from private industry, government, and education. This course is appropriate for students in Educational Administration, Public Administration, and Master of Arts in Teaching as well as selected undergraduates.



Nationally recognized, the Lewis & Clark Music Department offers M.M. degrees in performance and composition and the M.M.E degree and certification for the teaching professional. Programs are designed with a high degree of individuality and seek to achieve a balance between musical, theoretical, and practical growth.

Course offerings in teaching certification include a full range of electives, theory, history, guidance, counseling, and methodology. In performance and composition, all graduate students choose from a balanced list of options: voice; instrumental and vocal jazz; electronic music; orchestral, band, choral and performance studies on all instruments; theory, history, composition, and pedagogy; and world music, to name a few.

In addition to providing comprehensive programs, the Music Department is proud of some unique special programs and opportunities.

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

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

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

Resources for Nondegree Students and Special Programs

The Music Department 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 chair's approval for graduate level courses. Open enrollment courses and institutes are available to all interested students.

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

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

Many courses and opportunities in the World Music Program attract the public. Citizens are welcome to join faculty and students, for example, in playing the remarkable floor instruments comprising the Javanese gamelan.

Faculty

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

Admission

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

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

Applicants are required to take the Graduate Record Examination (Aptitude Section) or the Miller Analogies Test. The Miller Analogies Test is preferred for the M.M.E. program. They also must supply the Music Department with two official undergraduate transcripts.

In addition to these general admission requirements, the Music Department examines each prospective graduate student using additional criteria to determine the quality of musicianship. See sections on programs for specific requirements.

FULL-TIME FACULTY



Richard Poppino
Chair of the Music Department. Associate professor. M.M. Southern Methodist University. B.M. San Francisco Conservatory of Music. Additional study at Oberlin Conservatory of Music and University of California/Berkeley. Appeared in operas in Portland, San Francisco, Palo Alto, Dallas, Fort Worth.

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

Keith Eide
Associate professor. M.M., B.A. University of South Dakota. President, Oregon Music Educators Association.

Lee Garrett

Associate professor.
D.M.A. University of
Oregon. M.M. Indiana
University. B.M. Colo-
rado State University.
Frequent Northwest
recitalist. Additional
studies with leading
American and Euro-
pean organists includ-
ing Anton Heiller.



Edith Kilbuck

Professor. D.M.A. uni-
versity of Oregon.
M.S. Julliard School of
Music. B.M. Lewis &
Clark College. Addi-
tional study at Stan-
ford and in Vienna,
Prague, Florence, Ant-
werp, and Haarlem.
Recorded complete
works for violin and
harpsichord of J.S.
Bach with Endre
Granat.

Jerry D. Luedders

Director, Palatine Hill
Symphony. M.M. Indi-
ana University. B.M.E.
University of Michi-
gan. Additional study
Harvard University
and Paris
Conservatory.

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

Placement Examinations

Placement examinations in music history and music theory are given to M.M. (performance and composition only) students the first two days of fall term and at other times arranged with Music Department graduate advisors to obtain data helpful in constructing appropriate degree programs for each student. The placement tests must be taken at the beginning of graduate study.

Test: Music History

The test consists of short answer questions with a few brief essay questions. Score identification is usually included. Recommended preparation: review of Grout's *A History of Western Music* (W.W. Norton, 3rd edition). Candidates who receive unsatisfactory test results are required to take the appropriate Music History course or courses, which will not carry degree credit.

Test: Theory, Musical Styles, Analysis

Recommended preparation: review of aural skills for melodic and harmonic dictation; part writing, melody harmonization, scoring; basic forms, compositional techniques, formal, harmonic, contrapuntal, and stylistic analytical procedures from music of all periods. Candidates who receive unsatisfactory test results are required to enroll in the appropriate music theory review course or courses, which will not carry degree credit.

Comprehensive Examinations and Master Thesis

All graduate students of the department are required to pass a comprehensive examination or submit a master's thesis. Comprehensive examinations are limited in scope to material pertinent to the student's major field of concentration. The decision, design, administration, and evaluation of the master's thesis and the comprehensive examination rest with the graduate advisor and the student's Graduate Committee in consultation with the student. It is the student's responsibility to make the necessary arrangements for the thesis or examination with the graduate advisor a *minimum* of one term prior to graduation. The thesis option is most applicable for Master of Music Education candidates.

Program: Master of Music Education

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

Admission Requirements

1. A Bachelor of Music Education or equivalent degree.
2. Teaching experience or evidence of demonstrated aptitude.

3. Interview with the chair of the department or graduate advisor.

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

Requirements for the Major in Music Education

A minimum of 10-2/3 credits distributed as follows.

Required courses:

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

Elective courses:

Select music electives for a total of 1 credit.

Cognate field (education):

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

Program: Master of Music in Performance

The Master of Music/Performance curriculum is for the performing musician who has achieved a high level of proficiency and artistry, but who at the same time reveals a desire and capacity for further artistic and technical development.

Admission Requirements

1. B.M. in performance or demonstrated equivalent.
2. Entrance audition. Tapes of senior recital or equivalent may be submitted by students living great distances from Lewis & Clark. Students who submit tapes initially, however, receive conditional admission.

Residence Requirement

At least one year of residence after unconditional admission is required of all candidates for the Master of Music Performance. A year of residence is defined as being enrolled as a full-time student for each of three consecutive terms (a minimum of 1½ credits per term) and participating actively in the musical life of the Lewis & Clark Music Department as a performer, listener, or composer. The curriculum may vary slightly for each instrument.

Requirements for the Major in Performance

A minimum of 11 credits distributed as follows.

Required courses:

- Applied lessons (major instrument), 3 credits
- Ensemble, 1 credit
- Chamber music, 1 credit
- Recital, 1 credit

Cognate field:

A total of 3 credits selected from music

history/literature, theory/composition, or conducting.

Elective courses:

A minimum of 2 credits in elective courses.

Program: Master of Music Composition

The M.M. in Composition emphasizes contemporary compositional approaches and techniques and requires the production of works. A recital is required made up principally of music composed while in the graduate program and demonstrating facility with musical gesture and continuity on a larger scale. The student is expected to deal with all aspects of concert production.

Admission Requirements

1. B.M. in composition or demonstrated equivalent.
2. Portfolio of compositions (plus tapes of performances wherever possible) which:
 - a. Have already been publicly performed.
 - b. Represent a total performance time of at least 60 minutes.
 - c. Use designs of larger as well as smaller scope.
 - d. Indicate superior compositional abilities.

Residence Requirement

At least one year of residence after unconditional admission is required of all candidates for the Master of Music Composition. A year of residence is defined as being enrolled as a full-time student for each of three consecutive terms (a minimum of 1½ credits per term) and participating actively in the musical life of the Lewis & Clark Music Department as a performer, listener, or composer. The curriculum varies slightly for each instrument. Precise requirements for each student are determined after admission by the student's graduate advisor and graduate committee. The program listed here, however, is typical.

Requirements for the Major in Composition

A minimum of 11 credits distributed as follows.

Required courses:

Composition, 4 credits

Recital, 1 credit

Cognate field:

Advanced studies in music theory or history, conducting, and applied music that will develop technical skills and knowledge about composition and its relation to other musical areas, 4 credits.

Elective courses:

A minimum of 2 credits in electives, (Western and nonwestern).

Curriculum

This list of course offerings is incomplete and should not be used in planning a course of study. A complete description and schedule of course offerings, including Summer Session courses, is available from the department office.

421, 422, 423

Advanced Composition

McDermott

Free composition. Compose pieces of small to large dimensions for various ensembles. Preparation and rehearsals for a graduate recital and study of contemporary trends.

431

Psychology of Conducting

Luedders

Techniques related to the conductor's role in rehearsal and performance. The course studies instrumental and choral scores and stresses those problems relating to conducting and interpretation. Emphasis is on interpersonal dynamics of the conductor and the group. This is a performance laboratory with students conducting scores prepared in class.

461

Baroque Music

Pauly

Style qualities, performance practices, and the environment in which Baroque music was performed. Representative compositions are selected from Monteverdi to Bach and Handel. The class involves lecture, discussion, listening, and informal performances of small works.

462

Music in the Classic Period

Pauly

Major types of music in vogue during this period. The course seeks to develop the student's ability to understand classic style principles. Content includes the musical life of the age and the music of Haydn, Mozart, Beethoven, and contemporaries. The class employs lecture, discussion, informal readings and performance, and analysis of scores, recordings, and performances.

463

19th Century Music

Pauly

464

20th Century Music

McDermott

469

Seminar in Music Research

Pauly

Basic research techniques acquired from the study of major reference materials. Preparation and discussion of individual research projects.

599

Independent Study

All music faculty

Work in areas and on projects not normally included in scheduled courses. A well-defined study project carried out under regular supervision by a faculty member.

Performance

511-517

Chamber Music

Music Faculty

Woodwinds, brass, percussion, jazz, keyboard, strings, guitar.

571-591

Applied Music Lessons

Music Faculty

Piano, harpsichord, organ, voice, violin, viola, cello, bass, harp, guitar, flute, oboe, clarinet, saxophone, bassoon, trumpet, horn, trombone, baritone, tuba, percussion

Vincent McDermott

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

Ann Schaffert Miller

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

Reinhard G. Pauly

Professor. Ph.D., M.M. Yale University. M.A., B.A. Columbia University. Director of the School of Music, 1968-1977. Additional study in Germany, Italy, and Austria. Internationally known music scholar with numerous publications in the U.S. and abroad.

Gilbert Seely

Associate professor. D.M.A., M.M. University of Southern California. B.M. Oberlin Conservatory of Music.

ADJUNCT FACULTY

Dan Balmer

Jazz guitar. B.A. Lewis & Clark College.

Sally Benson

Voice. M.A. University of Oregon.

Sylvia Cary

Music education. Ph.D. University of Oregon.

Mark Eubanks

Bassoon, woodwind pedagogy. B.A. University of Washington. Principal bassoon, Oregon Symphony Orchestra.

Katherine Ann George

Piano. A.R.C.M. Royal College of Music, London. Orchestral pianist, the Oregon Symphony Orchestra.

Harry Gillgam

Jazz piano. Studied at the Dick Grove School of Music in Los Angeles and the Berkeley School of Music in Boston.

Dora Haslett

Piano. M.M. University of Portland.

Martha Herby

Flute. M.M. Eastman School of Music.

Herman Jobelman

String bass. Principal bass, Oregon Symphony Orchestra.

Larry Johnson

Horn. M.M. Cleveland Institute of Music.

Frederick Korman

Oboe. Principal oboe, Oregon Symphony Orchestra.

Scott Kritzer

Guitar. B.M. San Francisco Conservatory of Music.

James O'Banion

Trumpet. M.M. Indiana University.

Nellie Tholen

Professor of piano and pedagogy. Graduate of St. Louis Institute of Music.

Carolyn Schubert

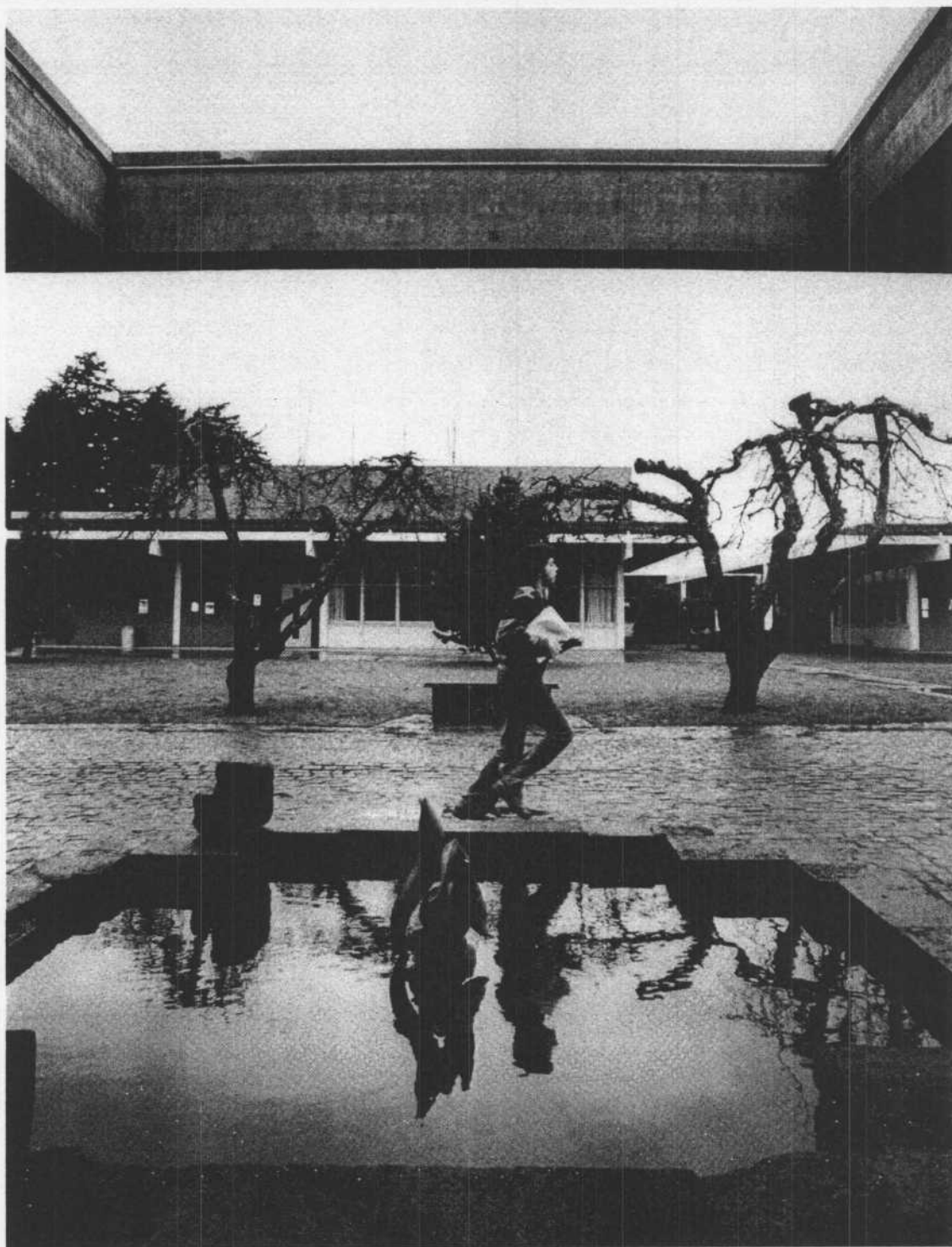
Clarinet. B.A. University of California at Irvine.

Dawn Weiss

Flute. Principal flute, Oregon Symphony Orchestra.

India Zerbe

Cello. Principal cello, Oregon Symphony Orchestra.



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

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

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

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

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

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

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

Despite the enriching diversity that characterizes M.P.A. students, they share important elements. Typical degree candidates are undertaking a career transition that involves the

exercise of increasing amounts of managerial responsibilities. In addition, a number of nondegree students enroll as special students on a noncredit basis because a particular course can meet a specific job-related need. Such students add an important practical focus to class discussions.

Resources for Nondegree Study

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

Program in Planning and Policy Analysis for Recent College Graduates

This option is designed for college graduates who are considering a career in public service. It undertakes to integrate theory and practice, initially acquainting students with the skills necessary to undertake program planning and policy analysis in classroom settings and then permitting the refinement of these skills through supervised internships. It seeks to broaden the student's perspective through a period of residence in a foreign country. Throughout the program, the student works closely with an experienced public servant who serves as a mentor.

A limited number of students are accepted each year to undertake a focused program of study that includes the following: 1) at least 10 credits (equivalent to 50 quarter hours) of course work, with heavy emphasis on program planning and policy analysis skills; 2) at least 3 credits (15 quarter hours) of supervised internship, including residence in an agency in

FULL-TIME FACULTY



Douglas Morgan. Acting dean and director of the Public Administration Program. Ph.D., M.A. University of Chicago. A.B. London School of Economics and Claremont Men's College.

James Holton. Assistant director of Public Administration and college archivist. M.A. Louisiana State University. B. Ed. Tulane University.

Scotland or Victoria, British Columbia; and 3) a final policy paper. The program begins in the summer of each year and is designed to be completed in 15 months of study.

Off-Campus & International Programs

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

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

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

Special Programs

The Executive Seminar Program provides advanced study opportunities for a small group of executives from industry and government. Participants examine issues and the decision-making process relating to selected natural resource policy questions. The 1984-85 seminar series will focus on policies governing rare and endangered species, the Columbia River Gorge, Land and Water Policy, and Wild Range Management. Admission to this program requires agency sponsorship and the consent of the Executive Seminar Program Director, Ted 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, 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.

Faculty

A diverse selection of instructors with expertise in their subject matter exposes students to varied disciplines and methodologies. Practicing professionals, visiting scholars, nationally recognized specialists, and adjunct faculty-practitioners complement the resident faculty of the M.P.A. program. In any given term students may find courses offered by the personnel

director of a local governmental agency; the chairperson of Lewis & Clark's political science, business and administrative studies, educational administration, or public administration department; or a distinguished visiting scholar in urban planning from Edinburgh, Scotland.

Admission

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

To become a degree candidate, the student must:

1. Successfully complete with a minimum 3.0 average at least three graded courses in the Public Administration Program, one of which must be selected from the Core Courses.
2. Submit a complete record of all academic work, including evidence of a bachelor's degree, and a record of all professional experiences of at least three years duration.
3. Submit four letters of recommendation, two from academic instructors and two from professional sources who have had an opportunity to evaluate the applicant's prospects for professional growth at the management level.
4. Prepare a personal statement of at least 500 words, including professional career goals and how the Lewis & Clark program is expected to further them.
5. Submit the score from the Miller Analogies Test.
6. File a proposed program of study.
7. Pay a \$15 application fee.
8. Complete the TOEFL examination if English is a second language.

Recent college graduates who apply under the Program 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.

Degree Requirements

Students enrolled in the program for those with substantial prior work experience are expected to gain exposure to a spectrum of administrative procedures, skills, styles, and policies through their course of study leading to the M.P.A. degree. Six of the 17 courses required

Donald G. Balmer

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

Daniel L. Duke

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

Douglas Egan

B.A., M.B.A., Ph.D. University of California, Berkeley. Chair, Department of Business and Administrative Studies.

G.H. Mattersdorff

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

Patricia A. Schmuck

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

for the degree are electives, allowing each candidate to tailor the program to personal needs and interests. Degree requirements are distributed as follows.

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

Requirements for the Planning & Policy Analysis Option

Students enrolled in the Planning & Policy Analysis Option must meet the following degree requirements:

1. Successful completion of six core courses: 503, 504, 505, 506, 507, and 509
2. Successful completion of 511, 542, 572, and two courses in Scotland or Victoria, B.C.
3. Successful completion of the planning core: 571, 577, 578, 579, 599, and two internships (one domestic and one comparative).
4. Completion of 15 hours of internship experience. A separate brochure is available for students wishing to apply for the Management and Policy Analysis option.

Curriculum

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

Core Requirements

500

Library and Policy Research Skills

Morgan

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

501

Administration in Government

Balmer

The role of administration in society: form, structure, theory. Reorganization, leadership, decision making, budgeting process, personnel management, administrative rule-making, and administrative ethics are discussed.

502

Economic Context of Administration

Mattersdorff

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

503

Public Budgeting

Morgan

The history of public budgeting; the strengths and weaknesses of line item, performance,

program, and ZBB formats; and the characteristics of the budgeting process which help to shape the behavior of the actors and the final outcome. Extensive use of simulations gives students some practical budgeting experience.

504

Administrative Law

Collins

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

505

Formal Organizations and Advanced Administrative Management

Egan

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

506

Organizational Behavior

Pat Schmuck

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

507

Quantitative Methods

Sam Sugama

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.

508

Administrative Ethics

Morgan

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

509

Capstone Course

Morgan, Duke

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

Governmental Context

510

Studies in Politics and Administration

Staff

Specific course content varies from term to term.

DISTINGUISHED VISITING PROFESSORS

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

Ian H. Adams

M.A., Ph.D. University of Edinburgh. Lecturer, University of Edinburgh.

Richard Chapman

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

Stefan Kapsch

Ph.D. University of Minnesota. Associate professor of political science, Reed College. Research director, Oregon Commission on the Judicial Branch.

Frederick A. Kistler

B.A. American University. Deputy associate director for Compensation, U.S. Office of Personnel Management.

Henry B. Mayo

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

Daniel M. Ogden, Ph.D.,

M.A. University of Chicago. Director of Office of Power Marketing Co-ordination, U.S. Department of Energy; formerly dean, Colorado State University.

Peter Steinberger

Ph.D. University of California at Riverside.
B.A., M.A. Fordham University. Associate professor of political science, Reed College.

C. Dwight Waldo

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

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

Don S. Willner

J.D., B.A. Harvard University. Partner in Portland law firm of Willner, Bennett, Bobbitt & Hartman specializing in labor law; formerly an Oregon state senator.

David Yaden

Ph.D. candidate Claremont College. A.B. Portland State University. Formerly special assistant to the Secretary of Transportation; president of Yaden Associates, Inc., a public opinion research firm; legislative assistant to former U.S. Senator Maurine B. Neuberger and U.S. Congressman Don Bonker.

511

Administration and the Policy Process

Staff

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

512

Metropolitan Politics

Staff

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

513

Legislative Politics

Staff

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

514

Governments and Their Publics: A Study of Interaction

Staff

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

515

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

Balmer

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

516

Comparative Public Administration: Program in Edinburgh, Scotland

Mattersdorff

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

517

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

Balmer

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

Content of Public Policy

520

Studies in Public Policy

Staff

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

521

Public Regulation of Business

Staff

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

522

Natural Resources Policy

Staff

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

523

Human Services

Staff

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

524

Northwest Energy Policy

Staff

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

Personnel Relations

530

Problems in Personnel Management

Staff

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

531

Personnel Administration

Staff

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

533

Communication Skills for Administrators

Schmuck

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

534

Collective Bargaining: Advanced Labor Law

Willner

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

535

Federal Personnel Policies

Kistler

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

Quantitative Methods

541

Accounting for Administrators

Reding

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

542

Systems Analysis/Operations Research

Staff

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

543

Statistics and Their Uses

Staff

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

545

Computer Applications for Administrators

Staff

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

Administrative Management

550

Studies and Current Developments in Administrative Management

Staff

Specific course content varies from term to term. Recent topics have included cutback management, strategic planning, management control and implementation, and productivity.

553

Organization Development

Staff

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

554

Managing Not-for-Profit Organizations

Proppe

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

Policy Analysis

571

Zenk

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

572

The American Regime

Holton

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

577-579

Integrative Policy Seminar

Holton

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

596

Thesis

Staff

Independent research under faculty supervision integrating program coursework.

597

Internship

598

Special Studies

Courses designated as 598 are nonrecurring or experimental courses.

599

Independent Study

Law School Courses

The following Lewis & Clark Law School courses have been approved as meeting Public Administration Program requirements. These courses will be offered on a consent-of-instructor basis. Please contact the MPA office for further details and enrollment procedures.

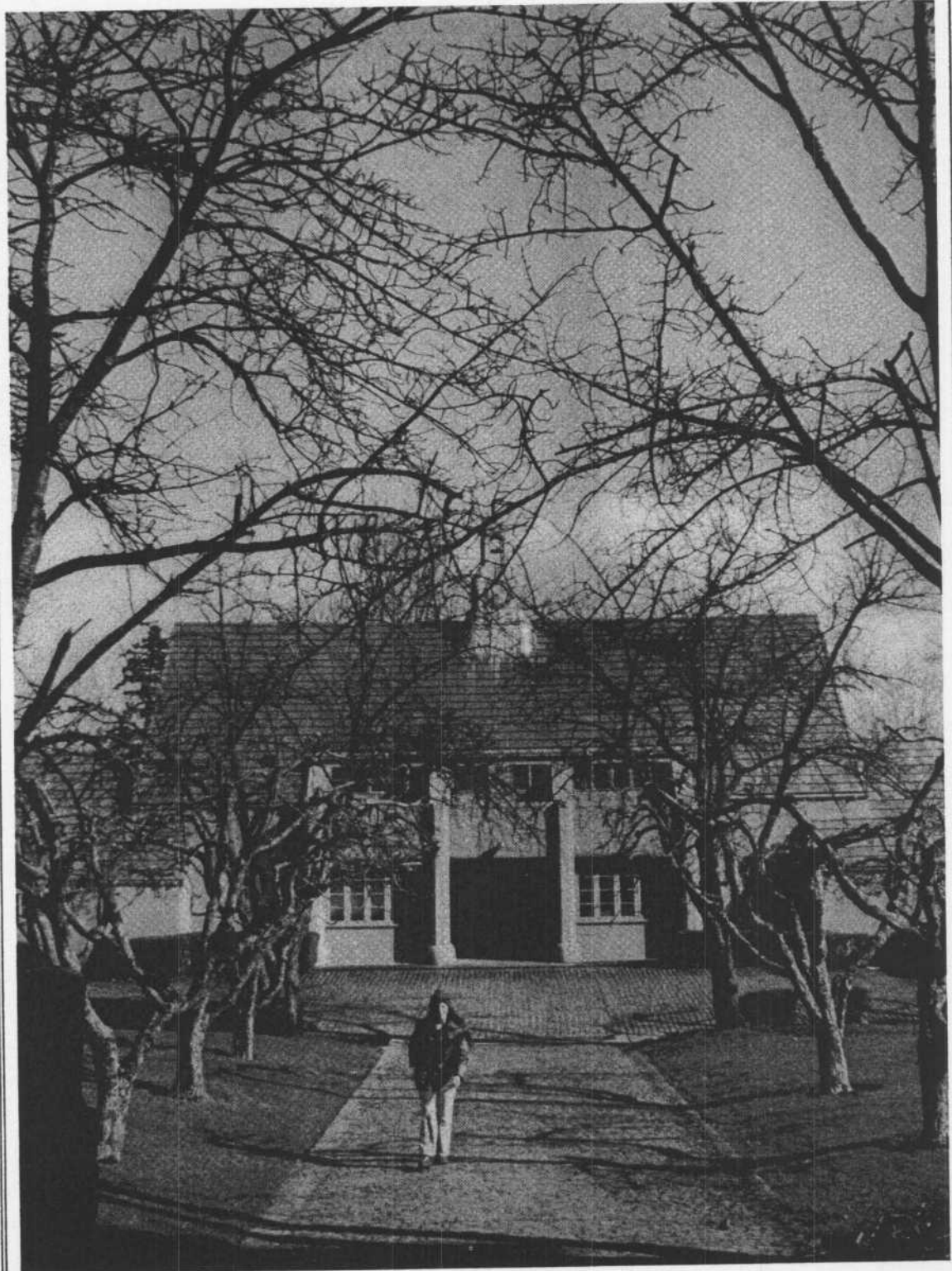
Environmental Law I

Employment Discrimination

Oil and Gas Law

Public Lands Law

Water Law



The Lewis & Clark Program in Special Education-Hearing Impaired has been a major regional resource since 1950 for the preparation of preschool, elementary, and secondary teachers of the hearing impaired. Students are recruited nationally. The program enjoys a 100 percent placement record, with successful graduates finding challenging work in the field throughout the United States.

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

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

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

More than \$1.2 million in federal grant money has been received over the years to assist the program. A limited number of federally-funded stipends may be available to students. Acceptance into the program automatically qualifies the student for stipends, if available.

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

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

Resources for Nondegree Study

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

During 1983-84, more than 1,000 individuals were involved in some professional growth activity offered through the Special Education-Hearing Impaired Program.

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

Faculty

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

Admission

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

Programs of Study and Degree Requirements

The sequence of specialized coursework begins in June. Completion of requirements may be achieved in June of the following year or may require an additional enrollment, depending on the educational background of the student. A program of study is planned individually with each participant. If any of the required coursework has been completed during the last five years, approved courses may be substituted.

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

FULL-TIME FACULTY



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

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

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

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

In addition to the specialized curriculum and required graduate courses, it is recommended that secondary majors also complete state requirements for a secondary subject matter endorsement.

Curriculum

501

Psycho-Social and Educational Foundations of Deafness
Brelje

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

505

Communications Systems I

Bullard

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

506 or 507

Communication Systems II: Elementary or Secondary
Bullard

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

515

Methods of Developing Language for the Hearing Impaired I

Bullard

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

516 or 517

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

Bullard

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

520

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

Charuhas

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

525

Audiology II: Audiological Testing

Charuhas

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

530

Curriculum and General Methods of Teaching the Hearing Impaired

Brelje

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

536

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

Linder-Crow

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

537

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

Lorenzen

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

540

Directed Observation

Staff

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

546 or 547

Student Teaching: Elementary or Secondary

Staff

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

580, 581, 582

Sign Language: Beginning, Intermediate, Advanced

Staff

American Sign Language and sign systems which follow English syntax. The course is designed to meet individual needs according to competency in manual communications. Two of the three sign language courses are required unless competency allows the student to waive the courses. 2/3 credit each.

ADJUNCT FACULTY

Peter A. Charuhas

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

Jo Linder-Crow

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

Judy Lorenzen

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

Larry Petersen

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

Lewis & Clark believes that graduate study is a serious undertaking, one which 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, while providing some guidelines that help define a common graduate experience at this institution.

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. However, since their primary

purposes are teaching and the pursuit of academic excellence, individual faculty members expect students to perform beyond minimum standards. To a great extent, an individual's final measure of success in graduate study at Lewis & Clark is a product of personal effort and intellectual growth.

Admission to Graduate Study

Each graduate program has unique admission requirements and procedures. These are listed in the appropriate program section. Application information for graduate study is available on request at each program office.

Meeting the minimum entrance requirements of a given program does not guarantee admission. Conditional Admission may be granted to applicants who meet certain admission requirements at the minimal level if other indicators suggest probable success in the program.

Each program requires applicants to take the Miller Analogies Test or the Graduate Record Exam. The Miller Analogies Test may be taken by appointment at the Lewis & Clark Student Counseling Center, 503-244-6161 x555, or at Smith Memorial Center, 1825 S.W. Broadway, Room M-342, 503-229-4428, Portland 97201. Information about Graduate Record Examination testing dates and sites may be obtained at the Career Planning & Placement Center in the Gatehouse, x580.

Admission of International Students

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

It is frequently difficult to properly evaluate an international student's preparation in terms of American requirements for advanced degree programs. Most graduates of institutions abroad are routinely admitted with the under-

standing that they may be required to undertake certain work in order to make up deficiencies in preparation and that no commitment can be made regarding the time required to complete a course of study. Students should write directly to the appropriate program to obtain an admission package and to inquire about specific requirements and procedures.

The college offers limited financial aid and assistantships to graduate students. 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 \$5,500 for tuition for the calendar year.

International students should have sufficient knowledge of the English language to follow their proposed program of study. All international students whose native language is other than English and who have not completed an undergraduate degree in the United States must submit the Test of English as a Foreign Language (TOEFL). For information and arrangements for taking the TOEFL, students should write to the Educational Testing Service, Princeton, New Jersey 08540.

A score of 550 is usually necessary to begin a graduate program, but there is flexibility in that score level. That is, other factors of achievement and aptitude will enter into an admission decision, especially regarding the graduate program in music performance.

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

the TOEFL, they may apply for admission to graduate studies.

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

Admission Deadlines

Applications must be completed by the following deadlines.

Fall 1984 admission: Apply by July 1, 1984.

Winter 1984 admission: Apply by November 1, 1984.

Spring 1985 admission: Apply by February 15, 1985.

Summer 1985 admission: Apply by May 10, 1985.

Fall 1985 admission: Apply by July 1, 1985.

The Program in Special Education-Hearing Impaired has only one admissions cycle per year. Deadline for applications to the program is March 1.

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 acting dean of the graduate school—he or she may do so.

Student Status

Special Student

A Special Student is defined as:

1. A student who is *not* seeking a Lewis & Clark degree or certificate and does not intend to. This student is taking courses solely for personal or professional enrichment.
2. A student who is interested in pursuing a Lewis & Clark degree or certificate but has not been formally admitted to graduate study. If a degree or certificate is desired, *no more than two course credits* may be taken under Special Student status, except in the Public Administration Program.

Special Student enrollment does not guarantee subsequent admission to any graduate program nor that the course work taken will be accepted for degree or certification requirements.

Degree/Certificate Seeking Student

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

Advisors

The director of each graduate degree program is

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

Sequential Responsibilities of Candidates in a Master's Degree Program

These steps apply for all degree programs.

1. Apply for admission to graduate study.

Applicants should complete graduate study admission requirements before registering for any course work at the college, unless permission is granted by the appropriate program director. If for valid reasons a student is unable to complete application prior to the opening of the term, the student will be granted Special Student status (see section on student status). All Public Administration Program students retain the Special Student status until the application for admission to candidacy is begun, upon completion of three courses in the program. See Public Administration section on admission.

2. Design a formal study program with an advisor.

a. Students should design a formal program with a graduate advisor before registering for any course work but *no later than the end of the first term of study*, except in the Public Administration Program. The formal program in public administration is filed with the application for admission to candidacy.

b. A copy of the formal program must be approved by the appropriate graduate program director.

3. Complete the Approved Course of Study.

4. Apply for the degree.

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

Advancement to Degree Candidacy

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

The following steps are taken during the review:

1. Course grades are examined to determine whether a 3.0 grade point average is being maintained, whether more than two grades below B- have been earned and whether any grade lower than C- has been earned.
2. The courses taken are compared to those listed on the student's formal program to ensure that the student is progressing as planned.

3. Information relevant to each degree/certification program is solicited from advisor(s), professors, and other sources.

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

Credit System

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

Transfer of Credit

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

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

Graduate Tuition & Fees for 1984-85

The cost of course work at Lewis & Clark is slightly more than at a state-supported institution. Costs for the 1984-85 academic year are listed below.

1 L&C credit: \$444 (5 quarter hours)

2/3 L&C credit: \$296 (3 1/3 quarter hours)

1/2 L&C credit: \$222 (2 1/2 quarter hours)

1/3 L&C credit: \$148 (1 2/3 quarter hours)

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

Refund Policy

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

Special Fees

The following fees apply only to graduate students:

Application to graduate study: \$15

Graduation fee: \$25

Registration with Teacher Placement Bureau (optional): \$10

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

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

Financial Assistance

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

A limited number of federally funded graduate stipends are available to students in the Special Education-Hearing Impaired Program. Three assistantships are available to second year students in the Counseling Psychology Program.

Full-Time Student Status

For financial aid purposes, full-time graduate student status requires continuous enrollment during fall, winter, and spring terms in coursework totaling at least one and one-half Lewis & Clark credits per term.

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

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

Applications for loans will be processed through the college's Financial Aid Office, x378. Students qualifying for V.A. benefits should contact Susan Galyen in the Registrar's Office, x207.

Registration

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

Course Numbering System

100-299

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

300-499

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

500-599

Graduate courses

600-649

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

650-699

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

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

Calendar

1984-85 Academic Year

Registration
Classes begin
Late registration
Last day to register, 4 p.m.
Last day to select CR/NC or grade
Degree application deadline
Last day to make up incompletes
Last day to withdraw
Last day of classes
Commencement

Fall

September 10
September 11
September 11
September 21
September 21
September 15
December 12
October 19
November 21

Winter

January 8
January 8
January 8
January 18
January 18
November 15
April 12
February 15
March 14

Spring

April 1
April 2
April 2
April 12
April 12
February 1
July 5
May 10
June 13

Summer

May 15
May 15
June 16
June 16
June 24
August 2
August 16

1985 Summer Session

Classes begin
Classes end

Term I

June 24
July 19

Term II

July 22
August 16

6-Week

June 24
August 2

8-Week

June 24
August 16

Note: Consult the Summer Session Bulletin for schedule details.

Grading System

To enable the faculty to signify finer discriminations of student academic performance, letter grades may be accompanied by a plus or minus to be calculated into a student GPA as follows:

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

Grading Policy

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

Under special circumstances, courses can be taken on a Credit/No Credit basis, but no more than three credits of course work taken Credit/No Credit may be applied toward a graduate degree program.

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

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

Incomplete Grades

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

When the instructor decides that an Incomplete grade is appropriate, an Incomplete Grade Form, obtained from the Registrar's Office, is filled out and signed by both the faculty member and, whenever possible, the student. Stated on the form is the reason for the granting of the Incomplete and the date by which the Incomplete will be made up. This date may be no later than three weeks following the last day of the final examination period of the term. This form will be submitted to the Registrar along with final grades for the term.

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

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

Course Waivers

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

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

A course successfully waived will be noted on the student's transcript in these ways: by "competence examination," "demonstration," or "recommendation" (or any combination). Petition to Waiver forms and specific waiver

procedures are available in each graduate program office.

Thesis

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

Residence

To establish residence in the M.A.T., M.A.T.-L.S., M.M., M.M.E., M.P.A., and nondegree programs, all course work must be completed at Lewis & Clark College, except for a maximum of 15 quarter hours of transfer credit. Students should note that three programs have special residency requirements.

The Special Education-Hearing Impaired Program requires full-time continuous enrollment during the academic year and summer sessions. The Counseling Psychology Program requires course enrollment during the academic year with optional enrollment in summer sessions. See Master of Music - Performance section on program for residence requirements unique to that degree.

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 15.

Winter graduation: November 15.

Spring graduation: February 1.

Summer graduation: May 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 February 1.

Summer Session

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

Continuing Studies

The college provides continuing education courses, workshops, and conferences throughout the year. Included are educational experiences on and off campus for educators, counselors,

public administrators, business managers, musicians, and other professional groups. Optional graduate credit offered through selected offerings may be applied to graduate programs, not to exceed two Lewis & Clark course credits (10 quarter hours). Students admitted to graduate degree or certification programs should consult with their advisors before enrolling in any continuing studies course to determine whether course credit will apply to their programs. (See "Course Numbering System" for details.) For specific information about 1984-85 programs, phone or write the Continuing Studies Office.

Emergency Information

The best source of help in an emergency is the Security Office, x340. An officer will either respond directly or call in necessary assistance like the Police Department, Health Service, or an ambulance. Whenever possible it is best to allow the Security Office to coordinate response to emergencies.

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

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

Bad Weather Emergency Procedures

During bad weather, students and faculty are notified of graduate evening class closures through notices on local radio stations. Several radio stations routinely include class closure announcements in their morning broadcasts. Additional evening closures may be broadcast between 2 and 5 in the afternoon. At the first meeting of winter term classes, instructors may also establish a telephone network among class members.

Accreditation

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

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

Registrar

The Registrar's Office, located on the main floor of Odell Manor, is open from 9 a.m. to noon and from 1 to 4 p.m. Monday through Friday. During the first two weeks of each term, the office remains open until 5 p.m. For information regarding official academic records, requests for transcripts, and course schedules, phone x207.



Cashier

The Cashier's Office, located in the basement of Odell Manor, is open from 9 a.m. to noon and 1 p.m. to 4 p.m. Monday through Friday. During the first two weeks of each term, the office will remain open until 5 p.m. Contact the office for information on costs, to pay tuition and fees, to inquire about your account, to change an address to which billing should be sent, and to pick up your paycheck if you are working on campus. If payment of tuition and fees presents a problem, the Cashier's Office will work with you to develop a payment plan. You may cash checks at the office with presentation of a current, valid Lewis & Clark I.D. card. If you wish to cash a check of \$100 or more, please give the office 24 hours notice. Phone x205.

Bookstore

The bookstore is located mid-campus in Templeton College Center next to the Trail Room. It is open from 8:30 a.m. to 4:30 p.m. Monday through Friday throughout the year and from 6 to 8:30 p.m. Monday through Thursday when class is in session. Students may return textbooks for a full refund upon presentation of a sales slip and a drop course slip during the first two weeks of each term. For information phone x496.

Library

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

Policies

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

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

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

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

Circulation Services

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

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

Reserve Books

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

Copying Services

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

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

Interlibrary Loan Service

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

We locate a large number of requested materials at Portland State University.

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

New Book Collection

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

Dialog

Students and faculty may request an on-line literature search through *Dialog* at the library. *Dialog* provides access to more than 100 data bases in all disciplines. Most data bases are on-line versions of paper indices, such as *Psychological Abstracts*, *Chemical Abstracts* and *Biological Abstracts*. An on-line search is particularly helpful when you are researching a complex issue with several major topics or doing comprehensive research which involves a thorough search through years of indexes. A librarian will interview you to ascertain your needs and construct a search strategy, then perform the search on a terminal in the library. The results are a lengthy bibliography of articles pertinent to your topic. If you think such a search would benefit you, complete the quest-

ionnaire available at the reference desk and a reference librarian will assist you. In some cases there will be adequate material available to you without a computer search. The reference librarian can help determine that. This service is provided free.

Audio-Visual Services

The Audio-Visual Center offers many services to students and faculty. Various types of equipment may be checked out, such as projectors, record players, tape recorders, and video recorders. Valid I.D. must be presented when equipment is checked out. You may reserve equipment in advance by calling x401.

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

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

Literature Searching Assistance

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

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

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

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

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

Computing Services

Computer services at Lewis & Clark are designed to meet a range of needs and to provide a multitude of services for students and faculty. There is no charge to students for

course-related computer activities. Programs include a text editor, often used to prepare papers; other packages such as a Statistical Package for the Social Sciences (SPSS); and assorted programs contributed by members of the community. In addition, the VAX system accepts programs in the languages of Basic, Fortran, Pascal, and Cobol.

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

An additional terminal in the business-economics office building is reserved for those who are involved in faculty research projects. Consult your program director for details.

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

For further information visit one of the terminal rooms or phone x230.

Writing Skills Center

The Writing Skills 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 x252.

Math Skills Center

The Math Skills Center, adjacent to the Writing Skills Center in Albany Quadrangle, has drop in hours which vary from term to term depending on staff availability. Hours are posted on the door of the center. To make an appointment for individual help, phone x498.

Duplicating Services

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

A plain paper copier and a ditto or spirit duplicator are available on a self serve basis for simple or quick jobs. Coin operated photocopy machines are located 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 x380.

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, x540. In addition, full-time students can take advantage of three meal plans. Details may be obtained from the Business Office, Residence Halls Office, or Saga. Weekday meal hours are: Breakfast, 7-8 a.m. Continental breakfast, 8-8:30 a.m. Lunch, 11:30 a.m.-1:15 p.m. Dinner, 4:45-6:30 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 a.m.-1 p.m. Dinner, 5-6 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.-10 p.m. Friday, 7 a.m.-9 p.m. Vacation schedules vary; for information phone x540.

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, phone x450. Pool hours during the academic year are: Monday-Friday, noon-1 p.m. Monday-Thursday, 7-9 p.m. Saturday and Sunday, 1-4:30 p.m.

Health Services

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

Emergency Procedures

In any emergency involving the health of a Lewis & Clark student, phone x280. Whenever possible it is best to allow the Security Office, x340, to coordinate responses to an emergency. An officer will respond directly and call for necessary assistance from the infirmary or an ambulance.

Counseling Center

The student counseling center, located on the third floor of Odell Manor, is a broad based service designed for facilitating student learning and growth. The staff consists of two full-time counseling psychologists and two intern counselors. Consultation and referral services are provided in conjunction with several local psychiatrists. The center is open from 8 a.m. to 4 p.m. daily. The staff is on call at all times for emergency assistance.

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

A small fee is charged for some tests; all other services are free to Lewis & Clark students. A referral is not necessary. To schedule an appointment, phone x555.

Career Planning & Placement

The Career Planning & Placement Center is located in the Gatehouse at the main entrance to campus. The center maintains an excellent circulating library containing information about work, information on hundreds of companies, many graduate school catalogs, and registration materials for graduate and professional school testing.

Professional career counselors are available to talk with you about career interests. You need not have a specific agenda in mind to make good use of time with a counselor. The office is open 8:30-noon and 1-5 p.m. The center will also be open one evening a week, from 5 to 7 p.m. Drop in anytime during the work day or phone x580 for an evening appointment.

Templeton College Center

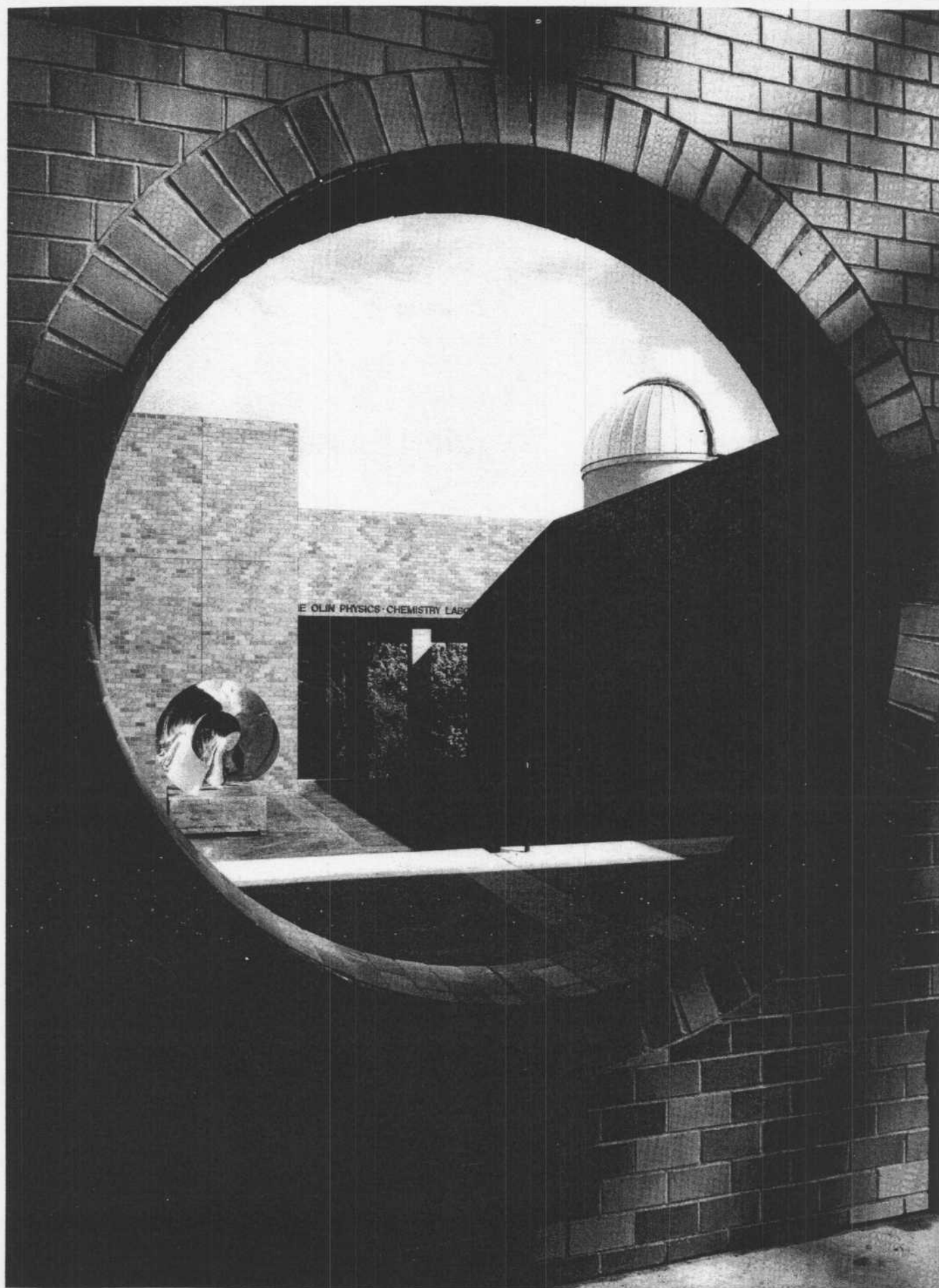
Templeton College Center houses a number of offices, dining rooms, meeting rooms, the Council Chamber, several lounge areas, the infirmary, bookstore, and bakery. The building opens at 8 a.m. each day and remains open until 11 p.m., or midnight on Fridays and Saturdays.

Student assistants are available at the Information Desk, x576, 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 sponsored by Celebrity Attractions are available from the campus events office. For additional information, phone x576 between 8 a.m. and 5 p.m. weekdays.



C O U R S E S C H E D U L E S

COURSE TITLE		PREREQ.	CREDIT	COURSE CODE			INSTRUCTOR	PERIOD	ROOM
				FALL	WINTER	SPRING			
DEPARTMENT - COUNSELING PSYCHOLOGY									
CHAIRMAN - MICHAEL J. STARK PH.D.									
OFFICE - BODINE									
501	ADVANCED GENERAL PSY		1			42010	STARK	H5-9	OPC 301
502	INTRO TO STATISTICS		1/2	42020			MEYER	M5-7	BTH 1
			1/2			42030	MEYER	M5-7	THR 5
503	INTRO TO COUNSELING PSY		1	42040			MCILROY	T5-9	B 202
			1		42050		MCILROY	W4-8	B 201
504	CHILD/ADOL DEVELOPMENT		1/2	42060			STAFF	M7-9	B 201
			1/2		42070		STAFF	M7-9	B 202
511	PHIL/THEORY COUN PSY	503	1		42080		MCILROY	T1-5	BTH 4
		503	1			42090	MCILROY	W5-9	B 201
519	PROCESS & OUTCOME OF	503	1/2		42110		STARK	M5-7	B 202
	PSYCHOTHERAPY		1/2			42120	STARK	M5-7	B 201
520	TECH OF COUNSELING	503	1/2		42130		STAFF	M715-915	THR 5
		503	1/2			42140	STAFF	M715-915	B 202
521	PROGRAM/PLAN/EVALUATION	502	1/2			42150	STAFF	H445-645	ALB 111
524	PSYCHO ED ASSESSMENT		1/2			42160	STAFF	H7-9	B 202
525	INTRO TO ASSESSMENT		1/2	42170			STAFF	H5-7	B 302
530	SCHOOL COUNS PRO SEM I		1/2	42180			JONES	H445-645	B 202
531	SCHOOL COUNS PRO SEM II	530	1/2		42190		JONES	H445-645	B 201
535	COUN FSY PRO SEM	503	1/2	42200	42210		WEBER	T5-7	B 302
540	STRAT FOR BEHVR CHANGE	520	1	42220			LINDBLOOM	M4-8	B 202
541	INSTRUCT CONSULTATION		1/2		42231		STAFF	W5-7	B 302
			1		42230		LINDBLOOM	M1-5	OPC 309
542	CAREER COUNSELING	503	1	42240		42250	MCILROY	W5-9	B 202
			1				MCILROY	T1-5	ALB 104
545	PSYCHOLOGY OF EXCEP-		1	42260			WAKSMAN	M1-5	ALB 111
	TIONAL CHILDREN								
546	GROUP COUNSELING	503	1	42270		42280	NAST/KANE	M5-9	ALB 201
547	FAMILY COUNSELING	503	1/2	42290			STAFF	T5-7	ALB 111
			1/2			42300	PROPST	W3-5	ALB 111
548	BEHAVIOR CONSULT I		1/2	42310			STAFF	W5-7	B 302
549	BEHAVIOR CONSULT II	548	1/2		*		STAFF	ARR	ARR ARR
*TO BE SCHEDULED DURING NOV/DEC. INTERIM-CALL COUNS. PSY FOR DETAILS.									
555	DRUGS & BEHAVIOR		1			42330	WEBER	T5-9	ALB 111
557	HUMAN SEXUALITY		1/2		42340		STAFF	H5-7	B 202
558	CLINICAL WORK W/WOMEN		1	42350			STAFF	H5-9	ALB 111
559	THEORY/TRTMT OF DEPRES		1	42360	42370		PROPST	W1-5	CHA PEL
									MTG RM
560	ADVANCED STATISTICS	502	1	42380			MEYER	T5-9	BTH 4
			1		42390		MEYER	M5-9	BPB 137
561	RESEARCH DESIGN I	560	1		42440		MEYER	T5-9	BTH 4
562	RESEARCH DESIGN II	561	1			42450	MEYER	T5-9	BTH 4
563	RESEARCH SEMINAR	562	1/2			42460	PROPST	M515-715	B 202
567	LEARNING DISABILITIES		1/2			42470	SEBASTIAN	M715-915	B 201
570	PRACTICUM IN CHILD &	504	1/2		42480		WAKSMAN	H3-5	B 202
	ADOLESCENT PSYCH I		1/2			42490	ROSENBERG	W5-7	ALB 104
571	FRACT CHILD/ADOL PSY II	570	1/2			42500	WAKSMAN	H3-5	B 202
572	PRACT SCHOOL COUN I		1/2	42510			SEBASTIAN	H7-9	B 202
573	PRACT SCHOOL COUN II	572	1/2		42520		SEBASTIAN	H7-9	B 202
574	PRACT ADULT DEVELOPMENT	520	1/2	42530			WEBER	T715-915	ALB 111
	AND PSYCHOPATHOLOGY I		1/2	42540			STAFF	W4-6	ALB 111
			1/2		42550		STAFF	W630-830	ALB 104
575	PRACT ADULT DEVELOPMENT	574	1/2		42570	42560	STAFF	T5-7	ALB 104
	AND PSYCHOPATHOLOGY II		1/2				WEBER	T715-915	BPB 137
575			1/2		42580		LINDBLOOM	W4-6	ALB 104
			1/2			42590	LINDBLOOM	W5-7	EDM 10

COURSE TITLE	PREREQ.	CREDIT	COURSE CODE			INSTRUCTOR	PERIOD	ROOM
			FALL	WINTER	SPRING			
576 PRACT IN MARRIAGE AND FAMILY COUNSELING I	547	1/2		42600		PROPST	M3-5	PSC 116
577 PRACT IN MARRIAGE AND FAMILY COUNSELING II	576	1/2		42610		PROPST	W5-7	ALB 111
578 INTERNSHIP SCHOOL PSY I	PERM	150			42620	PROPST	M3-5	ALB 111
579 INTERNSHIP SCH PSY II	PERM	150			42630	PROPST	W5-7	ALB 111
580 INTELLECTUAL ASSESSMENT	PERM	1	42660			WAKSMAN	H515-715	ALB 111
581 PERSONALITY ASSESSMENT	PERM	1/2		42670		WAKSMAN	H515-715	B 302
582 ASSMT EXCEPTIONAL CHILD	PERM	1	42680			STAFF	T5-9	THR 5
595 THESIS RESEARCH	PERM	ARR	42690	42700	42710	STAFF	W715-915	BTH 1
598 HEALTH PSYCHOLOGY		1			42720	WAKSMAN	H5-9	EDM 10
						PROPST	ARR	ARR ARR
						LINDBLOOM	T1-5	THR 5
DEPARTMENT - EDUCATIONAL ADMINISTRATION								
CHAIRMAN - DANIEL DUKE, ED.D.								
OFFICE - BODINE								
501 INTRO TO EDUC ADMIN		2/3	64000	64010		SCHMUCK	M5-8	EDM 10
502 SUPERVISION OF ED STAFF	501	2/3	64030		64020	SCHMUCK	T5-800	EDM 10
		2/3		64040		KORACH	T5-800	EDM 8
		2/3			64050	DUKE	T5-800	EDM 8
503 SCHOOL & COMMUNITY		1/2		64060		DUKE	M5-800	EDM 8
504 MGMT OF FINANCES		1/2	64070			KORACH	T5-730	PSC 116
		1/2		64080		KATTERLE	W5-730	B 110
		1/2			64090	STAFF	W6-830	ARR
505 FORMAL ORGANIZATIONS		2/3		64100		KATTERLE	H7-930	EDM 11
506 NEGOTIATIONS/COLL BARG		2/3		64110		EGAN	H6-900	EDM 10
507 PERSONNEL MANAGEMENT		1/2			64120	HUNGERFORD	W7-10	B 302
509 PRACTICUM-PRINCIPAL/VP		1/2	64125	64130	64140	ROUSSEAU	W5-730	B 302
510 PRACTICUM-SUPERINTEND'T		1/2	64145	64150	64160	SCHMUCK	ARR	ARR ARR
512 POLICY DEVELOPMENT		1/2		64170		SCHMUCK	ARR	ARR ARR
513 LEADERSHIP SEMINAR		1/2	64180			ERICKSON	T5-730	EDM 9
		1/2			64190	DUKE/SCHMUCK	T5-730	EDM 9
521 ELEM SCH ORGANIZATION		2/3	64200			DUKE/MORGAN	H6-900	EDM 9
522 SEC SCHOOL ORGANIZATION		2/3		64120		ISAACSON	W5-800	PSC 116
530 MANAGE STUDENT BEHAVIOR		1/2			64220	SAGOR	W4-700	PSC 116
531 TEACH-LEARNING PROCESS		1/2	64230			JONES	H4-630	ALB 120
		1/2			64240	SIMINGTON	H6-830	EDM 9
533 COMMUNICATIONS FOR ADMS		2/3		64250		POPE	M630-9	ARR
543 LAW/PUBLIC EDUCATION		2/3	64260			DUKE	W5-800	B 201
		2/3			64270	GATHERCOAL	T5-800	BTH 3
544 WASHINGTON		2/3	64280	64290	64300	GATHERCOAL	M5-800	BTH 1
545 COMPUTERS FOR ADMS		2/3	64310			SCHMUCK	ARR	ARR ARR
(CROSS-LISTED COURSE)						WEITZEL/NEWBURG	ARR	ARR ARR
FA 506-ORGANIZ BEHAVIOR		2/3			51100	STAFF	H5-740	ETH 3
							+1 SAT	
DEPARTMENT - MASTER OF ARTS IN TEACHING								
CHAIRMAN - MARY KAY TETREALT, ED.D.								
OFFICE - BODINE								
500 RESEARCHING TEACHING GOALS AND STRATEGIES		2/3	54010			DUNN	M5-8	THR 5
		2/3		54020		DUNN	H5-8	BTH 3
		2/3			54030	DUNN	M5-8	THR 6
501 EVALUATING THE OUTCOMES OF TEACHING	ED 500	1/3		54040		STIGGINS	T5-7	B 201
502 PERSONAL AND SOCIAL DIMENSIONS OF TEACHING		2/3	54060		54050	STIGGINS	H5-7	B 202
503 STUDENT DEVELOPMENT AND LEARNING	ED 501	2/3	54080			TETREALT	M5-8	B 302
	ED 502	2/3		54070		WALLACE	T7-10	ALB 104
		2/3		54090		ARCH	T5-8	ALB 120
504 INDIVIDUALS IN THE CLASSROOM	ED 503	2/3	54110		54100	MOORE	H5-8	BTH 4
		2/3		54120		MARON	M5-8	EDM 9
505 TEACHING AND LEARNING IN THE ELEMENTARY SCHS	ED 501	2/3		54140		JONES	H5-8	BTH 3
	502					NEILL-CARLTON	W5-8	BTH 4
						URZUA	M5-8	B 201

C O U R S E S C H E D U L E S

	COURSE TITLE	PREREQ.	CREDIT	COURSE CODE			INSTRUCTOR	PERIOD	ROOM	
				FALL	WINTER	SPRING				
506	PRACTICUM IN ELEMENTARY TEACHING	ED 505	1/3	54150		54160	DUNN URZUA STAFF	H5-8 T5-7 T5-8	B B 9	201 202 202
507	TEACHING AND LEARNING IN THE SECONDARY SCHOOL		2/3		54170					
508	TEACHING AND LEARNING IN THE SECONDARY SCHOOL	ED 507	1/3	54180			BRAUNGER	T5-8	E	201
			1/3			54190	STAFF	W5-8	B	202
			1/3	54200			CONRATH	W5-8	B	201
509	QED SEMINAR		2/3		54210		TETREAULT	H5-8	ALB	104
			2/3			54220	TETREAULT	M5-8	B	302
511	MOTIVATING AND MANAGING STUDENT BEHAVIOR	ED 503	2/3			54221	JONES	H4-630	BTH	1
513	LEADERSHIP SEMINAR		1/2	54222			DUKE/SCHMUCK	T5-730	EDM	9
			2/3			54223	DUKE/MORGAN/ SCHMUCK	H6-9	EDM	9
529	LANGUAGE ACQUISITION AND DEVELOPMENT		2/3	54230			URZUA	W5-8	BTH	3
			2/3			54240	URZUA	W5-8	BTH	1
530	BASIC SKILLS IN READING		2/3	54250			URZUA	M5-8	THR	6
532	INNOVATIONS IN READING-METHODS AND MATERIALS	ED 530	2/3		54260		BARNES	W5-8	ALB	120
534	DIAGNOSIS AND CORRECTION	ED 530	2/3			54270	MOORE	M5-8	ALB	111
539	ADVANCED TEACHING OF READING AND WRITING		2/3	54280			STAFF	T5-8	THR	6
543	LAW/PUBLIC EDUCATION		2/3	54290			GATHERCOAL	T5-8	EDM	10
			2/3			54300	GATHERCOAL	M5-8	EDM	10
576	RESEARCHING AND TEACHING THE LANGUAGE ARTS		2/3		54310		URZUA	W5-8	THR	5
598	LAW IN EDUCATION SEMINAR *		2/3			54320	COVER	H4-6	LAW	SCH
	*THIS COURSE MEETS JAN 14 THROUGH APRIL 26 AT THE LAW SCHOOL.									
598	COMPUTERS-EDUCATORS I		2/3	54330			GELDAKER	H5-8	LKE	RDG
			2/3		54340		GELDAKER	M5-8	LKE	RDG
598	PROMOTING VISUAL LITERACY-FILM FEE \$25		2/3	54350			WALLACE	W7-10	ALB	104
598	TEACHING CITIZENSHIP		2/3	54360			COVER	M5-8	LAW	SCH
598	SS-INSTRUCTION, CURRICULUM AND EVALUATION		2/3			54370	STAFF	M5-8	ALB	104
	ART									
400	DRAWING		2/3		57010		SHIRLEY	T/H5-8	ARR	
555	PAINTING		2/3			57020	SHIRLEY	T/H5-8	ARR	
	HEALTH & PHYSICAL EDUCATION									
4326	COACHING OF BASEBALL *PER 3 MEETS 930-1020 AM M-F		2/3		46260		GATTO	3*	PSC	10
4396	COACHING OF SWIMMING		2/3		46270		EMBLEM	ARR	PSC	110
509	PSYCHOLOGY OF COACHING		2/3	44010			GATTO	T5-8	PSC	116
540	MOTOR LEARNING		2/3		44020		FIX	W5-8	BTH	3
550	SCHOOL HLTH ORG/ADMIN		2/3			44030	CHRISTENSON	H5-8	PSC	110
554	METHODS OF TEACHING HEALTH EDUCATION		2/3	44040			CHRISTENSON	W5-8	BTH	1
564	COMMUNITY HEALTH ED		2/3		44050		SMITH	M5-8	PSC	116
	LANGUAGE ARTS									
500	LANGUAGE ACQUISITION AND DEVELOPMENT		2/3	47010			URZUA	W5-8	BTH	3
			2/3			47020	URZUA	T5-8	BTH	1
501	RESEARCHING AND TEACHING THE LANGUAGE ARTS	LA 500	2/3		47030		URZUA	W5-8	THR	5
530	CHILDREN'S WRITING		2/3			47040	URZUA	M5-8	ALB	120
530	WRITING AND THE WRITING PROCESS		2/3			47050	HUBBUCH	W5-8	BTH	3
550	SEM-MODERN POETRY		2/3	47060			SLOWIK	H5-8	BTH	4
550	SEM-WOMEN NOVELISTS OF THE 19TH CENT		2/3			47070	LOCKWOOD	T5-8	BTH	1
598	HUMAN SOCIETIES & THE LIFE CYCLE		2/3		47080		TETREAULT/BRAUN	M5-8	B	302

COURSE TITLE		PREREQ.	CREDIT	COURSE CODE			INSTRUCTOR	PERIOD	ROOM	
				FALL	WINTER	SPRING				
SCIENCE										
500	CURRENT TOPICS IN SCIENCE AND TECHNOLOGY		2/3	41010			DUNN/MCCONNELL	W5-8	OMS	
501	SCIENCE AND TECHNOLOGY EDUCATION STRATEGIES AND CURRICULA		2/3		41020		DUNN/MCCONNELL	W5-8	OMS	
502	NATURE OF SCIENCE AND TECHNOLOGY EDUCATION		2/3			41030	DUNN/MCCONNELL	W5-8	OMS	
598	UPDATE IN CONTENT SCIENCE		2/3	41040	41050	41060	DUNN	T5-8	OMS	
598	COMPUTERS-EDUCATORS II	COMP ED I	2/3			41070	GELDAKER	H5-8	LKE RDG	
SOCIAL STUDIES										
501	SS-INSTRUCTION, CURRICULUM AND EVALUATION		2/3			49010	STAFF	M5-8	ALB 104	
598	PSYCHOLOGICAL ANTHROPOLOGY		2/3		49020		HART-LANDSBERG	W5-8	THR 6	
598	HUMAN SOCIETIES AND THE LIFE CYCLE		2/3		49030		TETREAULT/BRAUN	M5-8	B 302	
598	TEACHING CITIZENSHIP		2/3	49040			COVER	M5-8	LAW SCH	
598	WOMEN'S HISTORY		2/3			49050	STAFF	T5-8	BTH 3	
DEPARTMENT - SCHOOL OF MUSIC CHAIRMAN - JERRY D. LUEDDERS OFFICE - EVANS 26										
362	VOCAL LITERATURE		2/3		26090		POPPINO	3	E	29
391	SYSTEMATIC APPROACH TO DICTION		1/2	26480			POPPINO	3 MWF	E	2
431	PSYCH OF CONDUCTING	M 332	1/3			26470	LUEDDERS	3T+H	E	27
463	19TH CENTURY MUSIC		1		26100		PAULY	7	E	29
464	20TH CENTURY MUSIC		1			26110	MCDERMOTT	7	E	28
469	SEMINAR IN RESEARCH		1			26130	PAULY	7	E	29
493	ACCOMPANYING CLASS	PERM	1/2			26475	KILBUCK	ARR	ARR	ARR
511	CHAMBER MUSIC WOODWINDS		1/3	52010	52020	52030	LUEDDERS	ARR	E	26
512	CHAMBER MUSIC BRASS		1/3	52040	52050	52060	OBANION	ARR	E	26
513	CHAMBER MUS PERCUSSION		1/3	52070	52080	52090	WARNER	ARR	E	26
514	CHAMBER MUSIC JAZZ		1/3	52100	52110	52120	BECKER	ARR	E	26
515	CHAMBER MUSIC KEYBOARD		1/3	52130	52140	52150	MILLER-STAFF	ARR	E	26
516	CHAMBER MUSIC STRINGS		1/3	52160	52170	52180	GRAY	ARR	E	26
517	CHAMBER MUSIC GUITAR		1/3	52190	52200	52210	KRITZER	ARR	E	26
571	PIANO	FEE	ARR	59000	59000	59000	MILLER	ARR	E	1
571	PIANO	FEE	ARR	59010	59010	59010	THOLEN	ARR	E	1
572	HARPSICHORD	FEE	ARR	59020	59020	59020	KILBUCK	ARR	E	1
573	ORGAN	FEE	ARR	59030	59030	59030	GARRETT	ARR	E	7
574	VOICE	FEE	ARR	59040	59040	59040	POPPINO	ARR	E	2
574	VOICE	FEE	ARR	59050	59050	59050	BENSON	ARR	E	18
575	VIOLIN	FEE	ARR	59060	59060	59060	GRAY	ARR	E	4
575	VIOLIN	FEE	ARR	59070	59070	59070	SPIRO	ARR	E	26
576	VIOLA	FEE	ARR	59080	59080	59080	GRAY	ARR	E	4
576	VIOLA	FEE	ARR	59090	59090	59090	SPIRO	ARR	E	26
577	CELLO	FEE	ARR	59100	59100	59100	ZERBE	ARR	E	26
578	BASS	FEE	ARR	59110	59110	59110	JOBELMANN	ARR	E	26
579	HARP	FEE	ARR	59120	59120	59120	SEELEY E	ARR	E	26
580	GUITAR-CLASSICAL	FEE	ARR	59130	59130	59130	KRITZER	ARR	SAC	
581	FLUTE	FEE	ARR	59140	59140	59140	WEISS	ARR	E	26
581	FLUTE	FEE	ARR	59150	59150	59150	HERBY	ARR	E	26
582	OBOE	FEE	ARR	59160	59160	59160	KORMAN	ARR	E	26
583	CLARINET	FEE	ARR	59170	59170	59170	SCHUBERT	ARR	E	26
584	SAXOPHONE	FEE	ARR	59180	59180	59180	LUEDDERS	ARR	E	26
585	BASSOON	FEE	ARR	59190	59190	59190	EUBANKS	ARR	E	26
586	TRUMPET	FEE	ARR	59200	59200	59200	OBANION	ARR	E	26
587	HORN	FEE	ARR	59210	59210	59210	JOHNSON	ARR	E	26
588	TROMBONE	FEE	ARR	59220	59220	59220	HARRIS	ARR	E	26
589	BARITONE	FEE	ARR	59230	59230	59230	HARRIS	ARR	E	26
590	TUBA	FEE	ARR	59240	59240	59240	RICHARDS	ARR	E	26

C O U R S E S C H E D U L E S

COURSE TITLE		PREREQ.	CREDIT	COURSE CODE			INSTRUCTOR	PERIOD	ROOM	
				FALL	WINTER	SPRING				
591	PERCUSSION	FEE	ARR	59250	59250	59250	WARNER	ARR	E	26
597	COMPOSITION	FEE	ARR	59260	59260	59260	MCDERMOTT	ARR	E	6
599	INDEPENDENT STUDY		ARR	ARR	ARR	ARR	STAFF	ARR	ARR	ARR
DEPARTMENT - PUBLIC ADMINISTRATION CHAIRMAN - DOUGLAS MORGAN, PH.D. OFFICE - FOB 6										
500	LIBRARY/RESEARCH		1/3	51010	51020	51030	MORGAN	H5-6	THR	5
501	ADMINISTRATION IN GOVT		2/3	51040		51050	BALMER	M5-740	BTH	4
502	ADMIN ECONOMIC CONTEXT		2/3			51060	MATTERSDORFF	T5-740	THR	5
503	PUBLIC BUDGETING		1		51070		MORGAN	MH720-10 + 1 SAT	EDM	11
504	ADMINISTRATIVE LAW		2/3		51080		COLLINS	T720-10	EDM	10
505	FORMAL ORGANIZATIONS		2/3		51090		EGAN	T5-740	THR	5
506	ORGANIZATION BEHAVIOR		2/3			51100	STAFF	H5-740 +1 SAT	BTH	3
507	QUANTITATIVE METHODS I		2/3	51110			SUGIYAMA	T740-10 + 1 SAT	BTH	1
508	ADMINISTRATIVE ETHICS		2/3			51120	MORGAN	H740-10 + 1 SAT	BTH	1
509	CAPSTONE		2/3	51130			MORGAN/SCHMUCK	T5-800	EDM	11
513	LEGISLATIVE POLITICS		2/3		51160	51140	MORGAN/DUKE	H6-900	BTH	4
514	GOVERNMENT & PUBLICS		2/3			51170	YADEN	M5-740 +1 SAT	BTH	1
515	NATIONAL POLICY PROCESS		2/3		51180		BALMER	ARR	ARR	
*INTENSIVE FORMAT 11/1 (6-9PM) WASH D.C. DEC				1-8				*		
524	NORTHWEST ENERGY POLICY		2/3		51190		STAFF	ARR	ARR	ARR
531	PERSONNEL ADMIN		2/3		51200		STAFF	ARR	ARR	ARR
533	COMMUNICATION SKILLS		2/3		51210		DUKE	W5-8	B	201
541	ACCOUNTING FOR ADMIN		2/3			51220	REDING	M720-10	EDM	11
542	QUANTITATIVE METHODS II	INTRO STAT	2/3		51230		SUGIYAMA	ARR	ARR	ARR
545	COMPUTER APPLICATIONS		2/3		51240		WEITZEL/NEUBURG	ARR	ARR	ARR
550	ECONOMIC DEVELOP/ADMIN		2/3			51250	STAFF	ARR	ARR	ARR
554	MANAGING NOT FOR PROFIT		2/3			51260	PROPPE	ARR	ARR	ARR
555	ARTS ADMINISTRATION		2/3	51270			HERO	ARR	ARR	ARR
571	PUBLIC POLICY ANALYSIS		2/3	51280			ZENK	M720-10	BTH	1
598	ADVANCED BUDGETING		2/3			51300	JONES	ARR	ARR	
THE FOLLOWING COURSES ARE JOINTLY LISTED WITH PSU & UNLESS OTHERWISE INDICATED ARE AT THE PSU CAMPUS.										
507C	INTERGOVERNMENTAL RELAT		2/3	FALL			EDNER	T640-920	CH	145
510E	GRANT WRITING		2/3	FALL			MANSON	W4-630	CH	196
510	INTERORGANIZATION REL		2/3			SPRNG	STAFF	ARR	ARR	ARR
523	DELIVER HUMAN SERVICES		2/3	FALL			CALK	W640-920	CH	196
525	STATE-LOCAL FINANCE		2/3	FALL			STAFF	M640-920	CH	154
532	AGENCY & PROGRAM EVAL		2/3	FALL			STIPAK	T640-920	CH	194
534	COLLECTIVE BARGAINING		2/3							
SEE SEQUENCE JOINTLY LISTED WITH PSU										
555	PROGRAM EVALUATION/ADM		2/3			SPRNG	STIPAK	ARR	ARR	ARR
563	CITIZEN PARTICIPATION		2/3	FALL			COGAN	M640-920	FM	309
570	HEALTH ADMINISTRATION		2/3		WINTR		STAFF	ARR	ARR	ARR
575	HEALTH PLANNING I		2/3		WINTR		DELF	M640-920	CH	196

COURSE TITLE	PREREQ.	CREDIT	COURSE CODE			INSTRUCTOR	PERIOD	ROOM
			FALL	WINTER	SPRING			
576 HEALTH PLANNING II		2/3			SPRNG	STAFF		
595 COLLECTIVE BARGAINING- LEGAL FRAMEWORK		2/3	FALL			ELLIS	ARR ARR	ARR ARR ARR ARR
INTENSIVE FORMAT-SAT9/29, 10/20, 10/27- 11/3. (9-1) SAT 10/6, 11/10 (9-5)								
596 COLLECTIVE BARG-NEGOT		2/3		WINTR		ELLIS	ARR	ARR ARR
596 COLL BARG-ADMIN THE AGREEMENT		2/3			SPRNG	STAFF	ARR ARR	ARR ARR ARR ARR
THE FOLLOWING LAW SCHOOL COURSES MAY BE TAKEN FOR PA CREDIT. CONSULT PA OFFICE FIRST.								
118E ENVIRONMENTAL LAW		1	FALL			BLUM	TH6-8	4
360E FOREST LAW + POLICY		2/3	FALL			ACKERMAN	W6-8	6
378E LABOR LAW		2/3		WINTR		WILLNER	T6-8	SEM A
380A LAW USE PLANNING		2/3	FALL			LARGE	MW9- 1030	Z
382A LAND USE SEMINAR		2/3	FALL			JOHNSON	H330- 530	SEM B
400A MINING/MINERAL LEASING		2/3		WINTR		LARGE	H9-11	1
402E MUNICIPAL LAW		2/3		WINTR		RANKIN	H8-10	4
408E OCEAN COASTAL LAW		2/3		WINTR		TBA	F630- 830	1
410E CIL + GAS LAW		1	FALL			WILLIAMSON	MH630- 800	5
414A SALMON LAW SEMINAR		1	FALL			BLUM	M12-3	
42C PUBLIC LANDS LAW		1		WINTR		BLUM	TF630- 800	4
434A WATER LAW		1					MW5- 630	
438 WOMEN + THE LAW		1		WINTR		GUNDLE	H2-5	SEM B
DEPARTMENT - SPECIAL ED-HEARING IMPAIRED CHAIRMAN - H. WILLIAM BRELJE, ED.D. OFFICE - T.T.D. BUILDING								
505 COMM SYSTEM I		1	53010			BULLARD	T 130- 430	TTD TTD
506 COMM SYSTEM II-ELEM	TTD 505	1		53020		BULLARD	T 2-4	TTD TTD
507 COMM SYSTEM II-SEC	TTD 505	1		53021		BULLARD	T 2-4	TTD TTD
515 METH DEV LANG FOR HRNG IMPAIRED-I		1	53030			BULLARD	H 130- 430	TTD TTD
516 DEV LANG II-ELEM	TTD 515	1		53040		BULLARD	W 2-4	TTD TTD
517 DEV LANG II-SEC	TTD 515	1		53041		BULLARD	W 2-4	TTD TTD
520 AUDIOLOGY I-ANAT/PHYS		2/3	53050			CHARUHAS	W 330- 630	TTD TTD
525 AUDIOLOGY II-AUD TEST	TTD 520	2/3		53060		CHARUHAS	H TBA	TBA TBA
530 CURRIC & GEN METH		2/3	53070			BRELJE	M 130- 430	TTD TTD
536 SPEC METH TCHG RDG-ELEM		2/3		53080		STAFF	M TBA	TBA TBA
537 SPEC METH TCHG RDG-SEC		2/3		53090		LORENZEN	M 5-8	TBA TBA
54C DIRECTED OBSERVATION		1/3			53100	BRELJE	F ARR	ARR ARR
546 STUDENT TEACHING-ELEM		3			53140	BRELJE/BULLARD	ALL	ARR ARR
547 STUDENT TEACHING-SEC		3			53150	BRELJE/BULLARD	DAY ALL DAY	ARR ARR

ADMINISTRATION

Administration

President: James Gardner, x500.

Acting Dean of the Graduate School: Douglas Morgan, x511.

Director of Aubrey Watzek Library: Leonor Ingraham, x400.

Director of the Counseling Psychology Program: Michael Stark, x236.

Director of the Educational Administration Program: Daniel Duke, x345.

Director of the Master of Arts in Teaching Program: Mary Kay Tetreault, x234.

Director of the Public Administration Program: Douglas Morgan, x511.

Chair of the Music Department: Richard Poppino, x295.

Director of the Special Education-Hearing Impaired Program: William Brelje, x476.

Acting Director of Summer Session/Continuing Studies: Richard Steiner.

Key to Buildings

Alb: Albany Quadrangle

Art: Art Building

B: BoDine

BPB: Biology-Psychology Building

BTh: Thaxter Classrooms

E: Evans Music Building

Edm: Edmonds Classrooms

OPC: Olin Physics-Chemistry

Laboratory Building

PSC or PC: Pamplin Sports Center

Sac: Sacajawea

Thr: Throckmorton Classrooms

TTD: Special Education-Hearing Impaired

Further Information

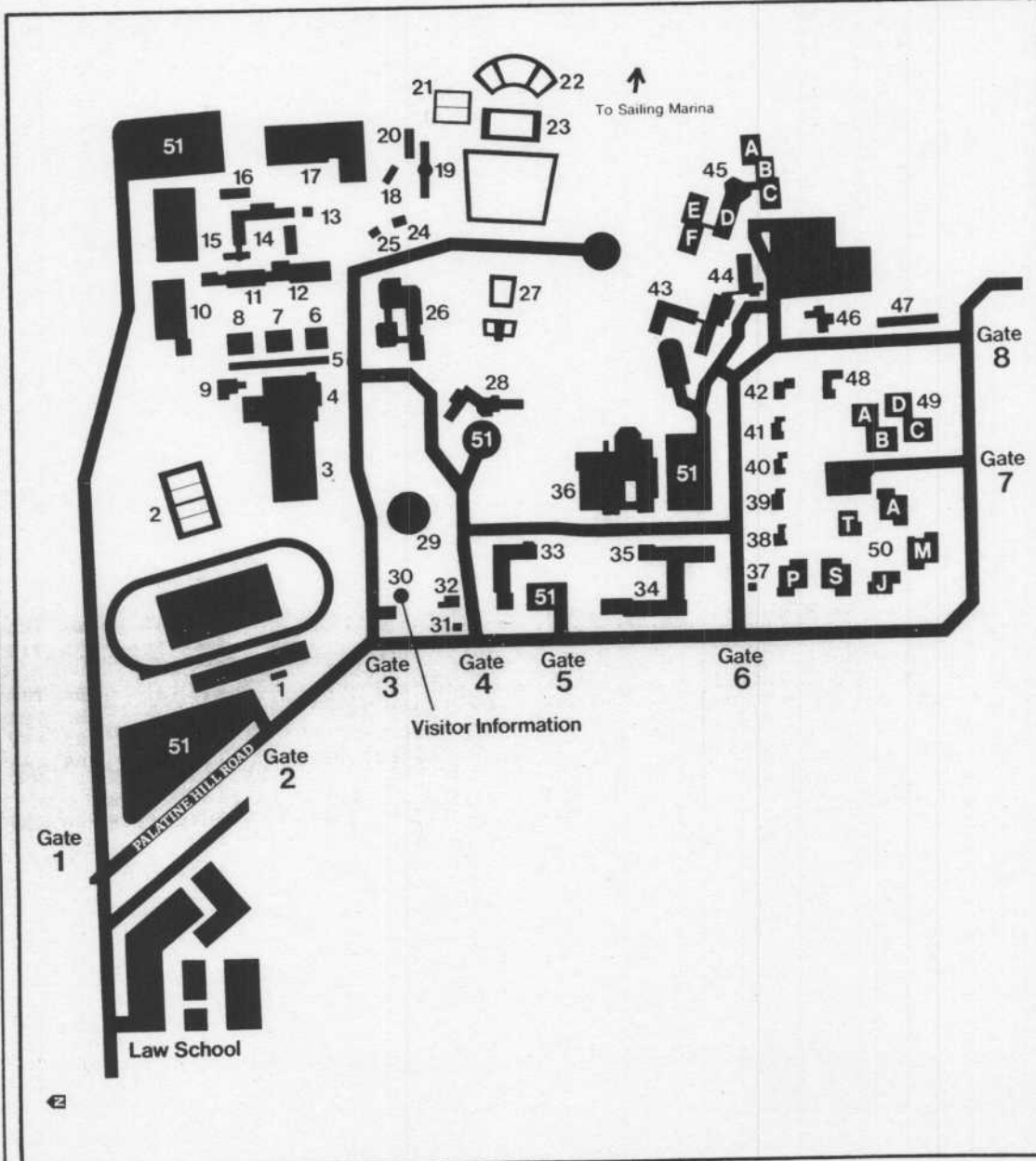
For additional information on graduate programs, contact the appropriate program director or Douglas Morgan, acting dean of the Graduate School of Professional Studies.

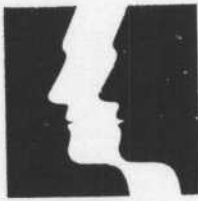
Lewis & Clark College

Portland, Oregon 97219 Phone 503-244-6161

Departments & Offices

Admissions 28
 Alumni 32
 American Language Institute 48
 Art 19, 20
 Athletics 3
 AV Center 26
 Biology 11
 Bookstore 36
 Business 5
 Business Office 28
 Bus Stop 31, 37
 Career Planning 32
 Chapel 29
 Chemistry 17
 Communications 39
 Computer Assisted Teaching & Research 16
 Computer Center 14
 Computer Terminal Rooms 11, 17
 Continuing Studies 25
 Counseling Center 28
 Counseling Psychology 12
 Dean of Faculty 28
 Dean of Students 28
 Economics 5
 Edmonds 8
 Education 14
 Educational Administration 12
 English 9
 Financial Aid 28
 Foreign Languages 46
 Foreign Students 36
 Health & PE 3
 Health Service 36
 History 12
 Information Desk 36
 Institutional Advancement 42
 International Affairs 5
 Library 26
 Maintenance 47
 Master of Arts in Teaching 12
 Mathematics 14
 Math Skills Center 14
 Music 10
 Overseas 36
 Personnel 28
 Philosophy 40
 Physics 17
 Pioneer Log 36
 Political Science 5
 Post Office 36
 President's Office 28
 Print Shop 18
 Psychology 11
 Public Administration 5
 Publications 41
 Public Information 41
 Registrar 28
 Religious Studies 12
 Residence Halls 33-35, 43-45, 49, 50
 Residence Office 28
 Rose Gardens 22
 Security 30
 Sociology 38
 Special Education - Hearing Impaired 24
 Sports Center 3
 Stadium 1
 Student Employment 28
 Summer Session 25
 Swimming Pools 4, 23
 Switchboard 3
 Templeton Center 36
 Tennis Courts 2, 21
 Thaxter 6
 Theatre 15
 Throckmorton 7
 Visitor Information 30
 Writing Skills 14





Lewis & Clark College

August 21, 1984

TO: Cashier's Office, Registrar's Office ✓
FROM: Doug Morgan DM
SUBJECT: Corrections in Graduate Studies Catalog

Please note the following corrections that have been made on page 39 of the 1984-85 Graduate Studies Catalog. These changes are intended to bring the graduate calendar in line with the undergraduate college calendar:

1. Registration, Winter

Change from January 27 to January 7, 1985

2. Last day of classes, Winter

Change from March 14 to March 22, 1985

3. Last day of classes, Spring

Change from June 13 to June 14, 1985