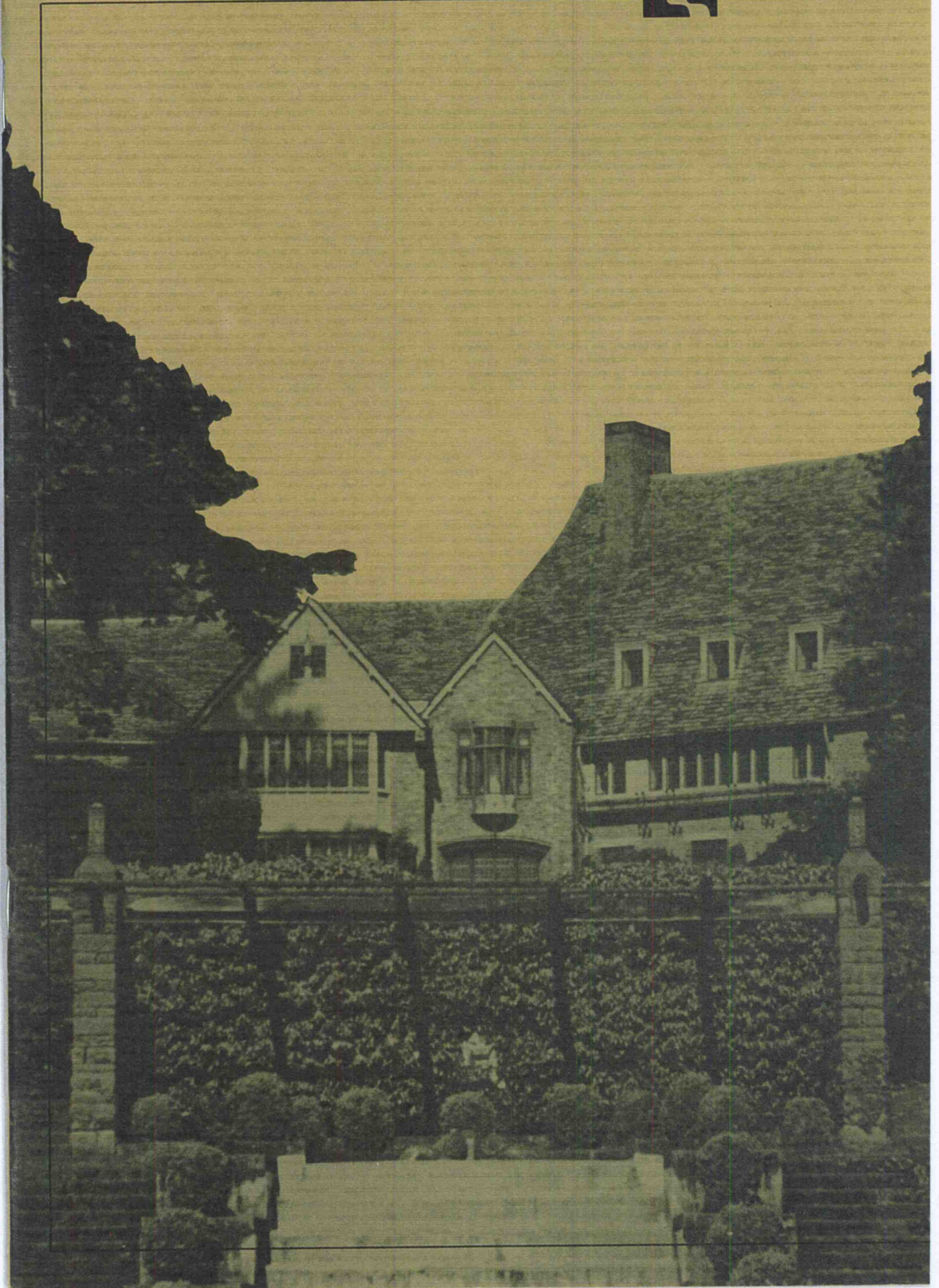


Graduate Studies

Lewis & Clark College



1982-83



Graduate Programs & Policies

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Lewis & Clark currently enrolls 1,700 students in its graduate division. 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.

GRADUATE DEGREE PROGRAMS

1. The Master of Arts in Counseling Psychology (M.A.) for students who wish to become mental health counselors in a variety of community service settings.
2. The Master of Arts in Counseling Psychology (M.A.) with a specialization in school counseling for students seeking endorsement as school counselors in Oregon.
3. The Master of Science in Counseling Psychology (M.S.) for students who have demonstrated interest and potential in psychological research and who ultimately wish to pursue advanced graduate training.
4. The Master of Science in School Psychology (M.S.) for students seeking endorsement as school psychologists in Oregon.
5. The Master of Arts in Teaching (M.A.T.) for elementary school teachers seeking standard teaching certification (fifth year).
6. The Master of Arts in Teaching (M.A.T.) for secondary school teachers seeking standard teaching certification (fifth year).
7. The Master of Arts in Teaching-Liberal Studies (M.A.T.-L.S.) for elementary and secondary teachers not seeking

advanced teacher certification.

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

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

10. The Master of Public Administration (M.P.A) for mid-career officials in government, nonprofit organizations, and private industry.

11. The Master of Education (M.Ed.) in Special Education - Hearing Impaired for elementary and secondary teachers of hearing impaired children and for parent-infant specialists.

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.

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.

Admission schedule. Applications must be completed by the following deadlines.

Fall 1982 admission:

Apply by July 1, 1982.

Winter 1983 admission:

Apply by November 1, 1982.

Spring 1983 admission:

Apply by February 14, 1983.

Summer 1983 admission:

Apply by May 9, 1983.

Fall 1983 admission:

Apply by June 27, 1983.

2. Design a formal study program with an advisor.

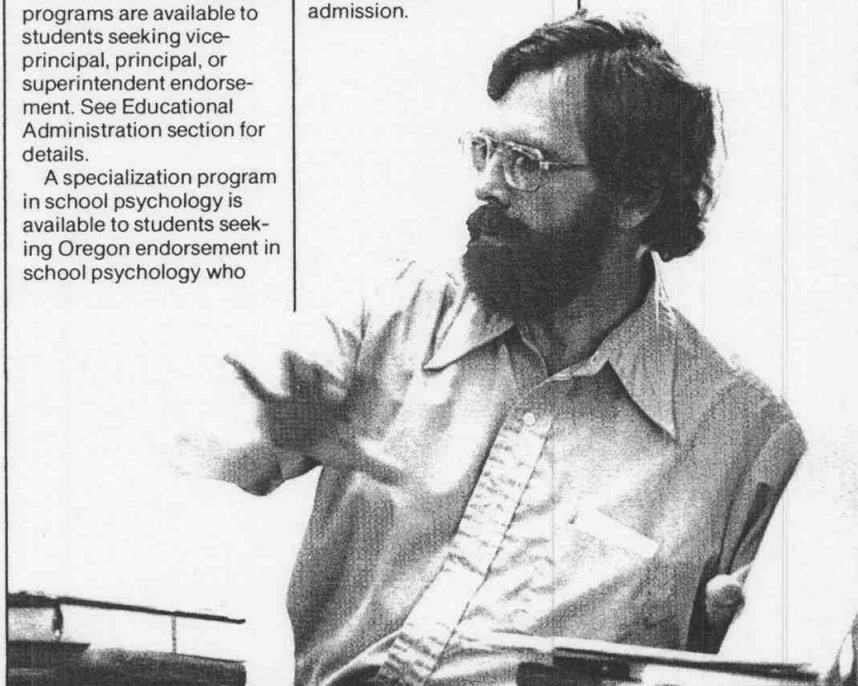
a. Students should design a formal program with a graduate advisor before registering for any course work but *no later than the end of the first term of study*, except in the Public Administration Program.

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. Apply for the degree.

a. Students must complete



Graduate Programs & Policies

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the degree application according to the following schedule.

Fall graduation:

September 15

Winter graduation:

November 15

Spring graduation:

February 1

Summer graduation:

May 15

b. Degree applications are available in the office of each graduate program.

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.

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.

ADMISSION TO GRADUATE STUDY

Each graduate program has unique admission requirements and procedures. These are listed in the appropriate program section.

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 all other indicators suggest probable success in the program.

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.

Application information for graduate study is available on request at each program office.

ADVANCEMENT TO DEGREE CANDIDACY

After a student 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 of C have been earned, or 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.

GRADUATE TUITION & FEES FOR 1982-83

The cost of course work at Lewis & Clark is slightly more than at a state-supported institution.

1 L&C credit: \$360
(5 quarter hours)

2/3 L&C credit: \$240
(3 1/3 quarter hours)

1/2 L&C credit: \$180
(2 1/2 quarter hours)

1/3 L&C credit: \$120
(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.

The following fees apply only to graduate students: Application to graduate study: \$15

Graduation fee: \$25
Registration with Teacher Placement Bureau (optional): \$10

Late registration: \$5

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

REGISTRATION

General registration for graduate students is held from 6 to 8pm in Pamplin Sports Center on the day assigned. For late registration, pick up a class card at

the appropriate graduate program office, pay fees at the Business Office, and check out at the Registrar's Office.

LIBRARY

The Aubrey R. Watzek Library is open from 8am to midnight, Monday through Thursday, when school is in session. It is also open Friday from 8am to 10pm, Saturday from 9am to 8pm, and Sunday from 10am to midnight. Interlibrary loans can be arranged with the reference librarian.

BOOKSTORE

The bookstore is located mid-campus in Templeton College Center next to the Trail Room. It is open from 8:30am to 4:30pm Monday through Friday; from 6 to 9pm Monday evenings; and from 6 to 9pm Tuesday, Wednesday, and Thursday of registration week each term except Summer Sessions. 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.

TRANSFER OF CREDIT

Transfer of 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 Programs & Policies

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FINANCIAL ASSISTANCE

The college does not offer teaching assistantships for graduate students. A limited number of federally funded graduate stipends are available to students in the Special Education - Hearing Impaired Program.

The college participates in the National Direct Student Loan Program and Guaranteed Student Loan Program (GSL). Several other types of financial aid are also available.

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.

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 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 for Credit Only (CR), but no more than three credits of course work taken for Credit Only may be applied toward a graduate degree program.

Students in a graduate nondegree program in teacher education must maintain a 2.5 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

All work should be completed by the end of a college term. In all programs an Incomplete grade must be removed by the 30th class day of the succeeding term in which the student is enrolled. After this time, the incomplete cannot be made up. The course may be retaken, however, and the grade changed. If a student fails to re-enroll within three years, the Incomplete becomes permanent.

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.

COURSE WAIVERS

A student pursuing teacher, administrator, or counselor 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. In the

hearing-impaired program, full-time continuous enrollment is required 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.

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.

DEGREE APPLICATION & CONFERRAL

The degree application, together with the \$25 graduation fee, should be filed with the appropriate program director before the applicable deadline. See Sequential Responsibilities section for dates.

Degrees are conferred at commencement in June and at summer commencement in August.

Graduate Programs & Policies

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FURTHER INFORMATION

For additional information on graduate programs, contact the appropriate program director or Paul Magnusson, associate dean of faculty for graduate studies, x350.

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

Master of Arts in Counseling Psychology
Master of Science in Counseling Psychology
Master of Science in School Psychology
School Counseling and School Psychology Certification
Michael Stark, director, x236

Master of Arts in Teaching
Master of Arts in Teaching-Liberal Studies
Standard Teacher Certification
Subject Matter Endorsements
Mary Kay Tetreault, director, x234

Master of Music
Master of Music Education
Jerry Luedders, director, x295

Master of Public Administration
Douglas F. Morgan, director, x511

Master of Education-Special Education
Hearing Impaired
William Brelje, director, x476

Basic & Standard Administrative Certification
Daniel Duke, director, x345

Basic Teacher Certification
Bernard Wolff, chairman, Department of Education, x283

Reading Endorsements
Carol Urzua, director, Reading Program, x234

Summer Session/Continuing Studies
Sid Eder, director, x217

CALENDAR

1982-83 Academic Year

Registration Sept. 13
Classes begin Sept. 14
Late registration fee (\$5) applies Sept. 14
Last day to register, 4 pm Sept. 24
Last day to select CR/NR or grade Sept. 24
Degree application deadlines Sept. 15
Last day to make up incompletes Oct. 22
Last day to withdraw Nov. 5
Last day of classes Nov. 24
Commencement

1983 Summer Session

Degree application deadline
Registration May 15
Classes begin
Last day to register
Last day of classes
Commencement

Fall

Sept. 13
Sept. 14
Sept. 14
Sept. 24
Sept. 24
Sept. 15
Oct. 22
Nov. 5
Nov. 24

Winter

Jan. 3
Jan. 4
Jan. 5
Jan. 17
Jan. 17
Nov. 15
Feb. 14
Feb. 28
March 17

Spring

March 28
March 29
March 29
April 8
April 8
Feb. 1
May 6
May 20
June 9
June 12

Term I

June 17
June 20
June 24
July 15

Term II

June 27
July 18
July 22
August 12
August 12



Counseling Psychology

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The graduate degree and specialization programs in counseling psychology educate qualified mental health counselors for employment in the community and train counselors and psychologists for work in school settings. Courses in the graduate program encourage the integration of theory and practice by emphasizing academic and experiential dimensions of counseling psychology. Curricular options also exist for students who are primarily interested in research and ultimately wish to pursue additional graduate training.

The graduate courses in counseling psychology are offered mainly during evenings. Although the majority of courses are open only to students admitted to a degree or specialization program, some courses are open to nondegree students on a space available basis by consent of the instructor. Please refer to the course list for this information.

WAIVERS & TRANSFERS

Students seeking master's degrees may petition to waive courses based on competence or experience (PSY 501, 502, 503, 504). Preparatory courses 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. The restriction on transfers does not apply to those students in school psychology or school counseling certification programs who are *not* seeking master's degrees.

ORIENTATION

For those persons wishing additional information regarding the programs or application procedures, optional orientation sessions will be held once per term. It is not necessary to sign up in advance for these meetings. The purpose of the open orientation meetings is to provide you with the opportunity to ask questions and to have some personal contact with the counseling psychology faculty.

ADMISSION

Students seeking admission to do graduate work in counseling psychology should write to the program director, or phone 503-244-6161 x236, to request an admissions package. In general, the admissions requirements are as follows:

1. A baccalaureate degree from an accredited institution. Applicants should have a sufficient background in psychology, as demonstrated by undergraduate course work or by a score above the 50th percentile on the Graduate Record Examination Advance Test in Psychology. Minimum standards for admission to the Master of Arts program are an undergraduate G.P.A. of 2.75. Admission to the Master of Science program requires a minimum G.P.A. of 3.0. Two official transcripts from each institution attended (undergraduate and graduate) must be sent as a part of the application process.

Under special circumstances, students who do not meet the minimum G.P.A. requirements may be admitted on probationary status.

2. Satisfactory scores (within 5 years) on the Graduate Record Examination. Applicants should realize there is a several months' lag between the time they register for the G.R.E. and the receipt of those scores by this department.

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

4. Admission schedule. Applications must be completed by the deadlines stated on page one of this catalog.

PROGRAMS

Programs in counseling psychology vary according to the degree and specialization undertaken.

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.

Note: One Lewis & Clark credit is equivalent to five quarter hours.

Degree Requirements

A minimum of fourteen and one-half credits distributed as follows.

Psy 501 Advanced General Psychology, 1 credit

Psy 502 Introduction to Statistics, ½ credit

Psy 503 Introduction to Counseling Psychology, 1 credit

Psy 504 Child and Adolescent Development, ½ credit

Psy 511 Philosophy and Theory of Counseling Psychology, 1 credit

Psy 519 Process and Outcome of Psychotherapy, ½ credit

Psy 520 Techniques of Counseling, ½ credit



Counseling Psychology

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Psy 525 Introduction to Assessment, ½ credit
Psy 535 Counseling Psychology Professional Seminar, ½ credit
Psy 540 Strategies for Behavior Change, 1 credit
Psy 542 Career Development and Life Style Counseling, 1 credit
Psy 546 Group Counseling, 1 credit
Psy 560 Advanced Statistics, 1 credit
Psy 574-575 Practicum in Adult Development and Psychopathology I & II, 1 credit
Psy 570-571 Practicum in Child and Adolescent Psychology I & II or **Psy 576-577** Practicum in Marriage and Family Counseling I & II, 1 credit
Elective courses: A minimum of 2½ credits of electives is required.

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.

Note: One Lewis & Clark credit is equivalent to five quarter hours.

Eligibility for Basic Certification:

Degree Requirements
 A minimum of seven credits distributed as follows.
Psy 501 Advanced General Psychology, 1 credit
Psy 502 Introduction to Statistics, ½ credit
Psy 503 Introduction to Counseling Psychology, 1 credit
Psy 504 Child and Adolescent Development, ½ credit
Psy 511 Philosophy and Theory of Counseling Psychology, 1 credit

Psy 519 Process and Outcome of Psychotherapy, ½ credit
Psy 520 Techniques of Counseling Psychology, ½ credit
Psy 524 Psychoeducational Assessment, ½ credit
Psy 530 Professional Seminar in School Counseling I, ½ credit
Psy 572-573 Practicum in School Counseling I & II, 1 credit

Eligibility for Standard Certification:

Degree Requirements
 A minimum of fourteen credits distributed as follows.
Psy 501 Advanced General Psychology, 1 credit
Psy 502 Introduction to Statistics, ½ credit
Psy 503 Introduction to Counseling Psychology, 1 credit
Psy 504 Child and Adolescent Development, ½ credit
Psy 511 Philosophy and Theory of Counseling Psychology, 1 credit
Psy 519 Process and Outcome of Psychotherapy, ½ credit
Psy 520 Techniques of Counseling Psychology, ½ credit
Psy 521 Program Planning and Evaluation, ½ credit
Psy 524 Psychoeducational Assessment, ½ credit
Psy 530 Professional Seminar in School Counseling I, ½ credit
Psy 531 Professional Seminar in School Counseling II, ½ credit
Psy 540 Strategies for Behavior Change, 1 credit
Psy 542 Career Development and Life Style Counseling, 1 credit
Psy 545 The Psychology of Exceptional Children, 1 credit
Psy 546 Group Counseling, 1 credit
Psy 547 Family Counseling, ½ credit
Psy 570-571 Practicum in Child and Adolescent Psychology I & II, 1 credit

Psy 572-573 Practicum in School Counseling I & II, 1 credit

Elective courses: A minimum of ½ credit of electives is required.

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 quarter 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.

Note: One Lewis & Clark credit is equivalent to five quarter hours.

Degree Requirements
 A minimum of fifteen credits distributed as follows.
Psy 501 Advanced General Psychology, 1 credit
Psy 511 Philosophy and Theory of Counseling Psychology, 1 credit
Psy 519 Process and Outcome of Psychotherapy, ½ credit
Psy 520 Techniques of Counseling Psychology, ½ credit
Psy 525 Introduction to Assessment, ½ credit
Psy 535 Counseling Psychology Professional Seminar, ½ credit
Psy 560 Advanced Statistics, 1 credit
Psy 561 Research Design I, 1 credit
Psy 562 Research Design II, 1 credit
Psy 563 Research Seminar, ½ credit
Psy 574-575 Practicum in Adult Development and Psychopathology I & II, 1 credit

Psy 570-571 Practicum in Child and Adolescent Psychology I & II or **Psy 576-577** Practicum in Marriage and Family Counseling I & II, 1 credit

Psy 595 Master's Thesis Research, 1 credit per term for 3 terms. Should be taken concurrently with practicum.

Elective courses: 2½ credits of advanced clinical electives to be approved by student's advisor.

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.

Note: One Lewis & Clark credit is equivalent to five quarter hours.

Program Requirements:

A minimum of eighteen credits distributed as follows.
Psy 501 Advanced General Psychology, 1 credit
Psy 504 Child and Adolescent Development, ½ credit
Psy 511 Philosophy and Theory of Counseling Psychology, 1 credit
Psy 520 Techniques of Counseling Psychology, ½ credit
Psy 521 Program Planning and Evaluation, ½ credit
Psy 524 Psychoeducational Assessment, ½ credit
Psy 545 Psychology of Exceptional Children, 1 credit

Counseling Psychology

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Psy 546 Group Counseling, 1 credit
Psy 547 Family Counseling, ½ credit
Psy 548-549 Behavioral Consultation I & II, 1 credit
Psy 560 Advanced Statistics, 1 credit
Psy 561 Research Design I, 1 credit
Psy 567 Learning Disabilities, ½ credit
Psy 570-571 Practicum in Child and Adolescent Psychology I & II, 1 credit
Psy 578-579 Internship in School Psychology I & II, 3 credit
Psy 580 Intellectual Assessment, 1 credit
Psy 581 Personality Assessment, ½ credit
Psy 582 Assessment of Exceptional Children, 1 credit
Elective courses: Two courses from the content areas of Learning Problems and Exceptionality and/or Consultation, 1 1/3 credit min.

CURRICULUM

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

PSY 501 Advanced General Psychology, 1 credit*
PSY 502 Introduction to Statistics, ½ credit*
PSY 503 Introduction to Counseling Psychology, 1 credit*
PSY 504 Child and Adolescent Development, ½ credit*
PSY 511 Philosophy and Theory of Counseling Psychology, 1 credit
 Prerequisite: PSY 501, 503.
PSY 512 Values and Counseling, ½ credit*
 Prerequisites: PSY 503.
PSY 519 Process and Outcome of Psychotherapy, ½ credit
 Prerequisite: PSY 503.
PSY 520 Techniques of Counseling Psychology, ½ credit
 Prerequisite: PSY 503.

PSY 521 Program Planning and Evaluation, ½ credit*
 Prerequisite: PSY 502 recommended.
PSY 524 Psychoeducational Assessment, ½ credit*
 Prerequisite: PSY 502 recommended.
PSY 525 Introduction to Assessment, ½ credit
 Prerequisite: PSY 502
PSY 530-531 School Counseling Professional Seminar I & II, ½ credit each
 Prerequisite: PSY 511.
PSY 535 Counseling Psychology Professional Seminar, ½ credit
 Prerequisite: PSY 511.
PSY 540 Strategies for Behavior Change, 1 credit
 Prerequisites: PSY 511, 519, 520.
PSY 542 Career Development and Life Style Counseling, 1 credit
 Prerequisites: PSY 511.
PSY 545 Psychology of Exceptional Children, 1 credit*
 Prerequisites: PSY 501, 502, 503 recommended.
PSY 546 Group Counseling, 1 credit
 Prerequisites: PSY 511, 519, 520.
PSY 547 Family Counseling, ½ credit
 Prerequisites: PSY 511, 519, 520.
PSY 548 Behavioral Consultation I, ½ credit
 Prerequisite: PSY 501.
PSY 549 Behavioral Consultation II, ½ credit
 Prerequisite: PSY 548.
PSY 550 Gestalt Therapy, ½ credit
 Prerequisite: PSY 519, 520.
PSY 552 Adult Development and Gerontological Counseling, 1 credit*
 Prerequisites: PSY 501, 503 recommended.
PSY 554 Advanced Personality Theory, 1 credit*
 Prerequisite: PSY 501 recommended.
PSY 555 Drugs and Behavior, 1 credit*
 Prerequisite: PSY 501 recommended.

PSY 558 Clinical Work with Women: Theory and Practice, 1 credit
 Prerequisite: one practicum
PSY 559 The Theory and Treatment of Depression, 1 credit*
 Prerequisites: PSY 501, 503 recommended.
PSY 560 Advanced Statistics, 1 credit*
 Prerequisites: Psy 502 or one recent undergraduate statistics course.
PSY 561 Research Design I, 1 credit
 Prerequisite: Psy 560
PSY 562 Research Design II, 1 credit
 Prerequisite: Psy 561
PSY 563 Research Seminar, ½ credit
 Prerequisite: Psy 561
PSY 564 Advanced Community Psychology, 1 credit*
 Prerequisite: PSY 501 recommended.
PSY 565 Perception and Thought, 1 credit*
 Prerequisite: PSY 501 recommended.
PSY 567 Learning Disabilities, ½ credit*
 Prerequisite: PSY 501 recommended.
PSY 570-571 Practicum in Child and Adolescent Psychology I & II, ½ credit each
 Prerequisites: PSY 519, 520, 525.
PSY 572-573 Practicum in School Counseling I & II, ½ credit each
 Prerequisites: PSY 519, 520, 525.
PSY 574-575 Practicum in Adult Development and Psychopathology I & II, ½ credit
 Prerequisites: PSY 519, 520, 525.
PSY 576-577 Practicum in Marriage and Family Counseling I & II, ½ credit each
 Prerequisites: PSY 547 plus one other practicum completed.
PSY 578-579 Internship in School Psychology I & II, 1½ credits each

Prerequisites: consent of instructor.

PSY 580 Intellectual Assessment, 1 credit*
 Prerequisites: PSY 524 or 525, one practicum series, enrollment in School Psychology or M.S. program.

PSY 581 Personality Assessment, ½ credit*

Prerequisites: PSY 580.

PSY 582 Assessment of Exceptional Children, 1 credit*

Prerequisite: PSY 580, consent of instructor.

PSY 590 Special Issues in Counseling Psychology, ½ credit

Note: This course may be repeated for a maximum of one credit.

PSY 595 Master's Thesis Research, 1 credit per term (total 3 credits)

Prerequisite: PSY 563, consent of instructor.

TTD 501 Psycho-Social and Educational Foundations of Deafness, 1 credit

TTD 530 Curriculum and General Methods of Teaching the Hearing Impaired, 2/3 credit

ED 524 The Psychology of Classroom Management, 1 credit

ED 531 Preventing Reading Failures, 1 credit

ED 532 Innovations in Reading: Methods and Materials, 1 credit

ED 534 Diagnosis and Correction, 1 credit

ED 537 Curriculum Development and Evaluation in Reading, 1 credit

ED 543 The Law and Public Education, 1 credit

ED 648 Issues in Gifted and Talented, 2/3 credit

PA 505 Interpersonal Relations and Organizational Behavior, 1 credit

PA 550 Studies and Current Developments in Administrative Management, 1 credit

Counseling Psychology

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FULL-TIME FACULTY

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

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

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

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

Steve Waksman, assistant professor, counseling psychology. Ph.D. University of Oregon. M.S. Western Oregon State College. B.B.A. City University of New York.

ADJUNCT FACULTY

Helena Carlson, associate professor, psychology, Lewis & Clark College. Ph.D., M.A. University of California/Riverside. B.A. California State University/Long Beach.

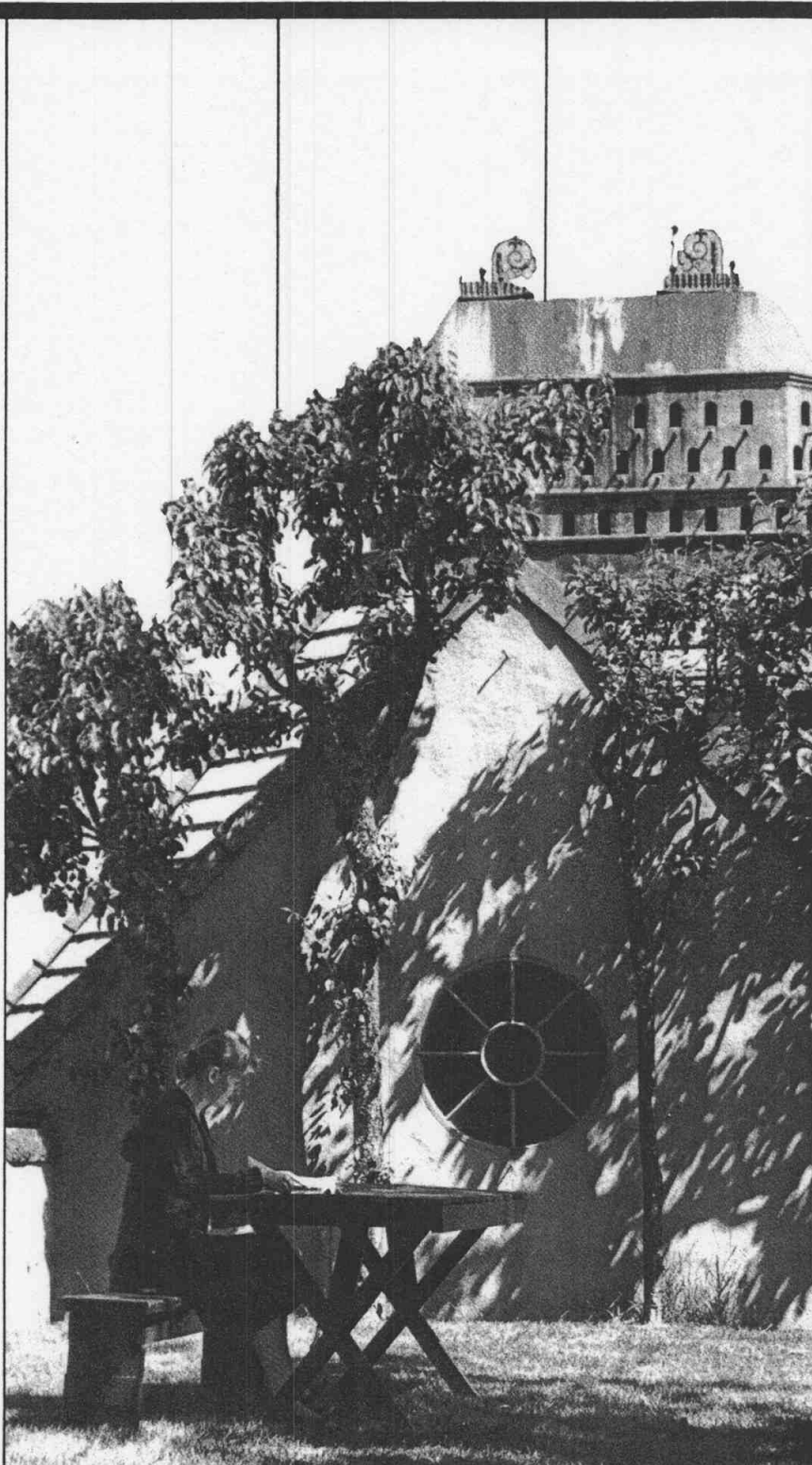
Gary Dombroff, Ph.D., M.A. Peabody College. B.A. University of Rochester.

Terry Faw, associate professor, psychology, Lewis & Clark College. Ph.D., M.A. Vanderbilt University. B.S. Lewis & Clark College.

Evelyn Nast, Ph.D., University of Nevada/Reno. B.A. Boston University.

Glenn Meyer, assistant professor, psychology, Lewis & Clark College. Ph.D., M.A. State University of New York/Buffalo. B.S. Brooklyn College.

Judy Walker Weber, Ph.D., M.A. University of Southern California. B.A. Simmons College.



Educational Administration

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The certification program in educational administration prepares candidates for positions as school principals and superintendents, basing its curriculum on current theory, research, and practice. Course work leads to the Basic Administrative Certificate with the principal, vice-principal, or superintendent endorsement and the Standard Administrative Certificate with principal or superintendent endorsement.

The Educational Administration Program also provides special programs and institutes for in-service administrators who have current certification and who are interested in attaining additional knowledge.

Note: A special new program enables those students seeking administrative certification to complete most of the course work for a master's degree in public administration. This is made possible by coordinating the curricular requirements of the Public Administration and Educational Administration programs. Contact the director of either program for further information.

ADMISSION

To enter the program, candidates must submit:

1. Proof of enrollment in or completion of a master's degree program from an approved teacher education institution.
2. Satisfactory scores, within five years, on the Miller Analogies Test or the Aptitude Section of the Graduate Record Examination. Minimum standard is 40 Miller's and 900 GRE.
3. A completed Application for Admission to Graduate Study.
4. Two official transcripts from each undergraduate and graduate institution attended. Minimum standard is 2.75 undergraduate GPA and 3.0 graduate GPA.

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 an academic program at the graduate level; 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 this information and the application fee, applicants must schedule an interview with the program director. This is the final requirement for admission.

9. Within two weeks after formal notice of admission is received, applicants must schedule another meeting with the director to plan a program of study.

Meeting minimum entrance requirements does not guarantee admission. Conditional admission may be granted to applicants who meet certain admission requirements at the minimal level or to those who fall below the minimums on one or two criteria if all other indicators suggest probable success in the program. Applications should be completed by the deadlines stated on page one of this catalog.

ELIGIBILITY FOR BASIC CERTIFICATION

Lewis & Clark will recommend for 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 formal program of study on file.

3. Completion of the required hours of graduate course work appropriate to the desired certificate and completion of the approved competencies established by Lewis & Clark for administrator preparation. (See "Application for Transfer of Credit" and "Petition for Waiver of Required Course" for additional details.)

4. Possession of a valid First Aid card.

5. Demonstration of knowledge of antidiscrimination statutes.

ELIGIBILITY FOR STANDARD CERTIFICATION

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

1. Successful completion of Basic Administrative Certificate at Lewis & Clark or an approved institution.

2. Completion of the required hours of graduate course work appropriate to the desired certificate and completion of the approved competencies established by Lewis & Clark for administrator preparation. (See "Application for Transfer of Credit" and "Petition for Waiver of Required Course" for additional details.)

CURRICULUM

Basic Vice-Principal Endorsement

EdAd 501 Program and Personnel Development I: Program Development, Monitoring, and Assessment, ½ credit

EdAd 502 Program and Personnel Development II: Personnel Supervision, Evaluation, and Renewal, ½ credit

EdAd 503 The School and Its Communities, ½ credit

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

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

EdAd 509 Practicum for Principals, ½ credit

Total: 3-1/3 L&C credits (16-2/3 quarter hours).

Basic Principal Endorsement

EdAd 501 Program and Personnel Development I: Program Development, Monitoring, and Assessment, ½ credit

EdAd 502 Program and Personnel Development II: Personnel Supervision, Evaluation, and Renewal, ½ credit

EdAd 504 Management of Financial Resources, ½ credit

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

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

EdAd 509 Practicum for Principals, ½ credit

Total: 3-1/3 L&C credits (16-2/3 quarter hours).

Basic Superintendent Endorsement

EdAd 504 Management of Financial Resources, ½ credit

EdAd 506 Negotiation and Collective Bargaining, ½ credit

EdAd 507 Personnel Management in Schools, ½ credit

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

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

EdAd 510 Practicum for Superintendents, ½ credit

Total: 3-1/3 L&C credits (16-2/3 quarter hours).

Standard Principal Endorsement

EdAd 503 The School and Its Communities, ½ credit

Educational Administration

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EdAd 531 The Teaching-Learning Process and Instructional Improvement, ½ credit

PA 533 Communication Skills for Administrators, 2/3 credit

Educ 500 Research Methods, 2/3 credit

***Electives** (2 courses)

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

Educ 598 Education and Cultural Diversity, 2/3 credit

EdAd 513 Leadership Seminar, ½ credit, or

EdAd 530 Motivating and Managing Student Behavior, ½ credit, or

PA 545 Computer Applications for Administrators, 2/3 credit

Total: 3½ L&C credits (17-½ quarter hours).

Standard Superintendent Endorsement

EdAd 501 Program and Personnel Development I, ½ credit

EdAd 503 The School and Its Communities, ½ credit

EdAd 511 Management of Physical Resources, ½ credit

EdAd 512 Policy Development and Implementation, ½ credit

EdAd 513 Leadership Seminar, ½ credit

EdAd 531 The Teaching-Learning Process and Instructional Improvement, ½ credit

PA 533 Communication Skills for Administrators, 2/3 credit

Educ 500 Research Methods, 2/3 credit

***Electives** (2 courses)

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

Educ 598 Education and Cultural Diversity, 2/3 credit

EdAd 530 Motivating and Managing Student Behavior, ½ credit, or

PA 545 Computer Applications for Administrators, 2/3 credit, or

PA 561 Administrative Ethics, 2/3 credit

Total: 5½ L&C credits (27-½ quarter hours).

All Lewis & Clark course work (and transfer credit) must be letter graded unless approved by the director. Such approval is given during the individual advising session at which the formal program is planned.

Two courses (totalling at least one L&C credit) must be taken in residence at Lewis & Clark for basic certification. Exceptions may be approved by the program director. Recommendation for certification is based on meeting TSPC hour requirements and TSPC content requirements as measured by Lewis & Clark competencies. (The Competency Booklet may be obtained from the Educational Administration Program secretary in BoDine Hall.)

PRACTICUM

The Lewis & Clark Educational Administration Program uses practicum experiences in two ways to support the growth of students in the application of theory. These are the *major* practicum experience and the *minor* practicum experience.

The *major* practicum is set up as a learning contract, in a ½-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 major practicum is considered a highly desirable way to use an elective opportunity, but

it is not a program requirement under normal circumstances. (See "Transfer of Credit" form.)

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 as 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 EdAd 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.

FACULTY

The program makes frequent use of academic faculty from the humanities, social sciences, and education, plus visiting scholars. The program seeks also to achieve a mix of academic scholarship and current practical experience throughout its offerings by involving school administrators who have extensive academic credentials to teach courses.

FULL-TIME FACULTY

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

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

ADJUNCT FACULTY

Paulie Brading, adjunct professor, women and leadership. M.S. University of Oregon. M.Ed. University

of Oregon. B.S. Oregon State University.

Margaret Clark, assistant professor, Master of Arts in Teaching Program. Ed.D. Indiana University. B.A. Mundelein College.

Douglas M. Egan, professor, business and administrative studies. Ph.D., M.B.A., B.A. University of California-Berkeley.

Michael Flanagan, associate professor, business and administrative studies. Ph.D., M.S. Purdue University. B.S. St. Norbert College.

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

Nancy Hungerford, adjunct professor, labor law. J.D. Lewis & Clark Law School. M.A. University of Oregon. B.A. University of Nebraska.

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

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

Al Rousseau, adjunct professor, personnel management. Ph.D. University of Oregon. M.A. University of Portland. B.A. University of Portland.

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

Mary Kathryn Tetreault, director and assistant professor, Master of Arts in Teaching Program. Ed.D. Boston University. M.A.T. University of Chicago. A.B. Benedictine College.

MAT & Nondegree Programs

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The Master of Arts in Teaching degree at Lewis & Clark College is for elementary and secondary teachers who wish to acquire greater knowledge of subject matter, to develop greater competence in their teaching, and, optionally, to receive the Oregon Standard Teaching Certificate. 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, lan-

guage 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.

ADMISSION

The program is committed to accepting responsible and mature educators motivated to furthering their professional/personal growth and development. Applicants are evaluated on the basis of undergraduate and prior graduate work; results of a standardized test designed to measure success potential for graduate study; and evidence of a desire for growth.

Admission to 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 2.75.

Meeting these minimum requirements does *not* guarantee admission. Conditional admission may be granted to candidates with low entrance test scores, a GPA below 2.75, or other marginal qualifications if all other indicators suggest probable success in the program.

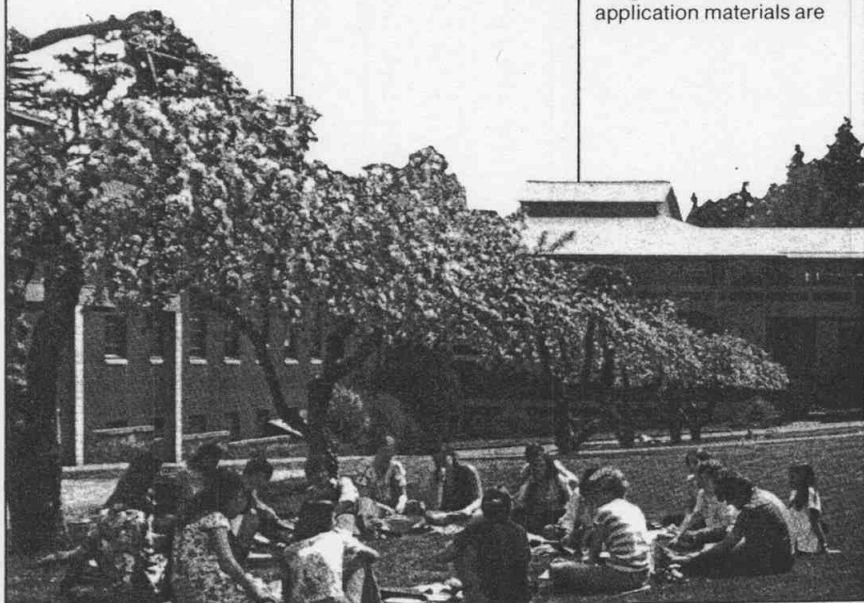
General admission procedures

Applications are accepted year around. Prospective applicants are required to attend an orientation meeting previous to application. Program information and application materials are

distributed at these meetings, which are scheduled each month. Call Jeri Lynn Boe, administrative secretary, x234, for a schedule of orientation meetings. The Graduate Admissions Committee reviews completed admission files once per term, including Summer Session. Candidates must submit the following 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 should be completed by the deadlines stated on page one of this catalog.



MAT & Nondegree Programs

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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 individual students.

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

OFFICES & HOURS

The Master of Arts in Teaching Program office is located on the first floor of BoDine Hall. The office is open from 9am to 6pm Monday through Thursday and 9am to 5pm on Fridays. Offices are not open on holidays, Saturdays, or Sundays. Persons desiring appointments should call Jeri Lynn Boe, 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.

CREDIT

One Lewis & Clark course credit is equivalent to five quarter hours. Two-thirds course credit is equivalent to three and one-third quarter hours.

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

Students in this program complete the required core education courses, education electives, subject matter courses, and open electives for a minimum of nine and two-thirds course credits (48-1/3 quarter hours) for 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 needs. Programs of study are planned in consultation with a graduate education advisor. It should be noted that degree credit requirements represent a minimum number of hours rather than precise figures that must be reached exactly.

A. Professional Education Courses

Minimum of four course credits required (20 quarter hours).

1. Required Core Courses

ED 500 Research Methods, 2/3 credit

ED 501 Guidance and Counseling Skills for the Educator, 2/3 credit

ED 504 The Exceptional Child, 2/3 credit

ED 510-519 Advanced Teaching Strategies: Elementary, 1 credit (or choose from the other ele-

mentary ATS courses offered)

2. Education Electives

One course credit chosen from education courses numbered 501 to 649.

B. Subject Matter Courses

Minimum of four course credits required (20 quarter hours), chosen from subject matter areas agreed upon as appropriate by the student and advisor. Note: These courses have noneducation numbers.

Open Electives

A minimum of one and two-thirds credits required (more than 8 quarter hours), chosen from education courses numbered 501 to 649 or subject matter courses numbered 500 to 599.

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

Students in this program complete the required core education courses, education electives, and subject matter courses for a minimum of nine and two-thirds course credits (48-1/3 quarter hours) for the degree.

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. Students choose other education electives and subject matter courses to meet professional needs. Each student plans a program and makes course selections in consultation with a graduate education advisor. It should be noted that degree credit requirements represent a minimum number of hours rather than precise figures that must be reached exactly.

MAT & Nondegree Programs

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A. Professional Education

Minimum of four and two-thirds course credits required (23-1/3 quarter hours), including education electives.

1. Required Core Courses

ED 500 Research Methods, 2/3 credit

ED 501 Guidance and Counseling Skills for the Educator, 2/3 credit

ED 504 The Exceptional Child, 2/3 credit

ED 505 Advanced Reading and Writing in Secondary Schools, 2/3 credit

ED 520-529 Advanced Teaching Strategies: Secondary, 1 credit (or choose from the other ATS courses offered)

2. Education electives

One course credit chosen from education courses numbered 501 to 649.

B. Subject Matter Courses

Minimum of five course credits required (25 quarter hours), chosen from one of the following options for a subject matter endorsement.

1. Complete a minimum of five course credits in the area of your basic subject matter endorsements. These courses have non-education numbers.
2. Complete a second basic subject matter endorsement, with at least three credits of graduate level work, 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 the requirements of this option.

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, for a minimum of nine and two thirds course credits (48-1/3 quarter hours). Students plan their courses in consultation with an advisor.

A. Professional Education

Minimum of four and two-thirds course credits required (more than 23

quarter hours), including education electives.

1. Required Core Courses

ED 500 Research Methods, 2/3 credit

2. Education Electives

Four credits chosen from education courses numbered 501 to 649.

B. Subject Matter Courses

Minimum of five credits required (25 quarter hours).

Elementary Teachers

Select courses to total five credits, with at least three credits at the graduate level, from subject matter areas agreed upon as appropriate by the student and advisor.

Secondary Teachers

Select courses to total five credits, with at least three credits at the graduate level, from the discipline in which the basic subject matter endorsement has already been completed.

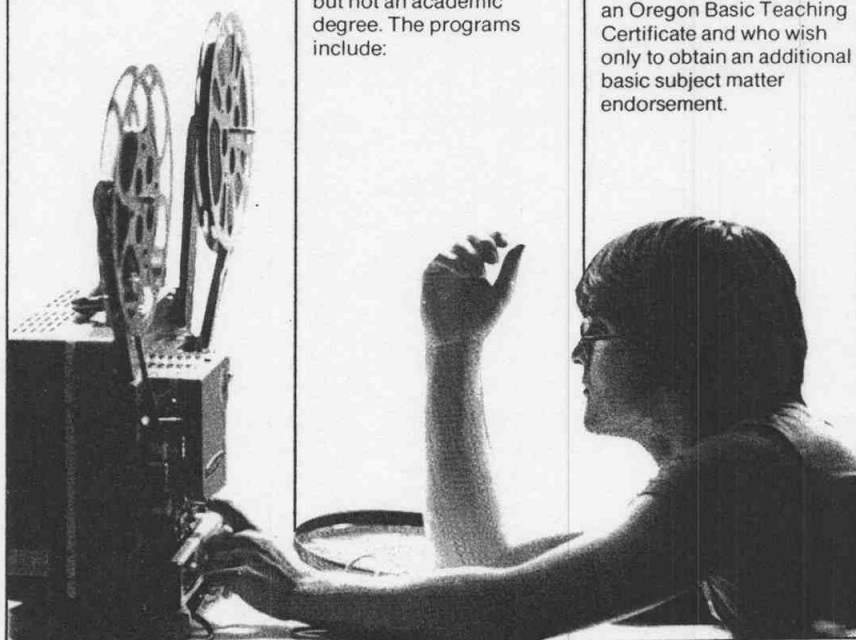
GRADUATE NONDEGREE PROGRAMS

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.



MAT & Nondegree Programs

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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 reading programs, for program information and advising.

Admission

Application materials for the programs described in sections 2, 3, and 4 above can be obtained in the MAT office in BoDine Hall.

Admission requirements for these postbaccalaureate nondegree programs are the same as those for the Master of Arts in Teaching with one exception. The applicant is not required to take the Miller Analogies Test or the Aptitude Section of the Graduate Record Examination. See Master of Arts in Teaching, section on admission, for other details.

Program

Programs leading to elementary and secondary standard certification total a minimum of nine credits (equivalent to 45 quarter hours). The programs are identical to the respective Master of Arts in Teaching programs for elementary and secondary teachers, except that the certification-only programs require 2/3 credit less elective education course work.

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 MAT 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.

FULL-TIME FACULTY

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

Margaret Clark, assistant professor, Master of Arts in Teaching Program. Ed. D. Indiana University. B.A. Mundelein College.

Sid Eder, director, Summer Sessions. Ph.D. Arizona State University. M.Ed. University of Arizona. B.A. University of California/Los Angeles.

Paul Magnusson, associate dean of faculty for graduate studies. Ph.D. University of Wisconsin. B.A. St. Olaf 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

Stephen Beckham, associate professor, History. Ph.D. and M.A. University of California/Los Angeles. B.A. University of Oregon.

Daniel Bowman, adjunct professor, Master of Arts in Teaching Program. M.A. University of Chicago. B.A. University of Minnesota.

William Brelje, program director, Special Education - Hearing Impaired. Ed.D. University of Portland. M.A. California State University/Northridge. M.Ed. Lewis & Clark College. B.S. University of Oregon.

Anthony Evans, associate professor, Health and Physical Education. Ph.D., M.Sc., B.Sc. University of Oregon. D.P.E. St. Luke's College, Exeter, England.

Judith Fawkes, lecturer, Art. M.F.A. Cranbrook Academy of Art. B.F.A. Michigan State University.

Thomas Flora, assistant professor, Health and Physical Education. Ed.D. Oregon State University. Ed.M. Kent State University. M.A. Miami University of Ohio.

Forrest Gathercoal, adjunct professor, Master of Arts in Teaching Program. J.D., LL.B., B.M. University of Oregon.

Ulrich Hardt, adjunct professor, Master of Arts in Teaching Program. Ph.D. University of Oregon. M.A. Lewis & Clark College.

Susan Hubbuch, director, Writing Skills Center. Ph.D. University of Oregon. M.A. University of Wisconsin. B.A. Trinity College.

Christine Jordan, adjunct professor, Master of Arts in Teaching Program. M.A. University of Southern California. B.A. California State University.

Susan Kirschner, lecturer in English. M.A., B.A. University of Washington.

William Lucht, associate professor, English. Ph.D. University of Iowa. M.A. Boston University. B.A. Harvard University.

Anita McClain, lecturer, Education. M.Ed. University of Nevada. B.S. University of Oregon.

Joan O'Bannon, adjunct professor, Master of Arts in Teaching Program. Ph.D., M.A. University of Virginia. B.S. University of Maryland.

Jack Portland, lecturer, Art. B.F.A. Portland Museum of Art School.

Dean Sempert, associate professor, Health and Physical Education. M.S. University of Southern California. B.S. Lewis & Clark College.

Deborah Strange, adjunct professor, Master of Arts in Teaching Program. M.A., B.A. Arizona State University.

James Wallace, professor, Education. D.Ed., M.Ed. Harvard University. M.A. Haverford. B.A. Earlham College.

Janice Welle, adjunct professor, Master of Arts in Teaching Program. Ph.D. Oregon State University. M.A., B.A. University of Portland.

Master of Music & Music Education

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The School of Music offers three graduate degree programs:

1. Master of Music Education (M.M.E.)
2. Master of Music, major in performance (M.M.)
3. Master of Music, major in composition (M.M.)

A Master of Arts in Teaching with a major in music is offered cooperatively with the Master of Arts in Teaching Program.

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 School of Music with two official complete transcripts of their undergraduate study.

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

Admission applications and reference forms may be obtained from the School of Music.

Applications should be completed by the deadlines stated on page one of this catalog.

PLACEMENT EXAMINATIONS

Placement examinations in music history and music theory are given to M.M. (performance and composition) students the first two days of fall term and at other times arranged with School of Music 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 School of Music are required to pass a comprehensive examination or submit a master's thesis. Comprehensive examinations are limited in scope to material pertinent to the student's major field of concentration. The decision, design, administration, and evaluation of both the master's thesis and the comprehensive examination rest with the graduate advisor and the student's



Master of Music & Music Education

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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 director of the School of Music or graduate advisor.

Major: Music

1. MUS 581 Introduction to Research in Music Education, 1 credit.
2. MUS 582 Development and Trends in Elementary Music Education, 1 credit.
3. Pedagogical studies (in area), 1 credit.
4. Applied lessons (major instrument or voice), 1 credit.
5. MUS 511 Music Theory Seminar, 1 credit.
6. MUS 561 Music History Seminar, 1 credit.
7. MUS 584 Seminar in Music Education, 1 credit.
8. MUS elective(s), freely chosen, 1 credit.

Cognate Field: Education

1. ED 501 Guidance and Counseling Skills for the Educator, 2/3 credit.

2. ED 514 Advanced Teaching Strategies: Elementary Music, or ED 524 Advanced Teaching Strategies: Secondary Music, 1 credit.

3. ED 504 The Exceptional Child, 2/3 credit.

4. ED 505 Advanced Teaching of Reading and Writing in Secondary Schools, 2/3 credit.

5. Elective(s) from graduate education offerings, 2/3 credit.

Total program credits required: 10 2/3.

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 School of Music 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.

Major: Performance

1. Applied lessons (major instrument), 3 credits.
2. Ensemble, 1 credit.
3. Chamber music, 1 credit.
4. Recital, 1 credit.

Cognate field (3 credits)

1. Music History/Literature
- or 2. Theory/Composition
- or 3. Conducting

Electives (2 credits)

Total program credits required: 11.

PROGRAM: MASTER OF MUSIC COMPOSITION

The M.M. 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 School of Music 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.

Major: Composition

1. Composition, 3 credits.
2. Recital, 1 credit.

Cognate Field

1. Studies in music theory, history, and applied areas — Western and non-Western — that will develop technical skills and knowledge about composition and its relation to other musical areas and cultural ideas, 5 credits.

2. Electives, 2 credits.

Total program credits required: 11.

SPECIAL PROGRAMS

Most graduate courses for the music education degree and certification are offered in Term 1 of Summer Session. Term 2 is reserved for special programs and workshops. They vary in subject, intensity, and schedule in order to provide as much impact as possible. These special programs are announced each spring for the following summer. Past programs have included: Orff workshops; choral symposia; jazz study with George Shearing; music therapy workshops; electronic music; and summer choral and instrumental workshops.

CORRESPONDENCE

For further information on music and music education programs, contact Jerry Luedders, director, School of Music, 503-244-6161 x297.

Master of Music & Music Education

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FULL-TIME FACULTY

Jerry D. Luedders, director, School of Music. M.M. Indiana University. B.M.E. University of Michigan. Additional study Harvard University; Paris Conservatory.

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. Colorado State University. Frequent Northwest recitalist. Additional studies with leading American and European organists including Anton Heiller.

Edith Kilbuck, professor. D.M.A. University of Oregon. M.S. Julliard School of Music. B.M. Lewis & Clark College. Additional study at Stanford and in Vienna, Prague, Florence, Antwerp, and Haarlem. Recorded complete works for violin and harpsichord of J.S. Bach with Endre Granat.

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, associate 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.

Richard Poppino, assistant 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.

Gilbert Seeley, associate professor. D.M.A., M.M. University of Southern California. B.M. Oberlin Conservatory of Music.



Master of Music & Music Education

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ADJUNCT FACULTY

Sally Benson, voice. M.A. University of Oregon. B.A. Smith College. Performed voice recitals, church music, and opera in New York City, San Francisco, and Portland areas.

Sylvia Cary, music education. Ph.D. University of Oregon. M.S.T. Portland State University. B.A. Colorado State College of Education.

Robert Coburn, electronic music. M.A. University of California/Berkeley. B.M. University of the Pacific. Director of the Group for New Music since its founding in 1975.

Niel DePonte, percussion. M.M. Performance Certificate, Eastman School of Music. B.M.E. State University of New York/Fredonia. Principal percussionist with the Oregon Symphony Orchestra. Guest conductor of the Eastman Wind Ensemble and assistant to its director Donald Hunsberger.

Mark Eubanks, bassoon, woodwind pedagogy. B.A. University of Washington. Former assistant principal bassoon of the Seattle Symphony; member of the Seattle Opera and Pacific Northwest Ballet orchestras from 1968-78. Principal bassoon with the Oregon Symphony Orchestra.

Charles Farmer, piano. M.A. University of California/Berkeley. B.A. Long Beach State College. Studied at the Aspen Music School with Joanna Graudan and Victor Babin.

Patrick Fay, French horn. B.M. University of Indiana. Studied with Philip Farkas. Principal horn with the Oregon Symphony, Quebec Symphony, and Portland Opera, and soloist at Peter Britt Festival.

Katherine Ann George, piano. A.R.C.M. Royal College of Music, University. Orchestral pianist with the Oregon Symphony since 1964.

Dora Haslett, piano. M.M. University of Portland. B.A. Lewis & Clark College. Studied piano at Aspen Music School with Grant Johanneson and Adele Marcus.

Martha Herby, flute. M.M. Eastman School of Music. B.M. State University of New York/Fredonia. Studied with Bonita Boyd, Walfrid Kujala, James Galway, and James Pappoutsakis. Former principal flute with the Eastman Philharmonic, Chautauqua Festival Orchestra.

Herman Jobelman, string bass. Principal bass and orchestra manager of the Metropolitan Opera National Company and the Sarah Caldwell American National Opera Company of Boston. Member of the Oregon Symphony Orchestra for 25 years and principal bass at 12.

Frederick Korman, oboe. Studied with John Mack, principal oboe with the Cleveland Orchestra. Recorded for Oregon Records and Opus I. Member of the New Orleans Philharmonic for 10 seasons. Principal oboe with the Oregon Symphony.

Brunetta Mazzolini, voice. B.M. University of Portland. Studied with Tilly DeGarmo, Lotte Lehmann, Fritz Zweig, Pierre Bernac. Appeared with conductors Bruno Walter, William Steinberg; with the Chicago Symphony, Los Angeles Symphony, San Francisco Symphony; and with the Portland, Seattle, and Vancouver, B.C., operas.

Ian Mitchell, guitar. M.A. Western Washington University. B.A. California State University. Studied with Michael Lorimer and John Mills.

Nancy Nickel, organ. M.M. University of Portland. B.M. Valparaiso University. Studied in Paris with Andre Marchal.

James O'Banion, trumpet. M.M. Indiana University. B.M.E. Washington State University. Studied with Gerald Webster and William Adam. Section trumpet with Boots Randolph and the Spinners.

Nellie Tholen, professor of piano and pedagogy. Graduate of St. Louis Institute of Music. Studied with Gottfried Galston, associate of Busoni. Author of *Applied Theory* and coauthor of *A Modern Method of Piano Instruction* and *The Mind of Piano*.

Dawn Weiss, flute. Principal flute, Oregon Symphony Orchestra. Studied with Ann Diener Giles and Louella Howard. Recorded on Crystal Records.

India Zerbe, cello. Author of *Advanced Technical Formulae for Cello*, *Advanced Formulae Scale Studies for Cello*, *String Art*, and *Book of Bowings for Cello*. Principal cellist, Oregon Symphony Orchestra.

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The Public Administration Program is for career administrators who find that they need further skills and a more sophisticated understanding of large, complex organizations. It includes courses in budgeting, personnel relations, operations research, administrative management, policy analysis, organization development, and computer uses. The curriculum seeks to accomplish three objectives: to improve managerial skills; to provide exposure to several disciplinary approaches and mastery of the major bodies of knowledge in the field of administration; and to integrate classroom theory with personal administrative practices.

Students come from a variety of agencies: the federal government (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 of agencies provides a unique

opportunity to share practical experiences and evaluate current theories and problem solving procedures, enabling students to go beyond the typical, sometimes sterile, classroom approach.

Despite the enriching diversity that characterizes MPA students, several important elements are shared. Typical degree candidates are either undertaking a career transition that involves the exercise of increasing amounts of managerial responsibilities or returning to the labor market.

In addition to regularly enrolled degree candidates,

a number of nondegree students enroll in courses on a "credit only" basis because of a specific job-related need that a particular course can meet.

Accelerated MPA Program

A special program of study designed for professional managers in the public sector. The program leads to an MPA degree within a minimum of 16 months.

ADMISSION

The program recognizes two levels of admission: enrollment and candidacy.

ENROLLMENT

The college encourages enrollment in courses of personal and professional interest. Students are enrolled when they fill out the enrollment application form. Students may participate on a noncredit basis, although payment of tuition is still required. A certificate of completion will be provided upon request for each course, whether it is taken on a credit or non-credit basis.



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CANDIDACY

Individuals wishing to pursue an MPA degree may file the Application for Candidacy after completing three courses but no more than six. To become a candidate, the student must:

1. Successfully complete at least three courses, one of which must be from the Core Requirements section.
2. Take at least three graded courses, maintaining at least a 3.0 (B) average.
3. Submit a complete record of all academic work, including evidence of a bachelor's degree, plus a record of all professional experiences of at least three years duration.
4. Submit four letters of recommendation—two from academic courses and two from professional sources who have had an opportunity to evaluate the applicant's prospects for professional growth at the management level.
5. Prepare a personal statement of at least 500 words from the applicant, including professional career goals and how the Lewis & Clark program is expected to further them.
6. File a proposed program of study.
7. Pay a \$15 application fee.

A faculty committee reviews the student's Application for Candidacy and determines if the student will be formally admitted.

Applications should be completed by the deadlines stated on page one of this catalog.

SPECIAL ADMISSIONS PROCEDURES

The Board of Trustees has authorized the MPA Program to consider admission for persons 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 established especially for this purpose.

PROGRAM

The minimum requirement for the master's degree is 11 course credits. (One Lewis & Clark course credit is equal to five quarter hours; three quarter hours are equal to .66 of a Lewis & Clark credit.) The student's program is composed of 14 courses valued at two-thirds course credit each (.66), a Public Budgeting course of one credit and a Capstone Course plus two courses of one course credit, which usually involves a project to relate

the various course materials to a topic the degree candidate chooses. A maximum of two courses can be in the form of individual independent study courses. A "core" of seven courses is required. In addition, one course is required from each of six curricular areas.

CURRICULUM Specific Core Requirements

(required of all degree candidates)

- PA 501 Administration in Government
- PA 502 Economic Context of Administration or PA 507 Public Policy Analysis
- PA 503 Public Budgeting
- PA 504 Administrative Law

PA 505 Formal Organizations and Advanced Administrative Management

PA 506 Interpersonal Relations and Organizational Behavior

PA 509 Capstone Course

Area Requirements

(choose at least one from each area)

Governmental Context

PA 510 Studies in Politics & Administration

PA 511 Administration & the Policy Process

PA 512 Metropolitan Politics

PA 513 Legislative Politics

PA 514 Governments & Their Publics

PA 515 National Policy Process (Washington, D.C.)

PA 516 Comparative Public Administration: Program in Scotland & England

PA 517 Comparative Political Processes in the Pacific Northwest: Salem, Olympia, Victoria, B.C.

Content of Public Policy

PA 520 Studies in Public Policy

PA 521 Public Regulation of Business

PA 522 Natural Resource Policy

PA 523 Human Services

PA 524 Northwest Energy Policy

Personnel Relations

PA 530 Problems in Personnel Management

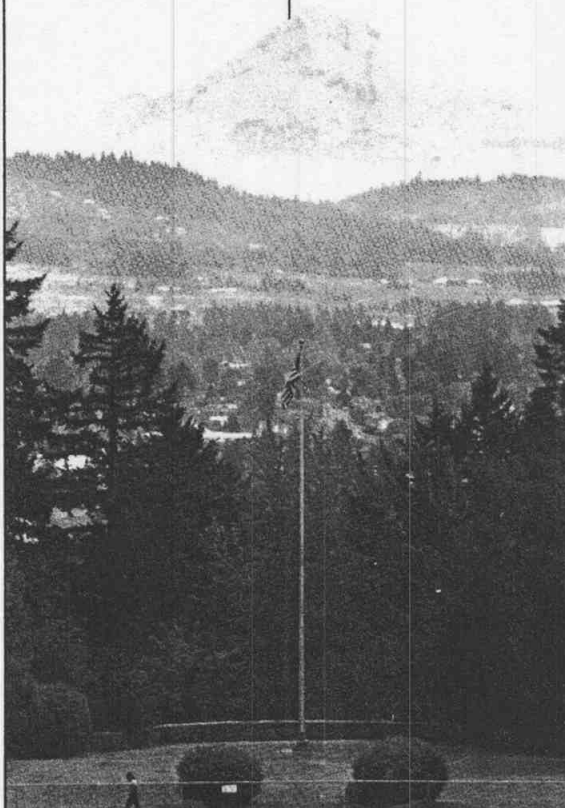
PA 531 Personnel Administration

PA 532 Agency Evaluation & Personnel Administration

PA 533 Communication Skills for Administrators

PA 534 Collective Bargaining

PA 535 Federal Personnel Policies



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Quantitative Methods

PA 540 Public Policy Analysis

PA 541 Accounting for Administrators

PA 542 Systems Analysis; Operations Research

PA 543 Statistics & Their Uses

PA 544 Computer Applications for Administrators

Administrative Management

PA 550 Studies & Current Developments in Administrative Management

PA 553 Organization Development

PA 554 Managing Not-for-Profit Organizations

Values & Administration

PA 560 Studies in Administrative Values

PA 561 Administrative Ethics

PA 597 Internship

PA 598 Courses offered only once

PA 599 Independent Study

This list of course offerings is incomplete and should not be used in planning a program of study. Normally a student can expect a choice from among seven to eight courses each term, about half of them intensive seminars. A schedule of course offerings is distributed by the Public Administration Program office each term, and faculty advisors are available.

SPECIAL OFF-CAMPUS PROGRAMS

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

An intensive one-week course 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."

Comparative Public Administration: Program in Scotland and England

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

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

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

Executive Seminar Program

An advanced study program for a small group of executives from industry and government who examine issues and the decision-making process relating to selected natural resource policy questions. The 1982-83 seminar series focuses on 1) gas and oil deposits in N.E. Montana and western North Dakota, 2) coal export, and 3) the Sagebrush Rebellion.

Admission to this program requires agency sponsorship. Director: Ted Schlapfer, formerly Regional Forester, Region 6, U.S. Forest Service. Call 503-244-6161 x511 for further information.

SPECIAL WORKSHOPS AND PROGRAMS

The MPA Program periodically offers special workshops, programs, and management training opportunities for the U.S. Forest Service, Bonneville Power Administration, the U.S. Soil Conservation Service, and other similar governmental agencies located in the Pacific Northwest. Normally, these programs are open only to employees acceptable to the sponsoring agencies. Academic credit can be arranged and applied toward meeting program requirements for an MPA degree.

For further information on programs in public administration, contact Douglas F. Morgan, director, Public Administration Program, 503-244-6161 x511.

FACULTY

The program makes frequent use of practicing professionals, visiting scholars, nationally recognized specialists, and adjunct faculty/practitioners to provide students with a broad exposure to various disciplines and methodologies. Thus the faculty is made up of the following four categories of instructors.

On-Campus Staff

Douglas F. Morgan, director of the MPA Program.

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

Donald G. Balmer, professor of political science.

Ph.D., M.A., B.S. University of Washington.

G.H. Mattersdorff, professor of economics. Ph.D., M.A., B.A. Harvard University.

Helena M. Carlson, associate professor of psychology. Ph.D., M.A. University of California/Riverside.

Douglas M. Egan, professor of business and administrative studies. Ph.D., M.B.A., B.A. University of California/Berkeley.

Michael Flanagan, associate professor of business and administrative studies. Ph.D., M.S. Purdue University. B.S. St. Norbert College.

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Distinguished visiting professors

The program brings to campus, as resident distinguished visiting faculty, a variety of internationally renowned scholars and experts. Some of those who have taught in the past several years are:

1981

Dee W. Henderson, Ph.D. American University. A.B., M.A. Brigham Young University. Professor of public management and administration, Brigham Young University. Conducts management development programs for public and private agencies and has written numerous articles on management, decision making, and supervising.

1980

Neely Gardner, faculty chairman of the Center for Training and Development, University of Southern California School of Public Administration, and professor of applied science.

1979

Charles P. Gordon, J.D., B.A. University of Chicago. Attorney for OSHA, U.S. Department of Labor; formerly associate professor, law faculty, Exeter University, England.

York Willbern, Ph.D., M.A. University of Texas. B.A. Southwest Texas State. Professor of political science and public administration, Indiana University; director of Urban Observatory Project for National League of Cities; past president of the American Academy of Political Science.

1978

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.

1977

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.

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.

Each term the MPA program offers courses on an intensive seminar format, which permits the use of distinguished visiting scholars who cannot be freed from prior commitments for an extended period of time. These seminars, which occur 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. Among recent participants are:

Jack Byrd, Jr., Ph.D., M.S., B.S. West Virginia University. Visiting professor, University of North Carolina; consultant and author of a text on operations research and decision theory.

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

Michael Clarke, deputy director of Policy Planning, Lothian Regional Council, Edinburgh, Scotland.

Thomas R. Dye, Ph.D. University of Pennsylvania. M.A., B.A. Pennsylvania State University. Professor of political science, Florida State University.

Bruce L. Gates, Ph.D. University of Pittsburgh. B.S.E. Princeton University. Associate professor of quantitative methods and public administration, George Atkinson School of Administration, Willamette University.

Valeria M. Ogden, B.A. Washington State University. National consultant, Camp Fire Girls, Inc., with more than 30 years of experience in directing and serving as a consultant to volunteer nonprofit agencies.

Adjunct Faculty: Practitioners

The program seeks to achieve a mix of academic scholarship and current practical experience throughout its offerings. In addition to relying on a heterogeneous clientele of practitioners, the program involves public managers who have extensive academic credentials to teach courses. The following partial listing illustrates the mix between theory and practice.

Paul S. Gilbarg, Ph.D. candidate in economics at University of Minnesota. B.S. Polytechnic Institute of Brooklyn. Coordinator of training and education for manufacturing, Tektronix, Inc.

Harold A. Grover, Ph.D., D.P.A. George Washington University. B.A. University of Puget Sound. Consultant.

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

Al J. Laue, J.D., B.A. Willamette University. Former solicitor general of Oregon; author of Oregon Administrative Procedures Act.

Barbara Safriet, J.D. University of Maryland. B.A. Goucher College. Associate professor of law, Lewis & Clark Law School.

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

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; formerly president of Yaden Associates, Inc., a public opinion research firm; formerly legislative assistant to former U.S. Senator Maurine B. Neuberger and U.S. Congressman Don Bonker.

Special Education Hearing Impaired

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Lewis & Clark offers a program which prepares qualified graduate students to become elementary and secondary teachers of hearing impaired students, and, in conjunction with Infant Hearing Resource at Good Samaritan Hospital, a program to prepare parent-infant specialists.

The Program in Special Education-Hearing Impaired has been in operation since 1950 and is fully accredited by the Committee on Teacher Preparation and Certification of the National Council on the Education of the Deaf, by the Oregon State Board of Education, and by the National Council for the Accreditation of Teacher Education (N.C.A.T.E.).

The program conforms to teacher preparation standards established by the State of Oregon and by the Council on the Education of the Deaf (C.E.D.). The student who meets all requirements of the Lewis & Clark College 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 best preparation for the program is an undergraduate course of study which leads to elementary or secondary teacher certification or to certification as 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.

A limited number of federally-funded graduate scholarships is available. Acceptance into the program automatically qualifies the student for a scholarship.

ADMISSIONS

In addition to meeting the general standards for admission to all Lewis & Clark College graduate programs, one 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, and arranging to take either the Graduate Record Exam or the Miller Analogies Test, with scores to be sent to the program director. A maximum of 15 quarter hours, or its equivalent, may be transferred to the program.

PROGRAM

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 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-teaching, and the student teaching experiences are available with infant through high school and college-age hearing-impaired students. Practicum centers include the Washington, Oregon, and Idaho State Schools for the Deaf; various educational settings in Van-

couver, 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. degree in Special Education-Hearing Impaired must,

prior to graduation, complete the following education courses or equivalent approved courses: Ed 500 Research Methods, Ed 563 The Use of Media in the Classroom, and ED 504 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 complete state requirements for a secondary subject matter endorsement.

CORE CURRICULUM Elementary and Secondary Tracks

TTD 501 Psycho-Social and Educational Foundations of Deafness; 1 cr. Study of the psychological, social, and educational implications of deafness and the history of the education of the deaf.

TTD 505 Communications Systems I; 1 cr. Study of methods of developing speech, speech reading abilities, and existing residual hearing.

TTD 506 or 507 Communication Systems II: Elementary or Secondary; 1 cr each. A continuation of TTD 505; study of speech development and auditory learning and of various methods used to communicate with the deaf.

TTD 515 Methods of Developing Language for the Hearing Impaired I; 1 cr. Study of basic principles of generative grammar applying both to the diagnosis of the linguistic disabilities of



Special Education Hearing Impaired

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the deaf child and to the development of teaching strategies.

TTD 516 or 517 Methods of Developing Language for the Hearing Impaired II: Elementary - Secondary; 1 cr each. A continuation of TTD 515; a study of patterns of language development and of methods and materials used to teach the deaf; practicum experience.

TTD 520 Audiology I: Anatomy and Physiology of the Speech and Hearing Mechanisms; 2/3 cr. Study of the nature of sound and the function of the ear, conductive and sensory-neural hearing losses, and medical and surgical aspects of hearing impairment.

TTD 525 Audiology II: Audiological Testing; 2/3 cr. Students conduct pure tone, bone conduction, speech reception and discrimination evaluations; included is hearing aid use, construction, and evaluation.

TTD 530 Curriculum and General Methods of Teaching the Hearing Impaired; 2/3 cr. Study of task analysis and general methods of the programming process including the various philosophies and their practical applications.

TTD 536 or 537 Special Methods of Teaching Reading and School Subjects to the Hearing Impaired: Elementary or Secondary; 2/3 cr each. A study of the various methods and materials used in teaching reading and other subject matter areas to hearing impaired students.

TTD 540 Directed Observation; 1/3 cr. 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.

TTD 546 or 547 Student Teaching: Elementary or Secondary; 3 cr each. 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.

TTD 580 Sign Language-Beginning; 2/3 cr.

TTD 581 Sign Language-Intermediate; 2/3 cr.

TTD 582 Sign Language-Advanced; 2/3 cr. Designed to meet individual needs according to competency in manual communications; both American Sign Language and sign systems which follow English syntax are covered. Two of the three sign language courses are required unless competency allows the student to waive them.

Parent-Infant Specialist Track

Instruction for the Parent-Infant Specialist Track takes place at Infant Hearing Resource at Good Samaritan Hospital.

TTD 544 Extended Practicum: Skills of Parent-Infant Specialist; 2/3 cr. (offered three consecutive terms as a series)

TTD 550 Counseling Parents of Hearing Impaired Children I; 2/3 cr.

TTD 551 Pediatric Audiology; 2/3 cr.

TTD 552 Seminar in Parent-Infant Habilitation I; 1/2 cr.

TTD 553 Seminar in Parent-Infant Habilitation II; 1/2 cr.

TTD 554 Seminar in Parent-Infant Habilitation III; 1/2 cr.

TTD 555 Observation and Practicum I; 1/2 cr.

TTD 556 Observation and Practicum II; 1/2 cr.

TTD 557 Observation and Practicum III; 1/2 cr.

TTD 558 Hearing Aid Amplification; 1/2 cr.

TTD 559 Counseling Parents of Hearing Impaired Children II; 1/2 cr.

TTD 560 Infant Development/Developmental Disorders; 2/3 cr.

Note: One Lewis & Clark credit is equal to 5 quarter hours or three and one-third semester hours.

For an application and further information about the program, contact H. William Brelje, program director, Program in Special Education-Hearing Impaired, 503-244-6161, x476.

FULL-TIME FACULTY

H. William Brelje, professor and program director. Ed.D. University of Portland. M.A. California State University/Northridge. M.Ed. Lewis & Clark College. B.S. University of Oregon.

Carolyn L. Scroggs, associate professor. Ph.D. University of Washington. M.A. Columbia University. B.A. Reed College.

Paul N. Toole, assistant professor. M.A. California State University/Northridge. M.S. University of Nebraska. B.A. Dana College.

ADJUNCT FACULTY

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

Edward F. Fuller, instructor, Infant Hearing Resource. Ph.D. University of Wyoming. M.A. Central Missouri State University. B.S. Northwest Missouri State University.

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

Robert McAllister, instructor. B.S. Portland State University.

Rodney Pelson, instructor, Infant Hearing Resource.

Ph.D. University of Washington. M.S., B.S. Portland State University. **Larry Petersen**, instructor. M.A. California State University/Northridge. B.A. Gallaudet College.

Caryl Purdue, instructor, Infant Hearing Resource. M.A. University of Oklahoma. B.A. Oklahoma Baptist University.

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

Valerie Schuyler, co-director of Infant Hearing Resource. M.A. Northwestern University. B.A. Lewis & Clark College.

Jean Stokesbary, instructor. M.A. Lewis & Clark College. B.S. Gallaudet College.

Norton B. Young, instructor. Ph.D. Purdue University. M.A., B.S. University of Washington.

Summer Sessions & Continuing Education

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SUMMER SESSION

Lewis & Clark Summer Session offers a one-week mini-term, two four-week terms, a six-week term, and an eight-week term, so students can satisfy their master's degree and certification requirements by attending successive summers or by attending Summer Session in conjunction with courses taken during the academic year. Courses provide students with a full range of the core requirements in each degree and certification program. In addition, a number of special programs, institutes, and workshops not available during the academic year are offered. Included are programs such as:

Foxfire

A two-week introduction to cultural journalism and oral history inspired by the Foxfire Project in Rabun Gap, Georgia.

Live, Learn and Teach

A program for teachers using an Outward Bound adaptive wilderness experience to foster personal and professional renewal.

Shakespeare at Ashland

A program combining campus study with a theatre tour at the Oregon Shakespearean Festival in Ashland.

Project Adventure

A five-day course for physical educators and classroom teachers interested in integrating adventure curricula into traditional school programs.

Summer Program for Teachers of ESL Children

A comprehensive eight-week program that provides opportunities for educators to acquire the knowledge and skills necessary to teach children who are learning English as a second language.

Institute on Responsible Classroom Discipline

A one-week institute for elementary and middle school teachers that presents a comprehensive examination of classroom discipline.

For more information about content and application procedures for these and other special summer programs, contact the Summer Session Office for brochures.

1983 Summer Schedule

The 1983 Summer Session schedule is:

Mini-Term: June 13-17

Term I: June 20-July 15

Term II: July 18-August 12

Six-Week Term: June 20-July 15

Eight-Week Term: June 20-August 12

Summer 1983 graduation is August 12. Consult the 1983 Summer Session Bulletin for registration procedures.

Tuition & Fees

Summer Session tuition and fees are the same as those which apply during the 1982-83 academic year.

Summer Session Bulletin

The Summer Session Bulletin is available in mid-February. Write or call the Summer Session Office to request a copy, 503-244-6161 x217.

CONTINUING STUDIES

The Office of the Director of Summer Session provides continuing education programs throughout the year. Included are a variety of educational experiences on and off campus for educators, counselors, public administrators, businessmen, musicians, and other professional groups. Up-to-date offerings are regularly advertised.

Continuing education courses numbered 600-649 are applicable to Lewis & Clark degree and certification programs. Those numbered 650 to 699 carry graduate credit but are not applicable to Lewis & Clark programs.

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

Typical of the many continuing education programs for 1982-83 is:

Saturday Skillshops

ED 600 Fall 1982/Winter 1983

Skillshops are intensive one-day sessions each on a single topic of interest to teachers, prospective teachers, and others involved in children's learning. They are not classes or seminars. Participants are encouraged to bring their own specific cases and problems for assistance and an interchange of ideas. Each Skillshop is designed as a "hands on" working session intended to give participants the opportunity to develop skills which will improve their classroom strategies.

Although Skillshops are not classes as such, participants may receive credit. A selection of five Skillshops may be taken for 2/3 L&C credit (3 1/3 quarter hours); a selection of seven Skillshops may be taken for 1 L&C credit (5 quarter hours). Skillshops also may be attended on a noncredit basis.

For specific information about 1982-83 Lewis & Clark continuing studies courses, workshops, and conferences, write or call the Continuing Studies Office, 503-244-6161 x217.



ADMINISTRATION

President: James Gardner
 Acting Dean of Faculty:
 David Savage
 Associate Dean of Faculty
 for Graduate Studies: Paul
 Magnusson
 Director of the Counseling
 Psychology Program:
 Michael Stark
 Director of the Educational
 Administration Program:
 Daniel Duke
 Director of the Master of
 Arts in Teaching Program:
 Mary Kay Tetreault
 Director of the Public
 Administration Program:
 Douglas F. Morgan
 Director of the School of
 Music: Jerry Luedders
 Director of the Special
 Education-Hearing
 Impaired Program: William
 Brelje
 Director of Summer Ses-
 sion/Continuing Studies:
 Sid Eder

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

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