

PLEASE NOTE: THIS PDF  
CONTAINS BOTH A GRADUATE  
CATALOG AND A GRADUATE  
COURSE SCHEDULE.

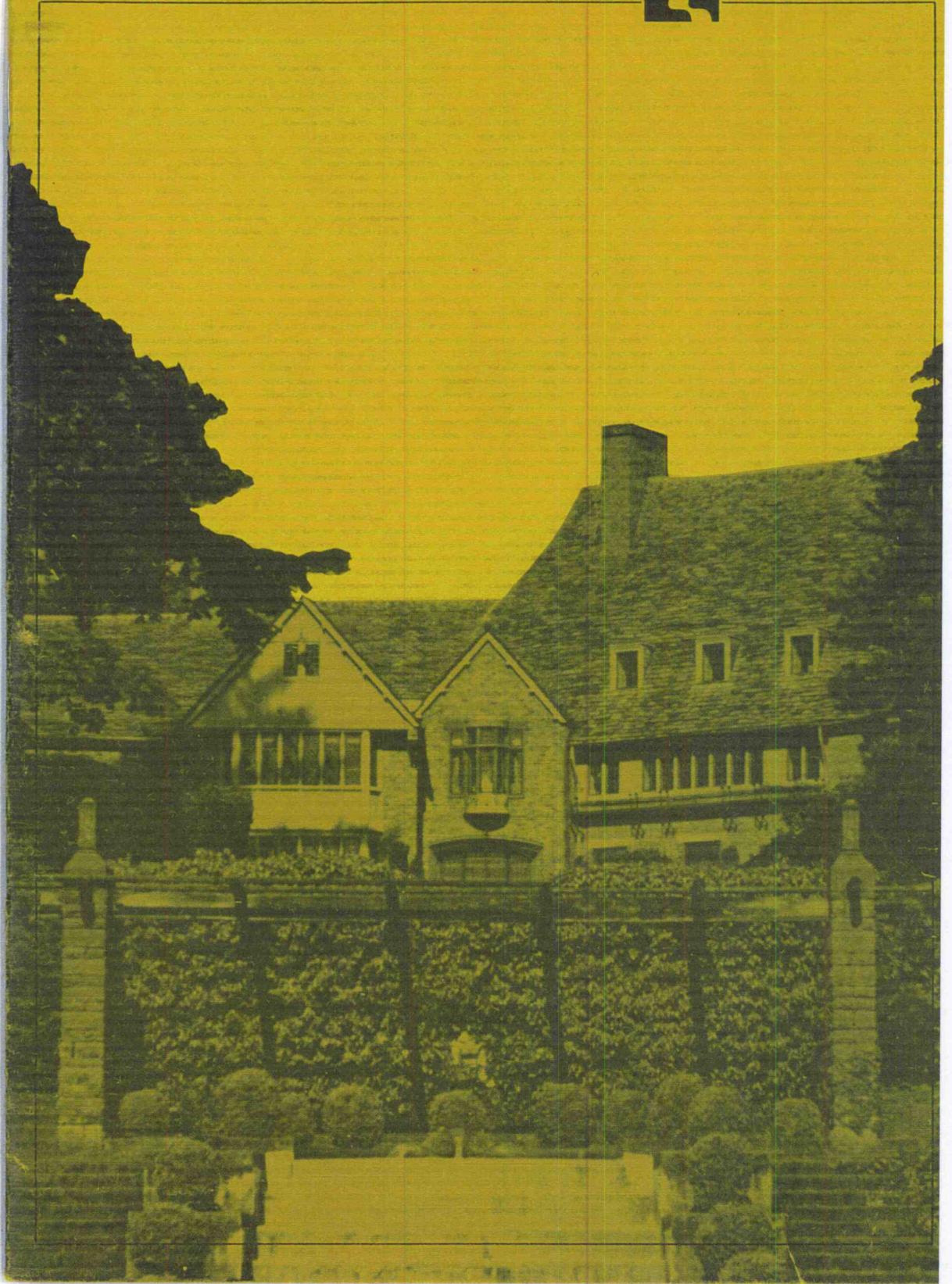
COURSE DESCRIPTIONS MAY BE  
FOUND IN EITHER SECTION.

# Graduate Studies

Lewis & Clark College



1981-82



# 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, counselor education, 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 Arts in Counseling Psychology (M.A.) with a specialization in school psychology 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 Administrative Certification programs are available to students seeking vice-principal, principal, or superintendent endorsement. Standard Administrative Certification programs will be available in 1982-83. See Educational Administration section for details.

A specialization program in school psychology is available to students seeking Oregon endorsement in school psychology who al-

ready 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 coursework 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 pro-

gram. See Public Administration section on admission.

2. **Design a formal study program with an advisor.**

- a. Students should design a formal program with a graduate advisor before registering for any coursework 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 the degree application according to the following schedule.

Fall graduation:

September 15

Winter graduation:

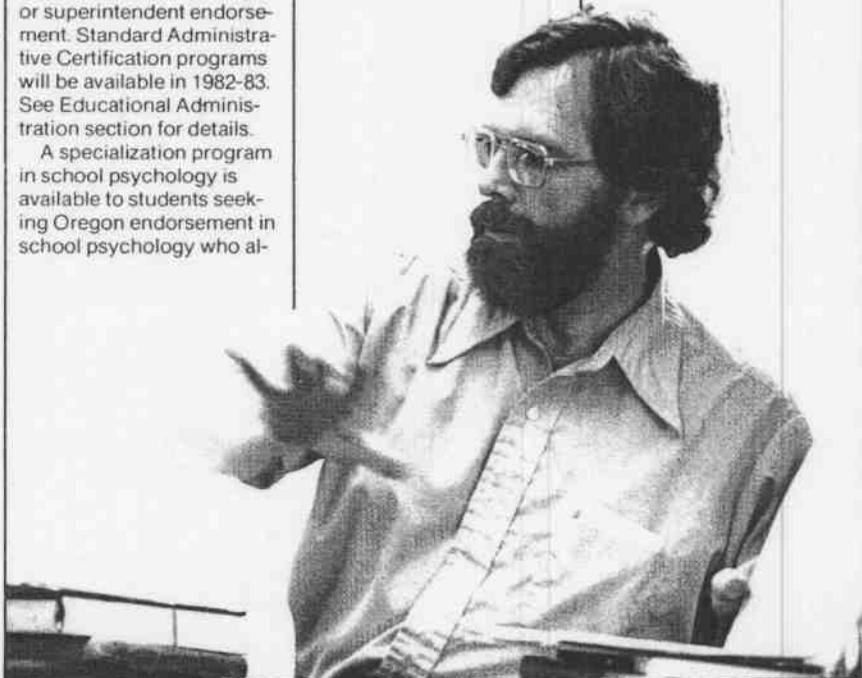
November 15

Spring graduation:

February 1

Summer graduation:

May 15



# Graduate Programs & Policies

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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 three course credits* may be taken under Special Student status.

Special Student enrollment does not guarantee subsequent admission to any graduate program nor that the coursework 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.

Application forms for graduate study are 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 1981-82

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

- 1 L&C credit: \$303 (5 quarter hours)
- 2/3 L&C credit: \$202 (3 1/3 quarter hours)
- 1/2 L&C credit: \$152 (2 1/2 quarter hours)
- 1/3 L&C credit: \$101 (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 10pm, and Sunday from 1pm 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 coursework.

Transferrable coursework 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 Galley 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 coursework 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.

## INCOMPLETE GRADES

All work should be completed by the end of a college term. In all programs except the Master of

Public Administration Program, 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.

In the Master of Public Administration Program, a student receiving an Incomplete must complete the work within 120 days of the official end of the term in which the course was taken. Special written permission from the instructor prior to the end of the 120-day grace period is necessary for further extension.

## 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.
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 coursework 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 Road  
Portland, Oregon 97219  
503-244-6161

### Master of Arts in Counseling Psychology

### Master of Science in Counseling Psychology

### School Counseling and School Psychology

### Specializations

Michael J. Stark, director, x295

### 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

Donald G. Balmer, co-director, x511  
Guenter Mattersdorff, co-director, x511

### Master of Education-Special Education Hearing Impaired

H. William Brelje, director, x476

### Basic & Standard Administrative Certification

Daniel Duke, director, x345

### Basic Teacher Certification

Bernard Wolff, chairman, Department of Education, x283

### Reading Endorsements

Anita McClain, director, Reading Program, x283

### Summer Sessions/Continuing Education

Sid Eder, director, x217

## CALENDAR

### 1981-82 Academic Year

Registration Sept. 14  
Classes begin Sept. 15  
Late registration fee (\$5) applies Sept. 15  
Change of registration week Sept. 21-25  
Last day to register, 4 pm Sept. 25  
Last day to select CR/NR or grade Sept. 25  
Degree application deadlines Sept. 15  
Last day to make up incompletes Oct. 23  
Last day to withdraw Nov. 6  
Last day of classes Nov. 26  
Commencement

### 1982 Summer Sessions

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

### Fall

Sept. 14  
Sept. 15  
Sept. 15  
Sept. 21-25  
Sept. 25  
Sept. 25  
Sept. 15  
Oct. 23  
Nov. 6  
Nov. 26

### Winter

Jan. 4  
Jan. 5  
Jan. 5  
Jan. 11-15  
Jan. 15  
Jan. 15  
Nov. 15  
Feb. 12  
Feb. 26  
March 18

### Spring

March 29  
March 30  
April 5  
April 5-9  
April 9  
April 9  
Feb. 1  
May 7  
May 21  
June 10  
June 13

### Term I

June 18  
June 21  
June 25  
July 16

### Term II

June 28  
July 19  
July 23  
August 13  
August 13



# 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 non-degree students on a space available basis by consent of the instructor. Please refer to the course list for this information. Persons interested in enrolling in these courses should contact instructors prior to registration.

## WAIVERS & TRANSFERS

Students seeking master's degrees may petition to waive courses based on competence or experience (PSY 501, 502, 503). 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 for the master of science program must also submit scores on the Graduate Record Examination.
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 following deadlines.

**Winter 1982 admission:** apply by November 1, 1981.

**Spring 1982 admission:** apply by February 15, 1982.

**Summer 1982 admission:** apply by May 7, 1982.

## 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 credits distributed as follows.

**Psy 501** Advanced General Psychology, 1 cr.

**Psy 502** Introduction to Assessment, ½ cr.

**Psy 503** Introduction to Counseling Psychology, 1 cr.



# Counseling Psychology

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**Psy 511** Philosophy and Theory of Counseling Psychology, 1 cr.

**Psy 519** Techniques of Counseling Psychology I, ½ cr.

**Psy 520** Techniques of Counseling Psychology II, ½ cr.

**Psy 535** Counseling Psychology Professional Seminar I, ½ cr.

**Psy 536** Counseling Psychology Professional Seminar II, ½ cr.

**Psy 540** Strategies for Behavior Change, 1 cr.

**Psy 542** Career Development and Life Style Counseling, 1 cr.

**Psy 546** Group Counseling, 1 cr.

**Psy 574-575** Practicum in Adult Development and Psychopathology I & II, 1 cr.

**Psy 570-571** Practicum in Child & Adolescent Development I & II or **Psy 576-577** Practicum in Marriage & Family Counseling I & II, 1 cr.

**Psy 590** Special Issues in Counseling Psychology, ½ cr.

**Elective courses:** A minimum of 3 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 and one-half credits distributed as follows.

**Psy 501** Advanced General Psychology, 1 cr.

**Psy 502** Introduction to Assessment, ½ cr.

**Psy 503** Introduction to Counseling Psychology, 1 cr.

**Psy 511** Philosophy and Theory of Counseling Psychology, 1 cr.

**Psy 519** Techniques of Counseling Psychology I, ½ cr.

**Psy 520** Techniques of Counseling Psychology II, ½ cr.

**Psy 524** Psychoeducational Assessment, ½ cr.

**Psy 530** Professional Seminar in School Counseling I, ½ cr.

**Psy 542** Career Development and Life Style Counseling or **Psy 545** The Psychology of Exceptional Children, 1 cr.

**Psy 572-573** Practicum in School Counseling I & II, 1 cr.

## **Eligibility for Standard Certification:**

### **Degree Requirements**

A minimum of fourteen credits distributed as follows.

**Psy 501** Advanced General Psychology, 1 cr.

**Psy 502** Introduction to Assessment, ½ cr.

**Psy 503** Introduction to Counseling Psychology, 1 cr.

**Psy 511** Philosophy and Theory of Counseling Psychology, 1 cr.

**Psy 519** Techniques of Counseling Psychology I, ½ cr.

**Psy 520** Techniques of Counseling Psychology II, ½ cr.

**Psy 521** Program Planning and Evaluation, ½ cr.

**Psy 524** Psychoeducational Assessment, ½ cr.

**Psy 530** Professional Seminar in School Counseling I, ½ cr.

**Psy 531** Professional Seminar in School Counseling I & II, ½ cr.

**Psy 540** Strategies for Behavior Change, 1 cr.

**Psy 542** Career Development and Life Style Counseling, 1 cr.

**Psy 545** The Psychology of Exceptional Children, 1 cr.

**Psy 546** Group Counseling, 1 cr.

**Psy 547** Family Counseling, ½ cr.

**Psy 570-571** Practicum in Child & Adolescent Development I & II, 1 cr.

**Psy 572-573** Practicum in School Counseling I & II, 1 cr.

**Psy 590** Special Issues in Counseling Psychology, ½ cr.

**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.

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

### **Degree Requirements**

A minimum of fourteen credits distributed as follows.

**Psy 501** Advanced General Psychology, 1 cr.

**Psy 502** Introduction to Assessment, ½ cr.

**Psy 503** Introduction to Counseling Psychology, 1 cr.

**Psy 511** Philosophy and Theory of Counseling Psychology, 1 cr.

**Psy 519** Techniques of Counseling Psychology I, ½ cr.

**Psy 520** Techniques of Counseling Psychology II, ½ cr.

**Psy 535** Counseling Psychology Professional Seminar I, ½ cr.

**Psy 540** Strategies for Behavior Change, 1 cr.

**Psy 560** Advanced Statistics, 1 cr.

**Psy 569** Research Design, 1 cr.

**Psy 574-575** Practicum in Adult Development and Psychopathology I & II, 1 cr.

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

**Psy 595** Master's Thesis Research, ½ cr. per term. Students may enroll in Psy 595 for three terms for a total of 1½ credits. Those who complete the master's thesis in less than three terms (1½ credits) may substitute electives to satisfy credit requirements.

**Elective courses:** A minimum of 2½ credits of electives is required.

## **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 Arts in Counseling Psychology as they complete their specialization 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.

# Counseling Psychology

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## Program Requirements:

A minimum of eighteen credits distributed as follows.

**Psy 501** Advanced General Psychology, 1 cr.

**Psy 502** Introduction to Assessment, ½ cr.

**Psy 503** Introduction to Counseling Psychology, 1 cr.

**Psy 511** Philosophy and Theory of Counseling Psychology, 1 cr.

**Psy 519** Techniques of Counseling Psychology I, ½ cr.

**Psy 520** Techniques of Counseling Psychology II, ½ cr.

**Psy 521** Program Planning and Evaluation, ½ cr.

**Psy 524** Psychoeducational Assessment, ½ cr.

**Psy 545** Psychology of Exceptional Children, 1 cr.

**Psy 546** Group Counseling, 1 cr.

**Psy 547** Family Counseling, ½ cr.

**Psy 548-549** Behavioral Consultation I & II, 1 cr.

**Psy 560** Advanced Statistics, 1 cr.

**Psy 567** Special Issues in Developmental Psychology: Learning Disabilities, 1 cr.

**Psy 570-571** Practicum in Child & Adolescent Development I & II, 1 cr.

**Psy 578-579** Internship in School Psychology I & II, 3 cr.

**Psy 580** Intellectual Assessment, 1 cr.

**Psy 581** Personality Assessment and Intervention Strategies, 1 cr.

**Psy 582** Assessment and Intervention Approaches with Exceptional Children, 1 cr.

**Elective courses:** One credit of elective chosen from the content areas of Learning Problems and Exceptionality, Consultation, or both.

## 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 Assessment, ½ credit\*

**PSY 503** Introduction to Counseling Psychology, 1 credit\*

**PSY 511** Philosophy & Theory of Counseling Psychology, 1 credit

Prerequisite: PSY 501, 503.

**PSY 512** Values & Counseling, ½ credit

Prerequisites: PSY 501, 503.

**PSY 519** Techniques of Counseling Psychology I, ½ credit

Prerequisite: PSY 503.

**PSY 520** Techniques of Counseling Psychology II, ½ credit

Prerequisite: PSY 503.

**PSY 521** Program Planning & Evaluation, ½ credit\*

Prerequisite: PSY 502.

**PSY 524** Psychoeducational Assessment, ½ credit\*

Prerequisite: PSY 502.

**PSY 530-531** School Counseling Professional Seminar I & II, ½ credit each

Prerequisite: PSY 511.

**PSY 535-536** Counseling Psychology Professional Seminar I & II, ½ credit each

Prerequisite: PSY 511.

**PSY 540** Strategies for Behavior Change, 1 credit

Prerequisites: PSY 511, 519, 520.

**PSY 542** Career Development & Life Style Counseling, 1 credit

Prerequisites: PSY 511.

**PSY 545** Psychology of Exceptional Children, 1 credit\*

Prerequisites: PSY 501, 502, 503.

**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 & Gerontological Counseling, 1 credit\*

Prerequisites: PSY 501, 503.

**PSY 554** Advanced Personality Theory, 1 credit\*

Prerequisite: PSY 501.

**PSY 555** Drugs & Behavior, 1 credit\*

Prerequisite: PSY 501.

**PSY 559** The Theory & Treatment of Depression, 1 credit\*

Prerequisites: PSY 501, 503.

**PSY 560** Advanced Statistics, 1 credit\*

Prerequisites: one recent undergraduate statistics course.

**PSY 564** Advanced Community Psychology, 1 credit\*

Prerequisite: PSY 501.

**PSY 565** Perception & Thought, 1 credit\*

Prerequisite: PSY 501.

**PSY 567** Special Issues in Developmental Psychology, 1 credit\*

Prerequisite: PSY 501.

**PSY 569** Research Design, 1 credit

Prerequisite: PSY 560.

**PSY 570-571** Practicum in Child & Adolescent Development I & II, ½ credit each

Prerequisites: PSY 501, 502, 503, 519, 520.

**PSY 572-573** Practicum in School Counseling I & II, ½ credit each

Prerequisites: PSY 501, 502, 503, 519, 520.

**PSY 574-575** Practicum in Adult Development & Psychopathology I & II, ½ credit

Prerequisites: PSY 501, 502, 503, 519, 520.

**PSY 576-577** Practicum in Marriage & Family Counseling I & II, ½ credit each

Prerequisites: PSY 519, 520, 547.

**PSY 578-579** Internship in School Psychology I & II, 1½ credits each

Prerequisites: PSY 519, 520, 548, 549, 580, 581, 582, and consent of instructor.

**PSY 580** Intellectual Assessment, 1 credit\*

Prerequisites: PSY 502, 504, one practicum series.

**PSY 581** Personality Assessment & Intervention Strategies, 1 credit\*

Prerequisites: PSY 580.

**PSY 582** Assessment & Intervention Approaches with 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, ½ credit each term

Note: Students normally enroll for three terms for a total of 1½ credits.

Prerequisite: PSY 569, consent of instructor.

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

**TTD 530** Curriculum & 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 & Materials, 1 credit

**ED 534** Diagnosis & Correction, 1 credit

**ED 537** Curriculum Development & Evaluation in Reading, 1 credit

# Counseling Psychology

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**ED 543** The Law & Public Education, 1 credit

**ED 648** Issues in Gifted & Talented, 2/3 credit

**PA 505** Interpersonal Relations & Organizational Behavior, 1 credit

**PA 550** Studies & Current Developments in Administrative Management, 1 credit

#### **FULL-TIME FACULTY**

**Michael J. Stark**, director, associate professor, counseling psychology and psychology. Ph.D., M.A. University of California at 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. Oregon College of Education. 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.

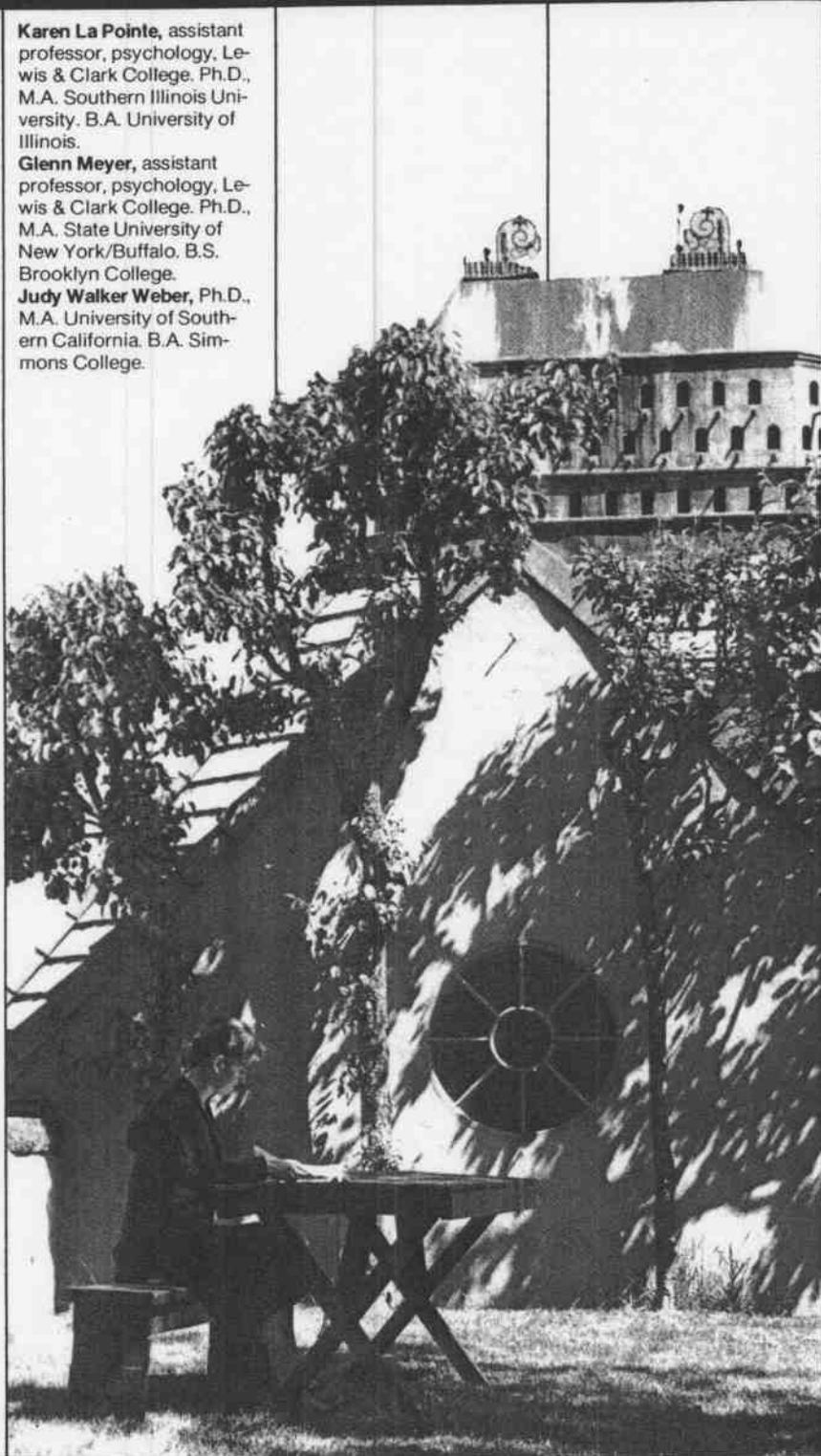
**Gary Dombroff**, Ph.D., M.A. Peabody College. B.A. University of Rochester.

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

**Karen La Pointe**, assistant professor, psychology. Lewis & Clark College. Ph.D., M.A. Southern Illinois University. B.A. University of Illinois.

**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. Coursework leads to the Basic Administrative Certificate with the principal, vice-principal, or superintendent endorsement. In 1982 the curriculum will include courses leading to 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:** Between September 1, 1981, and September 1, 1982, Lewis & Clark College is approved to offer only programs leading to the first issuance of a Basic Administrative Certificate. The college will seek approval for a Standard certification program for principals and superintendents during fall 1981. By law the college cannot recommend anyone for renewal of a basic administrative certificate or for the standard certificate until September 1, 1982. Students desiring coursework during 1981-82 leading toward renewal of the basic certificate, or the standard certificate, should consult with the director of the Educational Administration Program before enrolling in Lewis & Clark courses.

## 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 following deadlines.

**Fall 1981 admission:** Apply by August 15, 1981.

**Winter 1982 admission:** Apply by November 1, 1981.

**Spring 1982 admission:** Apply by February 15, 1982.

**Summer 1982 admission:** Apply by May 7, 1982.

## 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 coursework 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.

## CURRICULUM

### Basic Vice-Principal Endorsement

**EdAd 501** Program & Personnel Development I: Program Development, Monitoring, & Assessment 1/2

**EdAd 502** Program & Personnel Development II: Personnel Supervision, Evaluation, & Renewal 1/2

**EdAd 503** The School & its Communities 1/2

**EdAd 543** The Law & Public Education 2/3

**EdAd 505** Formal Organizations & Advanced Administrative Management 2/3

**EdAd 509\*** Practicum for Principals (optional) 0 or 1/2

**Total:** 2 5/6 or 3 1/3 credits. Approximate equivalent is 13.5 or 16 quarter hours.

### Basic Principal Endorsement

**EdAd 501** Program & Personnel Development I: Program Development, Monitoring, & Assessment 1/2

**EdAd 502** Program & Personnel Development II: Personnel Supervision, Evaluation, & Renewal 1/2

**EdAd 504** Management of Financial Resources 1/2

**EdAd 543** The Law & Public Education 2/3

**EdAd 505** Formal Organizations & Advanced Administrative Management 2/3

# Educational Administration

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**EdAd 509\*** Practicum for Principals (optional) 0 or 1/2

**Total:** 2 5/6 or 3 1/3 credits. Approximate equivalent is 13.5 or 16 quarter hours.

## Basic Superintendent Endorsement

**EdAd 504** Management of Financial Resources 1/2

**EdAd 506** Negotiation & Collective Bargaining 2/3

**EdAd 507** Personnel Management in Schools 2/3

**EdAd 543** The Law & Public Education 2/3

**EdAd 505** Formal Organizations & Advanced Administrative Management 2/3

**EdAd 509\*** Practicum for Superintendents (optional) 0 or 1/2

**Total:** 3 1/6 or 3 2/3 credits. Approximate equivalent is 15 or 17.5 quarter hours.

\* The major practicum is an elective opportunity chosen in consultation with a program advisor at the point of planning a formal program of study.

All Lewis & Clark coursework (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 an elective course, set up under a learning contract, in a 1/2-credit time block. The major practicum, EdAd 509, 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.

## Adjunct Faculty

**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 instructor, Master of Arts in Teaching Program. J.D., LL.B., B.M. University of Oregon.

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

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

**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.

At the time of this writing, adjunct faculty/practitioners have not been selected for 1981-82.

# 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 coursework and experience appropriate for the teacher of the self-contained classroom, grades pre-primary through nine, and encourages an interdisciplinary examination of subject matter. The objective of the secondary program is to develop exceptional competence in the classroom teaching of one of several academic disciplines, grades five through twelve.

Standard subject matter endorsement areas available to secondary program students include: art, drama, foreign languages (PP-12), health education,

health education (combined), language arts, language arts and social studies, advanced mathematics, music (PP-12), physical education (PP-12), science, social studies, and speech. Teachers interested in an advanced certificate or degree in music or music education should contact the School of Music for program and admission information.

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

## 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

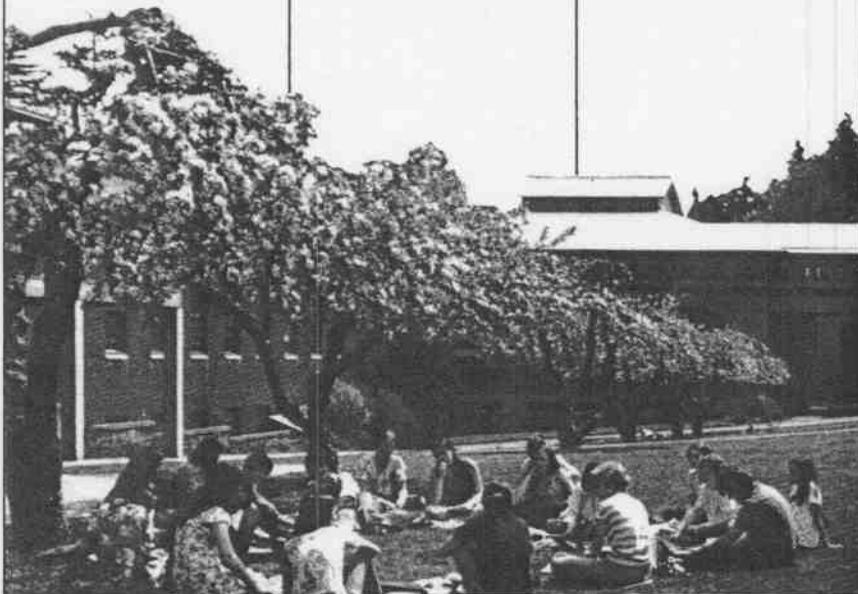
granted to candidates with low entrance test scores, a GPA below 2.75, or other marginal qualifications if all other indicators suggest probable success in the program.

### General admission procedures

Applications are accepted year around. The Graduate Admissions Committee reviews completed admission files each month. Detailed directions and application materials are available in the Master of Arts in Teaching Program office. Candidates must submit the following materials:

1. A completed application form, including a personal statement of goals and objectives requested on the back side of the form.
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 monthly meeting. Within a week after a file is considered, the applicant receives a letter approving or denying admission. The letter to admitted candidates includes the name of a graduate advisor and a request to make an appointment to plan a degree program. This should be done as soon as possible.



# 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 7pm Monday through Thursday and 9am to 5pm on Fridays. Offices are not open on holidays, Saturdays, or Sundays. Persons desiring appointments should call Delores Sharp, 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 minimum target goals 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 elementary 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

# MAT & Nondegree Programs

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requirements represent minimum target goals rather than precise figures that must be reached exactly.

## 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

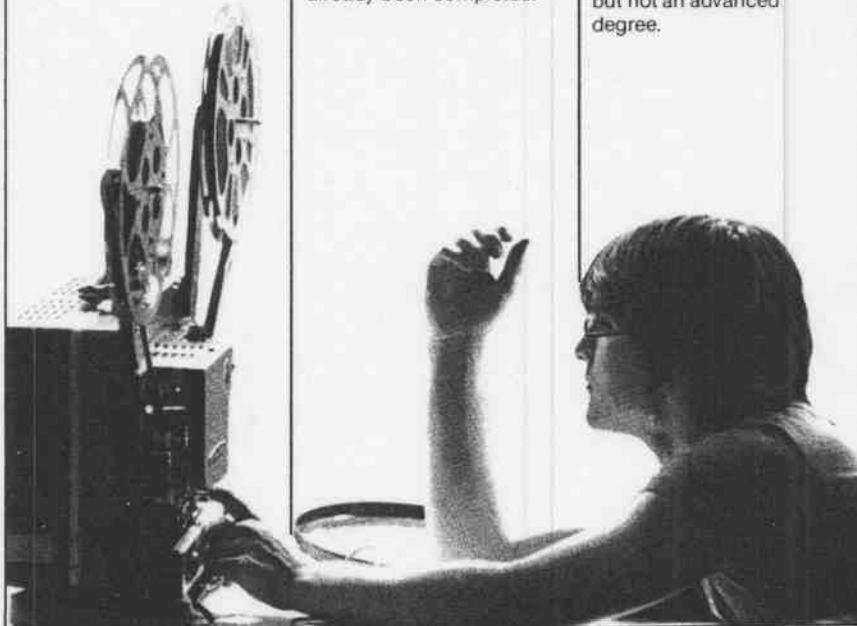
Select courses to total five credits, with at least three credits at the graduate level, from the discipline in which the basic subject matter endorsement has already been completed.

## 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 graduate education program administered by the Education Department, x283. Contact Bernard Wolff, chairman, Education Department, for admission 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.



# MAT & Nondegree Programs

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3. The Basic Subject Matter Endorsement Program, also administered by the Master of Arts in Teaching Program, is for elementary and secondary school teachers wishing to obtain only an Oregon Basic Subject Matter Endorsement.

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

#### Admission

Admission requirements for graduate 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 and from Anita McClain, Education Department.

For additional information on all graduate nondegree programs in teacher education, 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

**Elizabeth Arch**, lecturer, Education. Ph.D. University of Southern California. M.A.T. University of Chicago. A.B. Stanford University.

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

**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.

**John Callahan**, professor, English. Ph.D. and M.A. University of Illinois. B.A. University of Connecticut.

**Marvin Dunn**, assistant professor, Sociology. Ph.D. University of Oregon. M.A. Northwestern University. B.S. Wisconsin State University.

**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.

**Lina Falkenstein**, director, Law Related Education, Portland State University. Ph.D. Stanford University. B.A. Portland State University.

**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 instructor, Master of Arts in Teaching Program. J.D., LL.B., B.M. University of Oregon.

**Delores Jacobs**, adjunct instructor, Master of Arts in Teaching Program. B.A. University of Washington. Arts degree, Banff School of Fine Arts.

**Morton Jacobs**, associate professor, English. Ph.D. University of North Carolina. A.B. Cornell University

**Stephen Knox**, associate professor, English. Ph.D. Pennsylvania State University. M.A., B.A. University of Oregon.

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

**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.

**John Tuska**, adjunct instructor, Master of Arts in Teaching Program. B.A. Marquette University.

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

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

**William Willingham**, lecturer, History. Ph.D., M.A. Northwestern University. B.A. Willamette University.

**Stephen Wolfe**, lecturer, English. Ph.D. York University, Toronto. B.A. Portland State University.

# 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.

### 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.



# Master of Music & Music Education

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### 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 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, ½ credit.
2. MUS 582 Development and Trends in Elementary Music Education or MUS 583 Development and Trends in Secondary Music Education, ½ 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.

# Master of Music & Music Education

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## 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 knowl-

edge 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 Sessions. 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 Strings, a chamber music workshop.

## CORRESPONDENCE

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

## 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.



# Master of Music & Music Education

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**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.

#### 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 Pappoutakis. 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*.

**Douglas Walter**, conductor of Wind Ensemble. M.M. University of Michigan. B.M. North Texas State University.

**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.

# Public Administration

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The Public Administration Program is for mid-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 ma-

nagerial 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 noncredit basis.



# Public Administration

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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. At least three of these courses must be taken for grades rather than credit (CR), and a B average must be maintained.

To become a candidate the student must submit:

1. 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.
2. 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.
3. 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.
4. A proposed program of study.
5. A \$15 application fee.

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

## 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 15 courses valued at two-thirds course credit each (.66), plus a Capstone Course 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

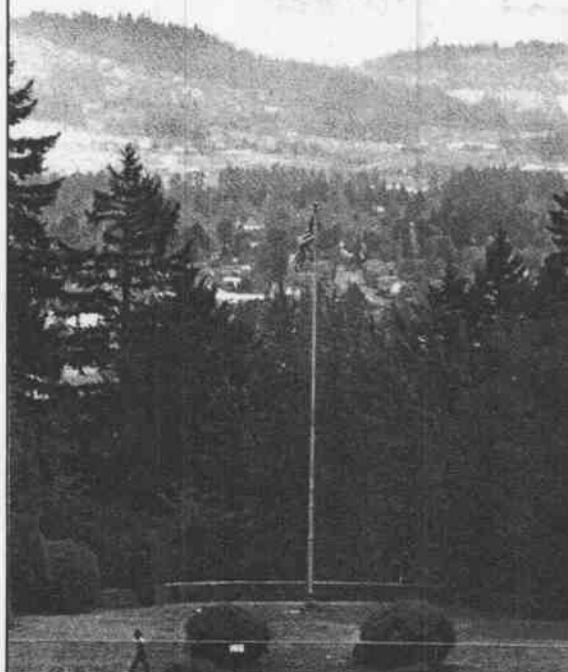
(required of all degree candidates)

- PA 501 Administration in Government
- PA 502 Economic Context of Administration
- 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



# Public Administration

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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 1981-82 seminar series focuses on 1) exploration and potential mining of coal around the north fork of the Flathead River, 2) identification of physical, sociological, and political perimeters surrounding the strip mining of coal in western Wyoming and eastern Montana, and 3) historical and current review of forces at work to classify and modify the management of the international Boundary Waters Canoe Area north of Duluth, Minnesota.

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 Donald Balmer or Guenter Mattersdorff, co-directors, 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

**Donald G. Balmer**, co-director of the MPA Program and professor of political science. Ph.D., M.A., B.S. University of Washington.

**G.H. Mattersdorff**, co-director of the MPA Program and professor of economics. Ph.D., M.A., B.A. Harvard University.

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

**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.

# Public Administration

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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.

**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.

**Jim Sullivan**, J.D., B.S. West Texas State University. Formerly on the Lewis & Clark College staff; currently lobbyist Portland School District #1.

**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 Training 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 Vancouver, Tacoma, Spokane, Seattle, Yakima, Longview, and other cities in Washington; various educational settings in Portland, Salem, Eugene, and other cities in Oregon; and in Anchorage, Alaska.

In addition to the specialized curriculum, all candidates for the M.Ed. 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 TTD/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.



# Special Education Hearing Impaired

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**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 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** Signed English-Beginning; 2/3 cr.

**TTD 581** Signed English-Intermediate; 2/3 cr.

**TTD 582** Signed English-Advanced; 2/3 cr. Designed to meet individual needs according to competency in manual communications; both Ameslan and sign systems which follow English syntax are covered. Two of the three Signed English 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. M.A. Pacific University. 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

## 25

### SUMMER SESSIONS

Lewis & Clark Summer Sessions offers a one-week mini-term, two four-week terms, and a six-week term, so students can satisfy their master's degree requirements by attending successive summers or by attending Summer Sessions in conjunction with courses taken during the academic year. Courses provide students with a full range of the core requirements in each degree 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.

#### Children's Writing Workshop

An intensive workshop designed to meet the recognized need to improve student writing skills. Using a combination of laboratory and workshop formats, it provides participants with

writing techniques and strategies effective in fostering student writing as well as with opportunities to develop and improve their own writing skills.

#### 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 Sessions Office for brochures.

#### 1982 Summer Schedule

The 1982 Summer Sessions schedule is:

Mini-Term: June 14-18

Term I: June 12-July 16

Term II: July 19-August 13

Six-Week Term: June 21-July 30

Summer 1982 graduation is August 13. Consult the 1982 Summer Sessions bulletin for registration procedures.

### Tuition & Fees

Summer Sessions tuition and fees are the same as those which apply during the 1981-82 academic year. **Summer Sessions Bulletin** The Summer Sessions bulletin is available in mid-February. Write or call the Summer Sessions Office to request a copy, 503-244-6161 x217.

### CONTINUING STUDIES

The Office of the Director of Summer Sessions 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.

Typical of the many continuing education programs for 1981-82 is: **Saturday Skillshops ED 600** Fall 1981/Winter 1981

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 four Skillshops may be taken to the equivalent of three quarter hours of credit; a selection of six Skillshops may be taken for the equivalent of five quarter hours of credit. Participants not interested in credit may take any number of workshops.

For specific information about 1981-82 Lewis & Clark continuing studies courses, workshops, and conferences, write or call the Continuing Studies Office, 503-244-6161 x217.



**Administration**

President: James Gardner  
 Provost & Dean of Faculty:  
 John Brown  
 Associate Dean of Faculty  
 for Graduate Studies: Paul  
 Magnusson  
 Director of the Counseling  
 Psychology Program: Mi-  
 chael Stark  
 Director of the Educational  
 Administration Program:  
 Daniel Duke  
 Director of the Master of  
 Arts in Teaching Program:  
 Mary Kay Tetreault  
 Codirectors of the Public  
 Administration Program:  
 Donald Balmer and Guen-  
 ter Mattersdorff  
 Director of the School of  
 Music: Jerry Luedders  
 Director of the Special  
 Education-Hearing Im-  
 paired Program: William  
 Brelje  
 Director of Summer Sessi-  
 ons/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 em-  
 ployment policies, in keeping  
 with the letter and spirit of all  
 equal opportunity and civil  
 rights laws.

**DEPARTMENTS & OFFICES**

Admissions 28  
 Alumni 32  
 American Language  
 Institute 48  
 Art 19, 20  
 Athletics 3  
 Audio-Visual Center 26  
 Biology 11  
 Bookstore 36  
 Business & Administrative  
 Studies 5  
 Business Office 28  
 Bus Stop 31, 37  
 Career Planning  
 & Placement 32  
 Chapel 29  
 Chemistry 17  
 College Center 36  
 College Outdoors 36  
 Communications 39  
 Computer Assisted  
 Teaching  
 & Research 16  
 Computer Center 14  
 Computer Terminal  
 Rooms 11, 17  
 Counseling Center 28  
 Counseling Psychology 12  
 Dean of Faculty 28  
 Dean of Students 28  
 Development 42  
 Economics 5  
 Edmonds Classrooms 8  
 Education 14  
 Educational Administration  
 12  
 English 9  
 Evans Auditorium 10  
 Financial Aid 28  
 Foreign Languages 46  
 Foreign Student Advisor 36  
 Health & PE 3  
 History 12  
 Information Desk 36  
 Institute for the Study of  
 American Language  
 & Culture 48  
 International Affairs 5  
 International Lounge 36  
 KLC Radio 36  
 Library 26  
 Maintenance 47  
 Master of Arts  
 in Teaching 12  
 Mathematics 14  
 Math Skills Center 14  
 Music 10

Overseas Study  
 Programs 36  
 Personnel 28  
 Philosophy 40  
 Physics 17  
 Pioneer Log Newspaper 36  
 Political Science 5  
 Post Office 36  
 President's Office 28  
 Print Shop 18  
 Psychology 11  
 Public Administration 5  
 Publications 41  
 Public Information 41  
 Registrar 28  
 Religious Studies 12  
 Residence Halls 33-35,  
 43-45, 49, 50  
 Residence Halls Office 28  
 Rose Gardens 22  
 SAGA Food Service 36  
 Security 30  
 Sociology 38  
 Special Education:  
 Hearing Impaired 24  
 Sports Center 3  
 Stadium 1  
 Student Employment 28  
 Summer Sessions 25  
 Swimming Pools 4, 23  
 Switchboard 3  
 Tamarack Lounge 50T  
 Templeton College  
 Center 36  
 Tennis Courts 2, 21  
 Thaxter Classrooms 6  
 Theatre 15  
 Throckmorton  
 Classrooms 7  
 Visitor Information 30  
 Writing Skills Center 14

## DEPARTMENTS & OFFICES

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 Alumni 32  
 American Language Institute 48  
 Art 19, 20  
 Athletics 3  
 Audio-Visual Center 26  
 Biology 11  
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 Business & Administrative Studies 5  
 Business Office 28  
 Bus Stop 31, 37  
 Career Planning & Placement 32  
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 Chemistry 17  
 College Center 36  
 College Outdoors 36  
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 Counseling Center 28  
 Counseling Psychology 12

Dean of Faculty 28  
 Dean of Students 28  
 Development 42  
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 Edmonds Classrooms 8  
 Education 14  
 English 9  
 Evans Auditorium 10  
 Financial Aid 28  
 Foreign Languages 46  
 Foreign Student Advisor 36  
 Health & PE 3  
 History 12  
 Information Desk 36  
 Institute for the Study of American Language & Culture 48  
 International Affairs 5  
 International Lounge 36  
 KLC Radio 36  
 Library 26  
 Maintenance 47

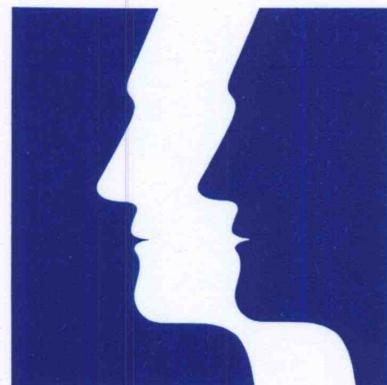
Master of Arts in Teaching 12  
 Mathematics 14  
 Music 10  
 Overseas Study Programs 36  
 Personnel 28  
 Philosophy 40  
 Physics 17  
 Pioneer Log Newspaper 36  
 Political Science 5  
 Post Office 36  
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Residence Halls 33-35, 43-45, 49, 50  
 Residence Halls Office 28  
 Rose Gardens 22  
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 Stadium 1  
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 Swimming Pools 4, 23  
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 Templeton College Center 36  
 Tennis Courts 2, 21  
 Thaxter Classrooms 6  
 Theatre 15  
 Throckmorton Classrooms 7  
 Visitor Information 30  
 Writing Skills Center 14



# Graduate Studies

Course  
Schedule  
1981-82



**Lewis  
& Clark  
College**

Counseling Psychology  
Educational Administration  
Master of Arts in Teaching  
Music & Music Performance  
Public Administration  
Special Education-Hearing Impaired

# Calendar

## 1981-82 Academic Year

## 1982 Summer Sessions

	Fall	Winter	Spring	Term I	Term II
Registration	September 14	January 4	March 29	June 18	June 28
Classes begin	September 15	January 5	March 30	June 21	July 19
Late registration fee (\$5) applies	September 15	January 5	April 5		
Change of registration week	September 21-25	January 11-15	April 5-9		
Last day to register, 4 pm	September 25	January 15	April 9	June 25	July 23
Last day to select CR/NR or grade	September 25	January 15	April 9		
Degree application deadline	September 15	November 15	February 1	May 15	
Last day to make up incompletes	October 23	February 12	May 7		
Last day to withdraw	November 6	February 26	May 21		
Last day of classes	November 26	March 18	June 10	July 16	August 13
Commencement			June 13		August 13

This schedule book provides Lewis & Clark College graduate students with information to plan for an academic year's program. It contains a master schedule for fall, winter, and spring terms, as well as course descriptions listed by departments or programs.

This book was prepared on the basis of the best information available at the time. Any changes will be listed in an addendum prepared each term and distributed at registration.

## Registration

General registration for graduate students is held from 6 to 8 pm in Pamplin Sports Center on the day assigned. For late registration, students should pick up a class card at the appropriate program office, pay fees at the Business Office, and check out at the Registrar's Office.

## Tuition & Fees

1 credit (5 quarter hours): \$303

2/3 credit (3-1/3 quarter hours): \$202

1/2 credit (2-1/2 quarter hours): \$152

1/3 credit (1-2/3 quarter hours): \$101

Application fee: \$15

Graduation fee: \$25

Teacher placement service fee (optional): \$10

Late registration fee: \$5

Laboratory, materials, and other special fees, when applicable, are specified in the individual course listings.

## Administration

President: James Gardner

Provost & Dean of Faculty: John Brown

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

Codirectors of the Public Administration Program: Donald Balmer and Guenter Mattersdorff

Director of the School of Music: Jerry Luedders

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

Director of Summer Sessions/Continuing Studies: Sid Eder

## Bad Weather Emergency

### Procedures

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

## Summer Sessions

Lewis & Clark offers a variety of courses and scheduling options during the summer so students can satisfy master's degree requirements by attending successive summers or by attending summer courses in conjunction with courses taken during the academic year. In addition, a number of special programs, institutes, and workshops are available during the summer. Summer Sessions schedule bulletins are available in early spring each year. For information on special programs offered during summer 1982, contact the Summer Sessions Office.

## Continuing Studies

The college provides continuing education courses, workshops, and conferences throughout the year. Included are educational experiences on and off campus for educators, counselors, public administrators, business managers, musicians, and other professional groups. Optional graduate credit offered through selected offerings may be applied to Lewis & Clark degree and certification programs. For details on 1981-82 Lewis & Clark continuing education programs, contact the Continuing Studies Office.

## Key to Buildings

Aan: Albany Annex

Alb: Albany Quadrangle

App: Appalachia II

Art: Art Building

B: BoDine

BAn: Biology Annex

BPB: Biology-Psychology Building

BTh: Thaxter Classrooms

CC: Council Chamber

E: Evans Music Building

Edm: Edmonds Classrooms

Eng Sem: English Seminar Room

FAT: Fir Acres Theatre

FOB: Faculty Office Building

HF: Huston Field

OM: Odell Manor

OPC: Olin Physics-Chemistry Laboratory Building

P: Peebles Art Building

PSC or PC: Pamplin Sports Center

Sac: Sacajawea

TCC: Templeton College Center

Thr: Throckmorton Classrooms

W: Watzek Library

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

Lewis & Clark College does not discriminate on the basis of race, color, age, religion, 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.

COURSE TITLE	PREREQ.	CREDIT	COURSE CODE			INSTRUCTOR	PERIOD	ROOM
			FALL	WINTER	SPRING			
<b>Department: Counseling Psychology</b>								
<b>Chairman: Michael J. Stark, Ph.D.</b>								
<b>Office: BoDine</b>								
501		1	42000			STARK	M 5-9	
		1			42010	STARK	W 5-9	
502		1/2	42020			LINDBLOOM	M 2-4	B 110
		1/2		42030		LINDBLOOM	M 7-9	EDM 10
503		1		42040		MCILROY J	T 5-9	B 201
		1			42050	MCILROY J	T 4-8	B 201
511	503	1	42060			MCILROY B	W 5-9	B 201
		1		42070		MCILROY J	W 1-5	ALB 201
512		1/2	42080			PROPST	H 3-5	B 201
519	503	1/2	42090			STAFF	H 515-715	B 202
		1/2		42100		STARK	W 5-7	B 201
		1/2			42110	STARK	H 5-7	B 201
520	503	1/2	42130			HOSSACK	M 5-7	B 202
		1/2		42140		HOSSACK	W 730-930	B 201
		1/2			42150	HOSSACK	H 730-930	B 201
521		1/2		42160		STAFF	T 5-7	ALB 111
524	502	1/2	42170			DOMBRDFF	W 5-7	B 202
530		1/2	42180			STAFF	M 5-7	ALB 111
531	530	1/2		42190		STAFF	M 5-7	ALB 111
535	503	1/2	42200			WEBER	T 730-930	B 202
		1/2			42210	LINDBLOOM	W 5-7	B 202
536	535	1/2		42220		WEBER	T 730-930	ALB 111
		1/2					930	
540	520	1	42230			LINDBLOOM	W 430-830	ALB 201
				42240		LINDBLOOM	W 430-830	B 202
		1			42250	LINDBLOOM	M 5-9	B 201
542	511	1		42260		MCILROY J	H 5-9	ALB 201
		1			42270	MCILROY J	W 4-8	B 201
545		1	42280			WAKSMAN	H 5-9	ALB 111
546	511	1	42290			STAFF	T 5-9	ALB 111
		1			42300	STAFF	T 5-9	B 202
547	511	1/2	42350			PROPST	W 3-5	B 201
	511	1/2			42351	PROPST	H 5-7	B 201
548	501	1/2		42310		STAFF	H 715-915	B 201
549	548	1/2			42320	STAFF	H 715-915	ALB 111
550	503	1/2	42370			STAFF	T 715-915	ALB 201
554		1			42330	STAFF	M 5-9	ALB 201
555		1			42340	WEBER	T 5-9	ALB 111
559		1		42380		PROPST	H12-4	ALB 201
560		1	42390			MEYER	H 5-9	BPB 137
569	560	1		42400		MEYER	W 5-9	BPB 137
570	CONSENT OF INST	1/2		42410		WAKSMAN	H 5-7	B 202

COURSE TITLE	PREREQ.	CREDIT	COURSE CODE			INSTRUCTOR	PERIOD	ROOM
			FALL	WINTER	SPRING			
571 PRACT CHILD/ADOL PSY II	570	1/2			42420	WAKSMAN	H 5-7	B 202
572 PRACT SCHOOL COUN I	511	1/2	42430			HOSSACK	M 730 -930	ALB 104
573 PRACT SCHOOL COUNS II	572	1/2		42530		HOSSACK	M 730 -930	B 302
574 PRACT ADULT DEVELOPMENT & PSYCHOPATHOLOGY I	520	1/2	42540			LINDBLOOM	M 430 -630	B 201
		1/2	42550			WEBER	T 5-7	B 202
		1/2			42560	STAFF	W 5-7	ALB 201
		1/2			42570	STAFF	H 715 -915	B 202
575 PRACT ADULT DEVELOPMENT & PSYCHOPATHOLOGY II	574	1/2		42580		LINDBLOOM	M 430 -630	ALB 104
		1/2		42590		WEBER	T 5-7	B 202
576 PRACT IN MARRIAGE & FAMILY COUNSELING I	547	1/2	42600			PROPST	H 5-7	B 201
		1/2		42610		PROPST	M 4-6	B 202
577 PRACT IN MARRIAGE & FAMILY COUNSELING II	576	1/2		42620		PROPST	H 5-7	B 201
		1/2			42630	PROPST	M 4-6	B 202
578 INTERNSHIP SCHOL PSY I	PERM	150		42640		WAKSMAN	T 5-7	B 302
							ARR	
579 INTERNSHIP SCH PSY II	PERM	150			42650	WAKSMAN	T 5-7 + ARR	B 302
580 INTELLECTUAL ASSESSMENT	PERM	1		42660		DOMBROFF	M 5-9	ALB 120
581 PERSONALITY ASSESSMENT	PERM	1			42670	DOMBROFF	M 5-9	ALB 104
582 ASSMT EXCEPTIONAL CHILD	PERM	1	42680			WAKSMAN	T 5-9	B 201
590 SPEC ISSUES COUNS PSYCH	PERM	1/2	42690			STAFF	ARR	
		1/2		42700		STAFF	ARR	
		1/2			42710	LINDBLOOM	ARR	
595 THESIS RESEARCH	PERM	1/2	42720			PROPST	ARR	
		1/2		42730		STAFF	ARR	
		1/2			42740	STAFF	ARR	
648 CLINICAL WORK WITH WOMEN I	PRACT	1	42750			RESNICK	M 5-9	ALB 201
<b>Department: Educational Administration</b>								
<b>Chairman: Daniel Duke, Ed.D.</b>								
<b>Office: BoDine</b>								
501 PROG/PERS DEVEL 1 PROG		1/2		64010		DUKE	M5-730	EDM 8
		1/2			64020	DUKE	M7-930	EDM 8
502 PROG/PERS DEVEL 2 PERS		1/2		64030		DUKE	H5-730	EDM 8
		1/2			64040	DUKE	T5-730	EDM 8
503 SCHOOL & ITS COMMUNITY		1/2	64050			STAFF	T7-930	EDM 8
504					64060	STAFF	W5-730	EDM 8
504 MGMT OF FINAN RESOURCES		1/2	64070			STAFF	H5-730	EDM 8
		1/2			64080	STAFF	H7-930	EDM 8
505 FORMAL ORG & ADVANCED ADMIM MANAGEMENT		2/3	64081			EGAN	H6-9	PSC 116
		2/3		64082		EGAN	W530 -730	PSC 116
							SAT	ARR
506 NEGOTIATION/COLLEC BARG		2/3		64100		STAFF	T7-10	EDM 8
507 PERS MGMT IN SCHOOLS		2/3			64110	STAFF	W7-10	EDM 10
509 PRACTICUM PRINS / SUPTS		1/2			64120	DUKE	ARR	ARR
543 THE LAW AND PUBLIC EDUC		2/3		64130		GATHERCOAL	M630 -930	BTH 3
		2/3			64140	GATHERCOAL	M630 -930	BTH 3

COURSE TITLE	PREREQ.	CREDIT	COURSE CODE			INSTRUCTOR	PERIOD	ROOM	
			FALL	WINTER	SPRING				
<b>Department: Master of Arts in Teaching</b>									
<b>Chairman: Mary Kay Tetreault, Ed.D.</b>									
<b>Office: BoDine</b>									
<b>Art</b>									
400	PRINTMAKING-WOODCUT AND LINCUT	2/3			57010	PORTLAND	M 6-9	P	18
400	WEAVING	2/3		57020		FAWKES	T 630 - 930	P	30
<b>Education</b>									
500	RESEARCH METHODS	2/3	54010			CLARK	M 6-9	THR	6
		2/3		54020		CLARK	W 6-9	EDM	11
		2/3			54030	ARCH	H 7-10	ALB	201
501	GUID & COUN SKILLS FOR THE EDUCATOR	2/3	54040			WELLE	M 630 -930	THR	7A
		2/3		54050		WELLE	M 630 -930	THR	7A
		2/3			54060	WELLE	M 630 -930	THR	7A
504	EXCEPTIONAL CHILD	2/3		54070		BRELJE	T 630 -930	BTH	1
		2/3			54080	STAFF	W 6-9	BTH	1
505	ADV TEACH READ & WRITE IN SEC SCHOOLS	2/3	54090			STAFF	T 630 -930	BTH	3
		2/3			54100	STAFF	M 6-9	BTH	1
510	ADV TEACH STRAT (ELEM)	1	54110			URZUA	H 6-9	BTH	1
		1			54120	CLARK	T 6-9	THR	6
518	ADV TEACH STRAT (ELEM) LANGUAGE ARTS	1		54130		URZUA	H 6-9	BTH	1
520	ADV TEACH STRAT (SEC)	1		54140		CLARK	M 6-9	THR	6
		1			54150	CLARK	T 6-9	THR	6
522	ADV TEACH STRAT (SEC) TEACH WRITING TO ADOL	1			54160	MAGNUSSON	W 630 -930	BTH	3
530	BASIC SKILLS IN READING	2/3	54170			MCCLAIN	M 7-10	ALB	120
531	PREVENT READ FAILURES	2/3		54180		URZUA	M 6-9	BTH	1
533	CRITICAL READING SKILLS	2/3			54190	DUTTON	W 630 -930	ALB	120
543	THE LAW AND PUBLIC ED	2/3		54200		GATHERCOAL	M 630 -930	BTH	3
		2/3			54210	GATHERCOAL	M 630 -930	BTH	3
598	NEW PERSPECTIVES IN THE SOCIAL STUDIES	2/3		54250		TETREULT	H 630 -930	B	302
598	UNDERSTANDING PHYSICAL OCCURRENCES	2/3	54251			CLARK	W 6-9+ +1 SAT 9-1200	B	101
								ARR	
598	VOLCANO- A MODEL FOR INTERDISCIPLINARY STDY	2/3			54260	CLARK	H 6-9	THR	6
598	LANGUAGE ACQUISITION AND DEVELOPMENT	2/3	54270			URZUA	+1 SAT T 6-9	ARR - BTH	- 4
		2/3			54280	URZUA	H 6-9	BTH	1

COURSE TITLE	PREREQ.	CREDIT	COURSE CODE			INSTRUCTOR	PERIOD	ROOM
			FALL	WINTER	SPRING			
<b>Health &amp; Physical Education</b>								
431		2/3	44450			SEMPERT	T 630 -930	PSC 10
510		2/3			44460	EVANS	H 630 -930	PSC 116
511		2/3		44470		EVANS	H 630 -930	BTH 3
514		2/3	44480			EVANS	H 630 -930	BTH 3
550		2/3		44490		FLORA	T 630 -930	BTH 3
554		2/3			44500	FLORA	T 630 -930	BTH 3
<b>Language Arts</b>								
523		1			47010	MAGNUSSON	W 630 -930	BTH 3
530		2/3			47020	URZUA	T 6-9	BTH 1
548		2/3		47030		TUSKA	T 630 -1000	TDM
598		2/3		47040		URZUA	H 6-9	BTH 1
598		2/3	47050			URZUA	T 6-9	BTH 4
598		2/3			47060	URZUA	H 6-9	BTH 1
598		2/3	47070			JACOBS/JACOBS	W 6-9	ENG SEM
<b>Science</b>								
598		2/3	41010			CLARK	W 6-9 +1 SAT	B 101 ARR
598		2/3			41020	CLARK	H 6-9 +1 SAT	THR 6 ARR
<b>Social Studies</b>								
354		1			49010	BECKHAM	W 630 -930	B 110
598		2/3			49020	WILLINGHAM	M 630 -930	B 302
598		2/3	49030			FALKENSTEIN	M 630 -930	B 302
598		2/3	49040			DUNN	T 7-10	THR 5
598		2/3		49050		WALLACE	W 7-10	ALB 104
598		2/3		49060		TETREULT	H 630 -930	B 302
598		2/3			49070	CLARK	H 6-9 +1 SAT	THR 6 ARR
598		2/3		47080		WALLACE	W 7-10	ALB 104

COURSE TITLE	PREREQ.	CREDIT	COURSE CODE			INSTRUCTOR	PERIOD	ROOM
			FALL	WINTER	SPRING			
<b>Department: School of Music</b> <b>Chairman: Jerry D. Luedders</b> <b>Office: Evans 27</b>								
421		1/2	26360			MCDERMOTT	5 T TH	E 6
422		1/2		26370		MCDERMOTT	5 T TH	E 6
423		1/2			26380	MCDERMOTT	5 T TH	E 6
431		1/3			26490	LUEDDERS	3 T TH	E 22
461		1		26060		KILBUCK	6	E 29
462		1			26070	KILBUCK	6	E 29
469		1	26080			EARNST	6	E 29
494		1			26500	GARRETT	7	E 29
495		1/2	26510			THOLEN		E 20
599		ARR	ARR	ARR	ARR	STAFF	1 M W	E 20
511		1/3	52010	52020	52030	LUEDDERS	ARR	E 27
512		1/3	52040	52050	52060	OBANION	ARR	E 27
513		1/3	52070	52080	52090	DEPONTE	ARR	E 27
514		1/3	52100	52110	52120	WALTER	ARR	E 22
515		1/3	52130	52140	52150	MILLER	ARR	E 1
516		1/3	52160	52170	52180	GRAY	ARR	E 4
517		1/3	52190	52200	52210	MITCHELL	ARR	SAC
NOTE- ALL PRIVATE INSTRUMENT & VOICE LESSONS NORMALLY GIVEN IN THE UNDERGRADUATE CURRICULUM ARE AVAILABLE TO GRADUATE STUDENTS. THESE COURSES ARE NUMBERED MUP 571-591. CONTACT THE MUSIC DEPT FOR INFORMATION.								
<b>Department: Public Administration</b> <b>Chairman: Donald Balmer, Ph.D.</b> <b>Office: FOB 7</b>								
PARTIAL SCHEDULE CALL THE PUBLIC ADMINISTRATION PROGRAM, 244-6161, EXT. 511 FOR ADDITIONAL COURSE LISTINGS AND TIMES.								
501		2/3	51010			BALMER	W 530 TO 730	PSC 116
502		2/3		51020		BALMER	SATARR	ARR
503		2/3		51030		TBA	ARR	ARR
504		2/3		51040		MORGAN	T 7-10	PSC 116
		2/3		51050		TBA	W 745 TO 945	BTH 1
505		2/3	51051			EGAN	SATARR	ARR
		2/3		51060		EGAN	H6-900	PSC 116
							W 530	PSC 116
506		2/3	51070			FLANAGAN	TO 730	ARR
							SATARR	ARR
							W 745	BTH 1
							TO 945	
509		1		51080		MORGAN	SATARR	ARR
							ARR	ARR

COURSE TITLE	PREREQ.	CREDIT	COURSE CODE			INSTRUCTOR	PERIOD	ROOM
			FALL	WINTER	SPRING			
515 NATIONAL POLICY PROCESS		2/3	51090			BALMER	INTEN*	ARR
516 COMPARE PA EDINBURGH		2/3			51100	BALMER	INTEN*	ARR
517 NW LEGISLATIVE POLITICS		2/3		51110		BALMER	H 7-10	PSC 116
530 PERS MGMT PROB WRK MTVN		2/3			51120	FLANAGAN	ARR	ARR
540 PUB POL ANAL QUANT METH		2/3		51130		TBA	ARR	ARR
541 ADM ACCOUNTING		2/3			51140	TBA	ARR	ARR
545 COMPUTER APPL FOR ADMIN		2/3	51150			BORUNDA	ARR	ARR
554 MGMT NOT FOR PROFIT ORG		2/3		51160		OGDEN	INTEN*	ARR
561 ADMINISTRATIVE ETHICS		2/3	51170			MORGAN	T 7-10	BTH 1
561		2/3			51180	MORGAN	ARR	ARR
598 APPLIED BUDGETING		2/3	51190			MORGAN	INTEN*	ARR
* INDICATES THE COURSE IS AN INTENSIVE SEMINAR WITH TIMES TO BE ANNOUNCED								
<b>Department: Special Ed-Hearing Impaired</b>								
<b>Chairman: William Brelje, Ed.D.</b>								
<b>Office: TTD</b>								
505 COMM SYSTEM I		1	53010			SCROGGS	H 130	TTD
							TO 430	
506 COMM SYST II ELEM	TTD 505	1		53020		SCROGGS	W 2-4	TTD
507 COMM SYST II SEC	TTD 505	1		53021		SCROGGS	W 2-4	TTD
515 METH DEV LANG FOR HRNG IMPAIRED I		1	53030			SCROGGS	T 330	TTD
							TO 630	
516 DEV LANG II ELEMENTARY	TTD 515	1		53040		SCROGGS	T4-600	TTD
517 DEV LANG II SECONDARY	TTD 515	1		53041		SCROGGS	T 4-6	TTD
520 AUDIOLOGY I- ANAT/PHYS		2/3	53050			CHARUHAS	W 330	TTD
							TO 630	
525 AUDIOLOGY II-AUD TEST	TTD 520	2/3		53060		YOUNG	H 2-5	CD RC
530 CURRIC & GEN METH		2/3	53070			BRELJE	M 130	TTD
							TO 430	
536 SPEC METH TCHG RDG-ELEM		2/3		53080		MCALLISTER	M5-800	ARR ARR
						KERMAN		
537 SPEC METH TCHG RDG-SEC		2/3		53090		LORENZEN	M5-800	ARR
540 DIRECTED OBSERVATION		1/3			53100	STAFF	ARR	ARR
544 EXTEND PRACTICUM-SKILL OF PARENT-INFANT SPEC		2/3	53110	53120	53130	STAFF	ARR	ARR
546 STUDENT TEACHING-ELEM		3			53140	STAFF	ALLDAY	ARR ARR
547 STUDENT TEACHING SEC		3			54141	STAFF	ALLDAY	ARR ARR
550 COUNS PAR HRNG IMP CH I		2/3	53150			FULLER	M4-700	IHR
551 PEDIATRIC AUDIOLOGY		2/3	53160			PELSON	T4-700	IHR 6
552 SEM-PAR-INF HABIL I		1/2	53170			SCHUYLER	T & F	IHR 6
							230-4	
553 SEM-PAR-INF HABIL II	TTD 552	1/2		53180		SCHUYLER	T & F	IHR
							230-4	
554 SEM-PAR INF HABIL III	TTD 553	1/2			53190	SCHUYLER	T & F	IHR
							230-4	
555 OBSRVTN & PRACTICUM I		1/2	53200			RUSHMER	ARR	ARR ARR
556 OBSRVTN & PRACTICUM II	TTD 555	1/2		53210		RUSHMER	ARR	ARR ARR
557 OBSRVTN & PRACTICUM III	TTD 556	1/2			53220	RUSHMER	ARR	ARR ARR
558 HRNG AID AMPLIFICATION		1/2		53230		PELSON	T 4-6	IHR
559 COUNS PAR HRNG IM CH II	TTD 550	1/2		53240		FULLER	M 4-6	IHR
560 INF DEV/DEV DISORDERS		2/3			53250	STAFF	ARR	ARR

# COUNSELING PSYCHOLOGY

## PSYCHOLOGY \*501

### Advanced General Psychology

Stark

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

## PSYCHOLOGY \*502

### Introduction to Assessment

Lindbloom

This course introduces students to basic procedures for assessment in counseling, with emphasis on understanding and using standardized tests. Included are a survey of basic statistics, intelligence testing, multiple aptitude tests, career interest inventories, personality tests, and newer means for assessing competence and person-situation interactions. These specific topics will be addressed in a broad context of counseling goals and personal development.

## PSYCHOLOGY \*503

### Introduction to Counseling Psychology

McIlroy

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

## PSYCHOLOGY 511

### Philosophy and Theory of Counseling Psychology

McIlroy

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

## PSYCHOLOGY 512

### Values and Counseling

Propst

This course is intended to help students examine a variety of belief and value systems that are held by individuals and pertain to the counseling situation. Topics to be considered are drawn from philosophy, religion, and psychology and concern questions of the nature of self, self-acceptance and self-transformation and the individual's relation to the universal.

## PSYCHOLOGY 519

### Techniques of Counseling Psychology I

Stark

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

## PSYCHOLOGY 520

### Techniques of Counseling Psychology II

Hossack

This course will focus on facilitative communication in helping relationships. Developing mastery of skills necessary to communicate respect, genuineness, and understanding, and the ability to begin focused problem solving will be emphasized. Theoretical, constructive helping relationships will be examined.

Students will be encouraged to articulate the relationships between their theoretical perspectives and their personal assumptions about the conditions necessary for effective counseling. Methods of intervention for purposes of prevention will also be considered.

## PSYCHOLOGY \*521

### Program Planning and Evaluation

Staff

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

## PSYCHOLOGY \*524

### Psychoeducational Assessment

Dombroff

A concentrated overview of theory, techniques and contemporary issues regarding intellectual and personality assessment. The course will involve lecture, discussion and practice experiences which focus upon the use of specific assessment devices and procedures in the school setting, methods for the development and implementation of psychoeducational recommendations, and professional ethics.

## PSYCHOLOGY 530

### School Counseling Professional Seminar I

Staff

This course will provide students with an introduction to several important professional concerns and issues they will confront in the role of school counselor. These will include 1) legal and ethical issues, 2) consultation methods, 3) use of community resources, 4) program administration, 5) crisis intervention, and 6) writing skills necessary for the school counselor.

## PSYCHOLOGY 531

### School Counseling Professional Seminar II

Staff

This course will provide an opportunity for students nearing completion of their Standard School Counselor Certificate program to explore professional concerns and issues that have surfaced during their coursework and field experiences. The seminar will examine the issue of self-care among professional counselors as well as the topic of teaching strategies that can be employed in making professional presentations. The remainder of the seminar will be devoted to student-initiated topics.

## PSYCHOLOGY 535

### Counseling Psychology Professional Seminar I

Weber

This seminar is designed as a forum for the consideration of issues which confront the professional in an agency setting. Issues addressed will include: legal and ethical issues, community resources and referral, program administration, and crisis intervention. Attention will also be given to the development of writing skills needed in community settings.

## PSYCHOLOGY 536

### Counseling Psychology Professional Seminar II

Weber

This seminar will be taken in the second year and will consider more advanced topics. The course will have a multiple focus. Topics covered will be prevention, self-care skills, teaching strategies for organizing and presenting to groups, and special topics. Special topics might include such things as sex or minority issues but specific content will be determined by the group.

**PSYCHOLOGY 540**  
**Strategies For Behavior Change**  
Lindbloom

This course will focus on strategies for overcoming self-defeating behavior and emotional reactions. Contingency management for children and adults, parent training, desensitization, behavior rehearsal, cognitive restructuring, multi-modal assessment and intervention, and related ethical and professional issues will be included.

**PSYCHOLOGY 542**  
**Career Development and Life Style Counseling**  
McIlroy

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

**PSYCHOLOGY \*545**  
**The Psychology of Exceptional Children**  
Waksman

This course will include an introduction to the major categories of exceptionalities found in public school settings. These will include the emotionally handicapped, learning disabled, gifted, educable mentally retarded, hearing impaired, visually impaired, and non-English speaking students. Students will examine the methods schools employ to delineate the various exceptionalities and will become familiar with the resources available for assisting these children to function effectively in regular school classrooms. The examination of resources will focus on both methods counselors can recommend for regular classroom teachers and strategies for contacting and making optimal use of the resource personnel available in districts of various sizes.

**PSYCHOLOGY 546**  
**Group Counseling**  
Staff

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

**PSYCHOLOGY 547**  
**Family Counseling**  
Propst

The focus of this class is to become familiar with the significant schools of family therapy, their theoretical bases, implications for diagnosis and treatment, and outcomes. Reading will focus on structural, behavioral, analytic, experiential family therapies. Class members will be expected to participate in role-playing of families over the duration of the course with this role-played family to be a model of differential treatment strategies, diagnostic procedures, and therapeutic interventions. Attention will also be directed to developing a developmental model of family growth, to dealing with resistant families, and to the role that the therapist's family of origin may exert in his/her own therapy.

**PSYCHOLOGY 548**  
**Behavioral Consultation I**  
Staff

This course is designed for students who have had a basic background in applied behavior analysis and will offer practicum experience in the application of advanced social learning procedures. The course will combine practicum experience and seminar sessions in the implementation of social-learning based

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

**PSYCHOLOGY 549**  
**Behavioral Consultation II**  
Staff

This course is a continuation of Psychology 548 and will consider the issues begun in the first part of the sequence.

**PSYCHOLOGY 550**  
**Gestalt Therapy**  
Staff

Combination of didactic and experiential approaches to Gestalt to develop self-awareness; to utilize self-awareness for personal growth and larger human sensitivity; and to equip participants with the basic counseling skills used in the Gestalt method.

**PSYCHOLOGY \*554**  
**Advanced Personality Theory**  
Staff

This course involves a comprehensive coverage of personality theory: its relationship to the theorist, its historical significance, its core assumptions, the therapy to which it gives rise, and the research it generates. In addition, current issues and new directions in personality are considered. Theories are compared and contrasted in their core assumptions.

**PSYCHOLOGY \*555**  
**Drugs and Behavior**  
Weber

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

**PSYCHOLOGY \*559**  
**The Theory and Treatment of Depression and Stress**  
Propst

This course examines the diagnosis, etiology, and treatment of depression. Both bipolar and unipolar depressions are considered. Etiology is considered from a biological, cognitive, behavioral, and sociological perspective. Treatment includes somatic, cognitive, and behavioral therapies and psychotherapy. Special attention is given to women and depression.

**PSYCHOLOGY \*560**  
**Advanced Statistics**  
Meyer

This course will cover the advanced statistical principles in experimental design. Topics shall include the design and analysis of factorial experiments, single and multiple analysis of variance, and analysis of covariance. Students will also be expected to attain familiarity with the common computer languages and competence in using the major statistical packages for computers.

**PSYCHOLOGY 569**  
**Research Design**  
Meyer

This course is a continuation of Psy 560 and will examine advanced experimental design and techniques. Students will learn the use of computer applications in the analysis of complex sets of data.

**PSYCHOLOGY 570-571**  
**Practicum: Child and Adolescent Psychology**  
Waksman

This course consists of didactic class instruction, practicum placement, and clinical training. The clinical and practical

applications of available data on the psychological, social, and physical development of children and adolescents will be presented. Research and practice regarding child-rearing, learning, socialization, behavior change techniques, and social skill training will be covered. Students will be required to provide video tape examples of their practicum interview and therapy sessions for supervision.

#### **PSYCHOLOGY 572-573**

##### **Practicum in School Counseling I & II**

Hossack

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

#### **PSYCHOLOGY 574-575**

##### **Practicum in Adult Development and Psychopathology I & II**

Staff

Students enrolled in this course will be required to do a practicum in a community setting which serves clients in need of mental health intervention. The practicum requires actual on-site counseling and participation in related professional responsibilities at the placement site. Students will write reports on their clients, prepare case histories, and submit audio and video tapes of their counseling for supervisory review. Whenever possible, the focus will be on the application of theory to actual cases and techniques for intervention will be emphasized.

#### **PSYCHOLOGY 576-577**

##### **Practicum in Marriage and Family Counseling I & II**

Propst

This practicum includes placement in a community setting and didactic presentations focusing on critical issues in counseling couples and families. As much as possible, students' current cases will be used as a basis for identifying central problems and effective means for responding to them. Methods of teaching will include lectures, presentations, seminar presentations, case reviews and direct supervision. Content will vary depending on student need and interest but will include refinement of skills in assessing strengths, competencies and dysfunctions, identifying their individual and systemic impact and planning appropriate interventions accordingly. Specific topics will include sexuality, conflict management, joint problem solving, dealing with reluctant participants, and means for enriching marriage and family life.

#### **PSYCHOLOGY 578-579**

##### **Internship in School Psychology I & II**

Waksman

The course will offer intensive supervision of students' in-situ experiences involving assessment and intervention with normal and exceptional children in a public school. This internship would require full-time participation by students in the role of a school psychologist under the direct supervision of a certified school psychologist.

#### **PSYCHOLOGY 580**

##### **Intellectual Assessment**

Dombroff

A concentrated overview of theory, techniques and contemporary issues regarding intellectual assessment. The course will focus upon familiarizing the student with a variety of assessment devices (e.g., developmental scales, individual intelligence tests) and procedures (e.g., classroom observation, parent/teacher consultation), through lecture, discussion and demonstration.

Intensive training with the Wechsler Intelligence Scale for Children - Revised (WISC-R), involving practice administrations, test interpretations and report writing, will prepare the student for in-situ, supervised experiences.

#### **PSYCHOLOGY 581**

##### **Personality Assessment and Intervention Strategies**

Dombroff

A concentrated overview of theory, techniques and contemporary issues regarding personality assessment. The course will focus upon familiarizing the student with a variety of assessment devices (e.g., empirically based and projective tests) and procedures (e.g., play and classroom observation, diagnostic interviewing, collateral information gathering). Intensive training with selected personality tests, involving practice administrations, test interpretation and report writing.

#### **PSYCHOLOGY 582**

##### **Assessment and Intervention Approaches with Exceptional Children**

Waksman

An integrative review of theory, techniques and contemporary issues regarding intellectual and personality assessment. The course will focus upon the decision processes involved in selecting and utilizing an appropriate battery of assessment devices (e.g., intelligence and personality tests) and procedures (e.g., observation, interviewing consultation). Intensive training, to include role-play, test administration and interpretation, and report writing, will be combined with the study of intervention strategies and professional ethics, to prepare the student for in-situ, supervised experiences in the role of a school psychologist. (Supervision of in-situ intellectual and personality assessments may be arranged.)

#### **PSYCHOLOGY 590**

##### **Special Issues in Counseling Psychology**

Staff

This course requires that students execute an individual study project under the supervision of a faculty member in counseling psychology. Students planning to take this course should contact the faculty member they wish to work with *prior* to taking the course in order to obtain approval for the proposed project. The nature of the project may vary considerably and might include experimental or empirical research, a library paper, the design and implementation of a new program or the evaluation of an on-going program. This course may be taken twice for a total of 1 credit.

#### **PSYCHOLOGY 595**

##### **Master's Thesis Research**

Staff

Students must have completed Psy 569 and obtained the permission of their thesis chairperson before enrolling in this course. Psy 595 may be taken up to three times for a total of 1½ credits.

#### **PSYCHOLOGY 648**

##### **Clinical Work with Women: Theory and Practice**

Resnick

This course will present contemporary models of working with women in counseling. The focus will be on theoretical material regarding gender identity, "consciousness-raising" and on the clinical skills appropriate to the disorders of high prevalence among women.

\*Open to non-degree students on a space available basis by consent of the instructor

# EDUCATIONAL ADMINISTRATION

## EDUCATIONAL ADMINISTRATION 501

### Program and Personnel Development I: Program Development, Monitoring and Assessment

Duke

This is the first of a two-part basic course in the program for Basic Vice-Principal and Principal Certification. It should be taken prior to, but in tandem with, Program and Personnel Development II. Program and Personnel Development I will examine the strengths, weaknesses of various curricular models, the processes and structures for their implementation, and methods for assessing their effectiveness. The course includes a minor practicum component.

## EDUCATIONAL ADMINISTRATION 502

### Program and Personnel Development II: Personnel Supervision, Evaluation and Renewal

Duke

This is the second of a two-part basic course in the program for Basic Vice-Principal and Principal Certification. It should be taken after, but in tandem with, Program and Personnel Development I. Program and Personnel Development II will examine the various problems of making maximum use of staff resources to achieve the goals of curricular programs and will explore various solutions to these problems. The course includes a minor practicum component.

## EDUCATIONAL ADMINISTRATION 503

### The School and Its Communities

Staff

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

## EDUCATIONAL ADMINISTRATION 504

### Management of Financial Resources

Staff

This course examines the budgeting process used in public school financing. After exploring problems of revenue and expenditure forecasting, students will examine the strengths and weaknesses of various approaches to budgetary techniques and formats. The course will be organized around a simulation format, in which students will be given all of the data, past and present, for a city with a school population of approximately 3000. Students will prepare a budget.

## EDUCATIONAL ADMINISTRATION 505

### Formal Organizations and Advanced Administrative Management

Egan

An examination of the theory of complex organizations with primary focus on individual and group behavior, organizational processes, and organizational change. (Cross-listed as PA 505.)

## EDUCATIONAL ADMINISTRATION 506

### Negotiation and Collective Bargaining

Staff

This course is concerned with the management of the collective bargaining process as it applies to public employees. It is designed for administrators who will have responsibilities for negotiations or administration of negotiated contracts. Particular emphasis will be placed on the influence of Oregon's Collective Bargaining Law. The course includes a minor practicum component.

## EDUCATIONAL ADMINISTRATION 507

### Personnel Management in Schools

Staff

This course is concerned with the management of school district employees with emphasis on the selection, appraisal, development and maintenance of their individual needs. It is designed for administrators who will have personnel and program responsibilities. Particular emphasis will be placed on the personnel management responsibilities of the building administrator.

## EDUCATIONAL ADMINISTRATION 509

### Practicum for Principals/Superintendents

Duke

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

## EDUCATIONAL ADMINISTRATION 543

### The Law and Public Education

Gathercoal

The course will consider the following: legal framework for public education, church-state education relationships, pupil personnel, desegregation, Title VI, 1st, 4th, and 14th amendment rights of students and teachers, districts, officers and employees, local school boards, certification and contract of teachers, terms and conditions of employment, and discharge and retirement. (Cross-listed as Ed 543.)

# MASTER OF ARTS IN TEACHING

## ART 400

### Printmaking—Woodcut & Linocut

Portland

An introductory class covering wood block and linoleum block prints. Emphasis will be placed on technical development.

## ART 400

### Weaving

Fawkes

Development of a technical facility, or vocabulary, for on-the-loom and off-the-loom weaving. Students make aesthetic choices for weaving projects of their choice. For teachers, beginning and advanced students.

## EDUCATION 500

### Research Methods

Clark

Examine research studies on the interaction of learning and teaching styles, the relationship of style to success in learning, and the effectiveness of presenting instruction in styles appropriate to different individuals. Critique studies for validity of purpose and methodology. Participate in a corporate project, examining styles of your students. (Fall term.)

## EDUCATION 500

### Research Methods

Arch

Focus on reading research critically and making decisions about implementation based on research findings. Participants will be asked to examine some of the research affecting their particular professional fields. (Winter and spring terms.)

**EDUCATION 501****Guidance and Counseling Skills for the Educator**

Welle

Awareness and understanding of the helping relationships in the school setting. Exploration of basic concepts of counseling and guidance through practical applications for educators.

**EDUCATION 504****The Exceptional Child**

Brelje

Study of the psychological, social, and educational implications of all areas of exceptionality, including common terminology, characteristic behaviors, teaching strategies, and school programs. Provides educators in all areas with a background in exceptionality. Emphasizes procedures necessary for compliance with PL 94-142.

**EDUCATION 505****Advanced Teaching of Reading and Writing in Secondary Schools**

Staff

Study of strategies for diagnosing and assisting students' reading and writing difficulties in various content areas.

**EDUCATION 510****Advanced Teaching Strategies/Elementary**

Urzua

Exploration of alternate teaching/learning styles and their relation to goal setting, diagnosis, prescription, and evaluation. (Fall term.)

**EDUCATION 510/520****Advanced Teaching Strategies/Elementary and Secondary**

Clark

Cognitive development studies of Piaget and others challenge the approaches we use in teaching students at various ages. Other psychologists/educators interpret developmental learning abilities of students in terms of levels of conceptual complexity utilized. Examine your curricula and strategies, adapting these to levels appropriate to the development of your students. (Spring term.)

**EDUCATION 518****Advanced Teaching Strategies/Elementary: Language Arts**

Urzua

This course will help teachers develop a framework, based on a wide range of research findings, from which to make informed decisions concerning curriculum and methodology in listening, speaking, reading, and writing. Other elementary curriculum disciplines will also be examined to see how language can be developed in those areas. (Cross-listed as LA 598.)

**EDUCATION 520****Advanced Teaching Strategies/Secondary: Models of Teaching**

Clark

This course will focus on the underlying models for the instructional methods teachers use. By using and diversifying methods appropriate to one's subject matter, the learning needs of a greater number of students will be met. (Winter term.)

**EDUCATION 522****Advanced Teaching Strategies/Secondary: Teaching Writing to Adolescents**

Magnusson

Consideration of several issues: various methods of teaching writing, organizing writing instruction, making assignments, evaluative writing, using sentence-combining activities, and designing a comprehensive writing curriculum. Central to the course is a practicum integrating theory and practice. (Cross-listed as LA 523.)

**EDUCATION 530****Basic Skills in Reading**

McClain

Examination of basic developmental factors in learning to read

with emphasis on language development, beginning reading skills, and basic communication skills.

**EDUCATION 531****Preventing Reading Failures**

Urzua

Overview of the reading environment at the elementary level and examination of the basis of reading failure within that environment.

**EDUCATION 533****Critical Reading Skills**

Dutton

Review and examination of reading comprehension skills. Emphasis on questioning strategies and critical comprehension skills.

**EDUCATION 543****The Law and Public Education**

Gathercoal

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

**EDUCATION 598****New Perspectives in the Social Studies**

Tetreault

A course designed to enable teachers to analyze the way they conceptualize the teaching of social studies. The historiography of women's history, analyses of the presentation of economic and political developments in school texts, the treatment of minorities and readings in curriculum theory will be utilized to inform teachers' clarification of their conceptualization. Social studies curricula which contains new topics and new ways of organizing knowledge will be presented. (Cross-listed as SS 598.)

**EDUCATION 598****Understanding Physical Occurrences**

Clark

Elementary teachers interact with interesting materials and activities to understand physical science concepts; become familiar with curricular materials available for bringing physical science to children in an understandable, enjoyable manner; examine the cognitive level of students; and match this with teaching appropriate physical science concepts. (Cross-listed as SCI 598.)

**EDUCATION 598****Volcano: A Model for Interdisciplinary Study**

Clark

Make use of a "teachable moment," focusing on consequences of the Mount St. Helens events. Investigations will cross psychology, sociology, geology, ecology, and economics. Procedures will include field-work and interviews as well as reading and in-class investigations. (Cross-listed as SCI 598 and SS 598.)

**EDUCATION 598****Language Acquisition and Development**

Urzua

This course will help teachers gain a better understanding of how human beings learn their native language, and what it is people know when they have learned a language. This understanding will be used to formulate a school environment which will maximize language learning potential, identifying both the learner's and the teacher's role. (Cross-listed as LA 598.)

**HEALTH/PHYSICAL EDUCATION 431****Coaching of Basketball**

Sempert

The "classroom" will consist of lectures, basketball court sessions, and an appearance at a basketball officials' clinic. Guest appearances will include representatives from the sporting goods industry; a trainer; elementary, high school, and college coaches; officials' association; women's basketball; and a basketball shoe company.

**HEALTH/PHYSICAL EDUCATION 510****Adaptive Physical Education**

Evans

For graduate students interested in working with exceptional children and obtaining theoretical information and practical experience in working with such children.

**HEALTH/PHYSICAL EDUCATION 511****Applied Kinesiology**

Evans

Study of the science of human motion, including the study of mechanical, physical, and physiological principles of movement involving basic human skills.

**HEALTH/PHYSICAL EDUCATION 514****Fitness Evaluation**

Evans

The course assures acceptance of the concept that physical fitness is a significant component of health. To be able to effectively establish sound developmental programs in physical fitness, it is important to understand the techniques and significance of physical fitness testing. The course will discuss the present status of physical fitness testing and provide opportunities for students to learn a variety of testing procedures and techniques.

**HEALTH/PHYSICAL EDUCATION 550****School Health Organization and Administration**

Flora

Contemporary curriculum patterns and theories of organization and administration as they relate to the health education program.

**HEALTH/PHYSICAL EDUCATION 554****Methods of Teaching Health Education**

Flora

Analysis of current teaching methods within the context of learning theory and new strategies in health education.

**LANGUAGE ARTS 523****Teaching Writing to Adolescents**

Magnusson

Consideration of several issues: various methods of teaching writing, organizing writing instruction, making assignments, evaluative writing, using sentence-combining activities, and designing a comprehensive writing curriculum. Central to the course is a practicum integrating theory and practice. (Cross-listed as ED 522.)

**LANGUAGE ARTS 530****Children's Writing**

Urzua

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

**LANGUAGE ARTS 548****Images of the American West**

Tuska

Combination of selected readings of Western United States history and Western fiction, the screening of selected motion pictures from 1903 to 1975, video tapes of interviews and documentaries, along with group discussion that provides a critical guide to the massive literature, film, and popular mythology propounded about the American West.

**LANGUAGE ARTS 598****Elementary Language Arts**

Urzua

This course will help teachers develop a framework, based on a wide range of research findings, from which to make informed decisions concerning curriculum and methodology in listening, speaking, reading, and writing. Other elementary curriculum disciplines will also be examined to see how language can be developed in those areas. (Cross-listed as ED 518.)

**LANGUAGE ARTS 598****Language Acquisition and Development**

Urzua

This course will help teachers gain a better understanding of how human beings learn their native language, and what it is people know when they have learned a language. This understanding will be used to formulate a school environment which will maximize language learning potential, identifying both the learner's and the teacher's role. (Cross-listed as ED 598.)

**LANGUAGE ARTS 598****The Lure of the Fantastic**

Jacobs/Jacobs

Writings by C.S. Lewis, Tolkien, LeGuin, Bradbury, Asimov, et. al., will be examined to define some rather different uses of the fantasy mode: e.g., to Utopian, nostalgic, satiric ends. These writers, particularly popular with young people, present possibilities for wonder denied author and audience alike under realism.

**LANGUAGE ARTS 598****The Small Community in America**

Wallace

The course will explore the role of the small community in American life. Students will read historical, literary, and sociological materials and see films which interpret life in a variety of settings: small towns, ethnic neighborhoods, utopian societies, and other religious, social, and economic communities. Several issues of communities will be considered: individualism and communalism; freedom and conformity; urban-rural tensions; social class; economic and political conflicts; and development vs. preservation. (Cross-listed as SS 598.)

**SCIENCE 598****Understanding Physical Occurrences**

Clark

Elementary teachers interact with interesting materials and activities to understand physical science concepts; become familiar with curricular materials available to bring physical science to children in an understandable, enjoyable manner; examine the cognitive level of students; and match this with teaching appropriate physical science concepts. (Cross-listed as ED 598.)

**SCIENCE 598****Volcano: A Model for Interdisciplinary Study**

Clark

Make use of a "teachable moment," focusing on consequences of the Mount St. Helens events. Investigations will cross psychology, sociology, geology, ecology, and economics. Procedures will include field-work and interviews as well as reading and in-class investigations. (Cross-listed as ED 598 and SS 598.)

**SOCIAL STUDIES 354****History/Culture of American Indian**

Beckham

The ethnohistory of North America north of Mexico—theories of migration, linguistic distribution, Indian-White relations, and the American Indian today.

**SOCIAL STUDIES 598****The Era of the American Revolution, 1763-1789**

Willingham

Examination of the society, economy, and politics of

Revolutionary America and of the effort to create a viable republic through the drafting and adoption of the Constitution. Events will be analyzed through the concepts of ideology and social change. A case study of a revolutionary community will illustrate teaching strategies for use in the social studies curriculum.

#### **SOCIAL STUDIES 598**

##### **Introduction to Law-Related Education**

Falkenstein

Introduction to the rationale, content, methods and materials associated with law-related education. A key feature of the course will be its involvement of students in direct experience with topics and methods, for example, mock trial, case study and role playing.

#### **SOCIAL STUDIES 598**

##### **Political Economy of Latin America**

Dunn

An introduction to the political economy of Latin America. Political and economic structures, cultural and historical patterns, colonial legacies, class differences, dependency, international structural components of underdevelopment, and social changes will be examined. The course provides an analytical framework for understanding underdevelopment and dependency in Latin America. Films, a novel, and readings in the social sciences provide the materials for a theoretical analysis. The course will be conducted as a seminar.

#### **SOCIAL STUDIES 598**

##### **The Small Community in America**

Wallace

The course will explore the role of the small community in American life. Students will read historical, literary, and sociological materials and see films which interpret life in a variety of settings: small towns, ethnic neighborhoods, utopian societies, and other religious, social, and economic communities. Several issues of communities will be considered: individualism and communalism; freedom and conformity; urban-rural tensions; social class; economic and political conflicts; and development vs. preservation. (Cross-listed as LA 598.)

#### **SOCIAL STUDIES 598**

##### **New Perspectives in the Social Studies**

Tetreault

A course designed to enable teachers to analyze the way they conceptualize the teaching of social studies. The historiography of women's history, analyses of the presentation of economic and political developments in school texts, the treatment of minorities and readings in curriculum theory will be utilized to inform teachers' clarification of their conceptualization. Social studies curricula which contains new topics and new ways of organizing knowledge will be presented. (Cross-listed as ED 598.)

#### **SOCIAL STUDIES 598**

##### **Volcano: A Model for Interdisciplinary Study**

Clark

Make use of a "teachable moment," focusing on consequences of the Mount St. Helens events. Investigations will cross psychology, sociology, geology, ecology, and economics. Procedures will include field-work and interviews as well as reading and in-class investigations. (Cross-listed as ED 598 and SCI 598.)

## **MUSIC**

#### **MUSIC 421, 422, 423**

##### **Advanced Composition**

McDermott

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

#### **MUSIC 431**

##### **Psychology of Conducting**

Luedders

Improve techniques as related to the conductor's role in rehearsal and performance. Study of instrumental and choral scores stressing those problems relating to conducting and interpretation. Emphasis is on interpersonal dynamics of the conductor and the group. Performance laboratory with students conducting scores prepared in class.

#### **MUSIC 461**

##### **Baroque Music**

Kilbuck

Study of representative compositions from Monteverdi to Bach and Handel, to understand style qualities, performance practices, and the environment in which Baroque music was performed.

#### **MUSIC 462**

##### **Music in the Classical Period**

Kilbuck

To develop ability to understand classic style principles, achieving familiarity with major types of music in vogue during this period by studying music of Haydn, Mozart, Beethoven, and contemporaries; musical life of the age.

#### **MUSIC 469**

##### **Seminar in Music Research**

Earnest

To acquire basic research techniques from the study of major reference materials. Preparation and discussion of individual research projects.

#### **MUSIC 494**

##### **Organ Literature and Service Playing**

Garrett

Survey of organ music from 1600 through the twentieth century, focusing on masterworks and smaller pieces suitable for teaching and church use. Techniques of effective hymn playing, anthem, and solo accompaniments.

#### **MUSIC 495**

##### **Piano Pedagogy**

Tholen

Stresses the relationship of theoretical knowledge and expressive technique to the art of making music and the communication of clear musical thought. Fundamentals of harmony necessary for analysis of music, basic technical exercises, sight reading and listening skills, general principles of pedagogy.

#### **MUSIC 599**

##### **Independent Study**

All music faculty

Provides opportunities for advanced students to work in areas and on projects not normally included in scheduled courses. A well-defined study project carried out under regular supervision by a faculty member.

#### **MuP 511 through 517**

##### **Chamber Music**

Music Faculty

Woodwinds	Keyboard
Brass	Strings
Percussion	Guitar
Jazz	

#### **MuP 571 through 591**

##### **Applied Music Lessons**

Music Faculty

Piano	Bassoon	Bass
Harpsichord	Trumpet	Harp
Organ	Horn	Guitar
Voice	Trombone	Flute
Violin	Baritone	Oboe
Viola	Tuba	Clarinet
Cello	Percussion	Saxophone

# PUBLIC ADMINISTRATION

Following is a partial schedule. Call the P.A. office, 244-6161 x511, for additional courses and times.

## **PUBLIC ADMINISTRATION 501**

### **Administration in Government**

Balmer

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

## **PUBLIC ADMINISTRATION 502**

### **Economic Context of Administration**

TBA

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

## **PUBLIC ADMINISTRATION 503**

### **Public Budgeting**

Morgan

Introduction to the history and literature of the public budgeting process: examines the reasons for budgeting, the kinds of budgets used by public agencies, and strategies for budget planning and presentation.

## **PUBLIC ADMINISTRATION 504**

### **Administrative Law**

TBA

An exploration of the constitutional basis for administrative law, regulations and the rule making process, administrative decision making, adjudication, and current administrative law problems.

## **PUBLIC ADMINISTRATION 505**

### **Formal Organizations and Advanced Administrative Management**

Egan

An examination of the theory of complex organizations with primary focus on individual and group behavior, organizational processes, and organizational change. (Cross-listed as EdAd 505.)

## **PUBLIC ADMINISTRATION 506**

### **Organizational Behavior**

Flanagan

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

## **PUBLIC ADMINISTRATION 509**

### **Capstone**

Morgan

This is the final closure course for all degree candidates in the program in which students undertake an in-depth research project under close faculty supervision.

## **PUBLIC ADMINISTRATION 515 - Intensive Seminar**

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

Balmer

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

## **PUBLIC ADMINISTRATION 516 - Intensive Seminar**

### **Comparative Public Administration: Program in Edinburgh, Scotland**

Balmer

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

## **PUBLIC ADMINISTRATION 517**

### **Legislative Process: Northwest Politics**

Balmer

An in-depth look at the legislative process in the Pacific Northwest. Field trips to Salem, Olympia, and Victoria, B.C. are arranged to include conversations with legislators, staff, executives, lobbyists, and journalists.

## **PUBLIC ADMINISTRATION 530**

### **Problems in Personnel Management: Work Motivation**

Flanagan

A study of work motivation that includes defining the nature and importance of work, discussing work-related issues such as sex discrimination, alienation, and motivation in organizational settings, and developing solutions to work motivation problems.

## **PUBLIC ADMINISTRATION 540**

### **Public Policy Analysis: Quantitative Methods**

TBA

This course provides the basic tools that a public administrator needs to be able to evaluate the effectiveness of his agency's programs, such as research design, methods of data collection, data analysis, and planning and presenting an evaluation.

## **PUBLIC ADMINISTRATION 541**

### **Accounting for Administrators**

TBA

Introduction and discussion of the basic principles of fund accounting. A case study approach is used with an emphasis on application of principles, especially for practicing administrators.

## **PUBLIC ADMINISTRATION 545**

### **Computer Applications for Administrators**

Borunda

The course will provide students with a general understanding of information systems as background to topics specific to public administration. These latter topics will include the sources of computing capability and common means of organizing computing resources in the public sector.

## **PUBLIC ADMINISTRATION 554 - Intensive Seminar**

### **Managing Not-for-Profit Organizations**

Ogden

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

## **PUBLIC ADMINISTRATION 561**

### **Administrative Ethics**

Morgan

An in-depth examination of public morality—its basis, its enforcement and the need for discretion. Discussions focus on the use of discretion to promote basic regime values such as liberty, equality, and property rights.

## **PUBLIC ADMINISTRATION 598 - Intensive Seminar**

### **Applied Budgeting**

Morgan

A public budgeting simulation laboratory that will give the student practical experience in estimating revenues for a governmental agency, forecasting expenditures, and preparing and submitting a budget using several different types of budgeting formats.

# SPECIAL EDUCATION- HEARING IMPAIRED

## **TTD 505**

### **Communications Systems I**

Scroggs

Study of methods of developing speech, speech reading abilities, and existing residual hearing.

## **TTD 506 or 507**

### **Communications Systems II: Elementary or Secondary**

Scroggs

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**

Scroggs

Study of basic principles of generative grammar applying both to the diagnosis of the linguistic disabilities of the deaf child and to the development of teaching strategies.

## **TTD 516 or 517**

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

Scroggs

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**

Charuhas

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**

Young

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**

Brelje

Study of task analysis and general methods of the programming process including the various philosophies and their practical applications.

## **TTD 536**

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

McAllister/Kerman

A study of the various methods and materials used in teaching reading and other subject matter areas to elementary hearing impaired students.

## **TTD 537**

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

Lorenzen

A study of the various methods and materials used in teaching reading and other subject matter areas to secondary hearing impaired students.

## **TTD 540**

### **Directed Observation**

Staff

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

## **TTD 544**

### **Extended Practicum: Skills of Parent-Infant Specialist**

Staff

Participation in various practicum activities designed to develop skills in screening the hearing of infants, providing in-service to medical personnel and professional colleagues, teaching sign language to parents of hearing impaired children, and working as part of an interdisciplinary team. Offered three consecutive terms as a series.

## **TTD 546 or 547**

### **Student Teaching: Elementary or Secondary**

Staff

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

## **TTD 550**

### **Counseling Parents of Hearing Impaired Children I**

Fuller

A study of counseling techniques designed to develop empathetic listening skills and other basic counseling skills to be used with parents attempting to resolve emotional conflicts about their child's hearing loss and to accept the implications of hearing loss.

## **TTD 551**

### **Pediatric Audiology**

Pelson

A study of audiologic information and testing techniques specific to hearing impaired infants and young children.

## **TTD 552, 553, 554**

### **Seminar in Parent-Infant Habilitation I, II, III**

Schuyler

Seminars designed to integrate coursework and practicum experiences for the development of techniques used in evaluating and teaching hearing impaired infants and their parents. Offered three consecutive terms as a series.

## **TTD 555, 556, 557**

### **Observation and Practicum I, II, III**

Rushmer

One-to-one supervised practicum with a variety of families of hearing impaired infants in order to gain competencies in the following areas: use of a sequential curriculum of auditory and language development, planning and execution of lessons appropriate to the age and interests of infants, incorporation of parents into the teaching process. Offered three consecutive terms as a series.

## **TTD 558**

### **Hearing Aid Amplification**

Pelson

A study of hearing aids and amplification systems designed to familiarize students with all the parameters of hearing aid amplification, with hearing aid trial use procedures, and with the hearing aid selection process.

**TTD 559**

**Counseling Parents of Hearing Impaired Children II**

Fuller

A continuation of TTD 550, with emphasis on developing skills necessary to teach parents behavior management techniques and to help parents who are resistive to techniques used in habilitation of their infant.

**TTD 560**

**Infant Development/Developmental Disorders**

Staff

A study of the sequence of normal developmental stages in all areas of infant growth, of developmental disorders, and of the process of differential diagnosis; development of skills needed to follow normal child development in habilitation with hearing impaired infants and to teach multi-handicapped hearing impaired infants.

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