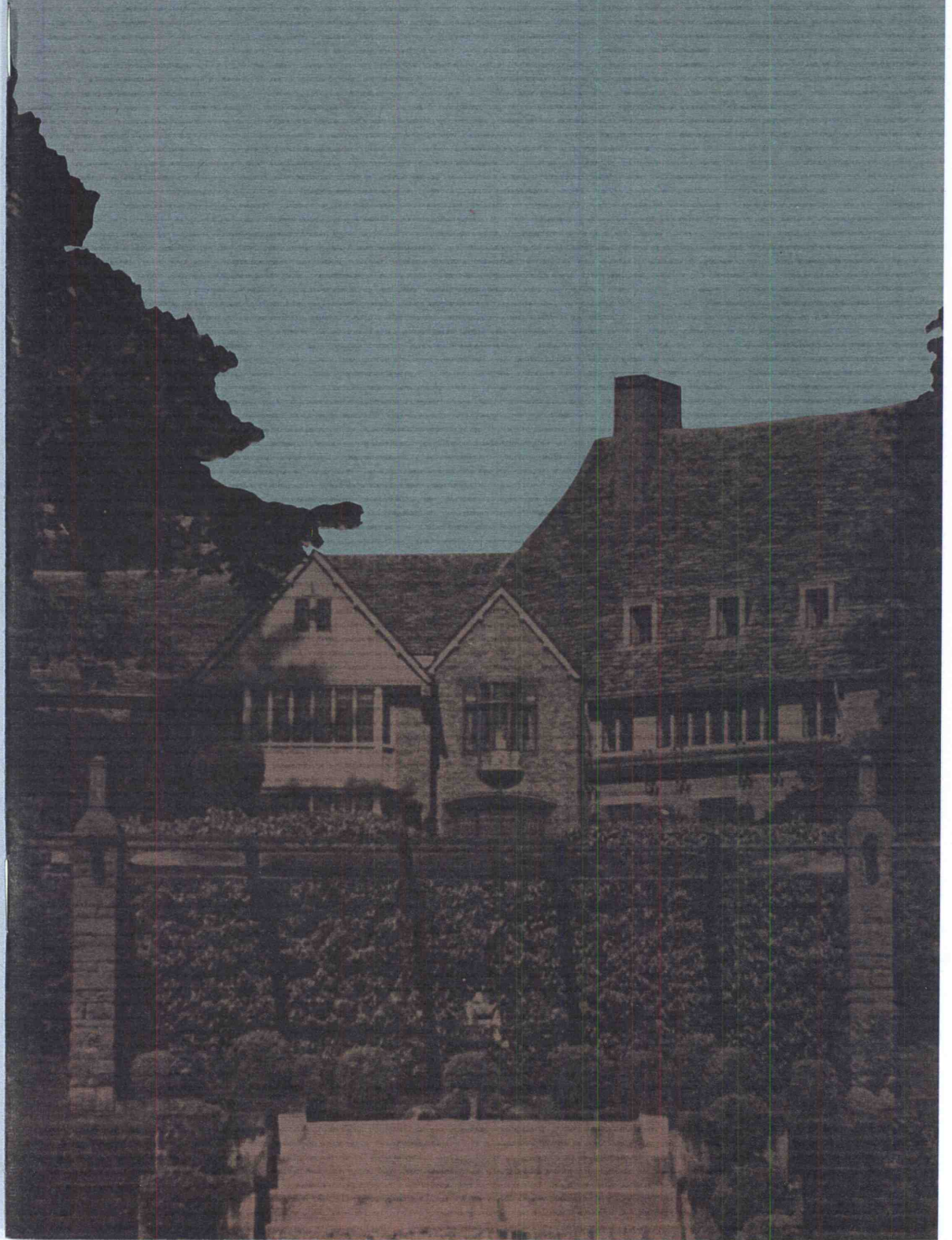


PLEASE NOTE: THIS PDF
CONTAINS BOTH A GRADUATE
CATALOG AND A GRADUATE
COURSE SCHEDULE.

COURSE DESCRIPTIONS MAY BE
FOUND IN EITHER SECTION.

Graduate Studies

Lewis & Clark College  1980-81



Graduate Programs & Policies

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 five 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.

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

SEQUENTIAL RESPONSIBILITIES OF CANDIDATES IN A MASTER'S DEGREE PROGRAM

These steps apply for all degree programs.

1. Apply for admission to graduate study.

Applicants should complete graduate study admission requirements before registering for any 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 program. See Public Administration section on admission.

2. Design a formal study program with an advisor.

a. A formal program should be designed 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. Complete the degree application according to the following schedule:

Fall graduation:

October 1

Winter graduation:

January 15

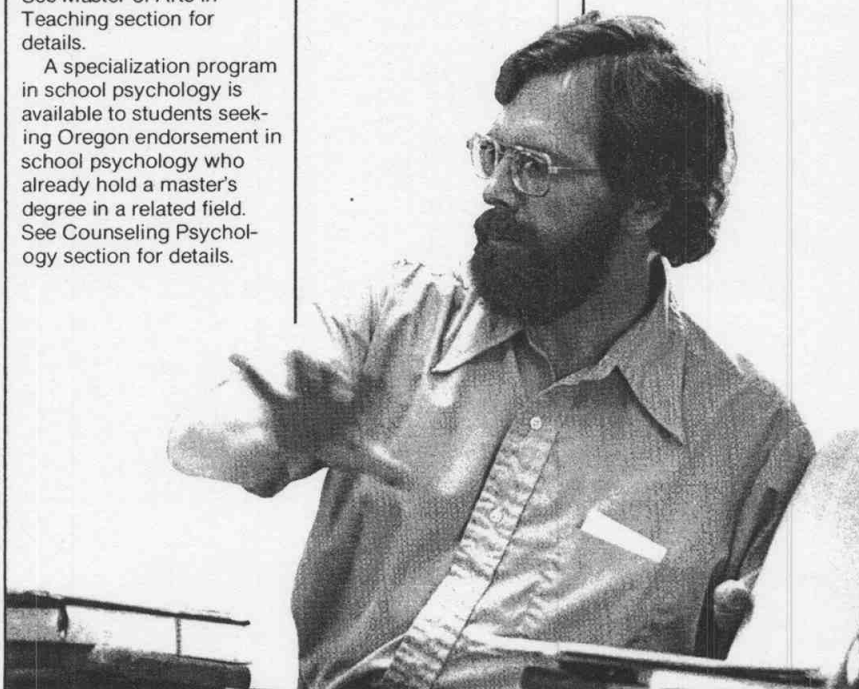
Spring graduation:

February 1

Summer graduation:

May 15

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



Graduate Programs & Policies

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 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 at each program office upon request.

ADVANCEMENT TO DEGREE CANDIDACY

After three courses, but not more than six, have been completed the performance of each student 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 several sources—advisor(s), professors, etc.

If progress is unsatisfactory, the student is notified by mail and 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 1980-81

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

- 1 L&C credit: \$275
(= 5 quarter hours)
- 2/3 L&C credit: \$184
(= 3 1/3 quarter hours)
- 1/2 L&C credit: \$138
(= 2 1/2 quarter hours)
- 1/3 L&C credit: \$92
(= 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 and counselors 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

FINANCIAL ASSISTANCE

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

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

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

GRADING POLICY

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

Under special circumstances, courses can be taken for Credit Only (CR), but no more than three credits of 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.

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 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 author-

ity 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. Pre-admission advice is given by the appropriate program director.

DEGREE APPLICATION & CONFERRAL

The Application for Degree, together with the graduation fee of \$25, 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.

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

Graduate Programs & Policies

FURTHER INFORMATION

For additional information on graduate programs, contact the appropriate program director or Paul Magnusson, associate dean of faculty for graduate studies, x234 or 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
Sid Eder, 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

Summer Sessions/Continuing Education
Sid Eder, director, x217

Basic Teacher Certification
James Wallace, chairman, Department of Education, x283

Reading Endorsements
Anita McClain, director, Reading Program, x283

CALENDAR

1980-81 Academic Year

Registration
Classes begin
Free change day
Late change fee (\$5) applies
Last day to register, 4 pm
Degree application deadlines
Last day to make up incompletes
Last day to withdraw
Last day of classes
Commencement

1981 Summer Sessions

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

Fall

Sept. 8
Sept. 9
Sept. 15
Sept. 16
Sept. 19
Sept. 15
Oct. 17
Oct. 31
Nov. 20

Winter

Jan. 5
Jan. 6
Jan. 12
Jan. 13
Jan. 16
Nov. 15
Feb. 13
Feb. 27
March 19

Spring

March 30
March 31
April 6
April 7
April 10
Feb. 1
May 8
May 22
June 11
June 14

Term I

June 19
June 22
June 26
July 17

Term II

June 29
July 20
July 24
August 14
August 14



Counseling Psychology



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 exclusively during evenings and on weekends. 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 the preparatory courses (PSY 501, 502, 503). Preparatory courses that are waived do not need replacement. 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 or the Miller Analogies Test. Applicants for the Master of Arts program can elect to take either the Aptitude Section or the Graduate Record Examination of the Miller Analogies Test. Applicants for the Master of Science program must submit scores on the Graduate Record Examination Aptitude Section and the Graduate Record Examination Advanced Test in Psychology.

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.

Fall 1980 admission:

apply by July 15, 1980.

Winter 1981 admission:

apply by November 1, 1980.

Spring 1981 admission:

apply by February 15, 1980.

Summer 1981 admission:

apply by May 7, 1981.



Counseling Psychology



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.

1. Two credits in preparatory courses: PSY 501, 502, 503.
2. Five and one-half credits in clinical skills: PSY 511, 512, 520, 540, 542, 546.
3. Two credits in practica & internships: PSY 570-571 or 576-577; 574-575.
4. One credit in professional seminars: PSY 535-536.
5. One-half credit in assessment, measurement, and research: PSY 590.
6. A minimum of three elective credits.

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 eight credits distributed as follows.

1. Two credits in preparatory courses: PSY 501, 502, 503.
2. Three and one-half credits in clinical skills: PSY 511, 512, 520, 542, (or 545).
3. One-half credit in assessment, measurement, and research: PSY 524.
4. One-half credit in professional seminars: PSY 530.
5. One credit in practica and internships: PSY 572-573.
6. A minimum of one-half credit chosen from PSY 546, 550, 552, 554, 555, 559, 560, 564, 567, 580, 581, 582.

Eligibility for Standard Certification:

Degree Requirements

A minimum of fourteen credits distributed as follows.

1. Two credits in preparatory courses: PSY 501, 502, 503.
2. Six credits in clinical skills: PSY 511, 512, 520, 540, 542, 546, 547.
3. One-half credit in consultation: PSY 521.
4. One credit in learning problems and exceptional-ity: PSY 545.
5. One credit in assessment, measurement, and research: PSY 524, 590.
6. Two credits in professional seminars, practica, and internships: PSY 570-571, 572-573.
7. One credit in professional seminars: PSY 530-531.
8. A minimum of one-half credit chosen from PSY 546, 550, 552, 554, 555, 559, 560, 564, 567, 580, 581, 582.

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.

1. Two credits in preparatory courses: PSY 501, 502, 503.
2. Two and one-half credits in clinical skills: PSY 511, 520, 540.
3. Three and one-half credits in assessment, measurement, and research: PSY 560, 569, 595. **Note:** Students who complete the masters thesis in less than 3 terms (1 1/2 credit) substitute electives to satisfy credit requirements.
4. Two credits in practica and internships: PSY 574-575; 570-571 or 576-577.
5. One-half credit in professional seminars: PSY 535.
6. A minimum of two credits chosen from PSY 545, 554, 555, 559, 564, 565, 567, 580, 581, 582.
7. A minimum of one and one-half credits in additional electives.

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.

Program Requirements:

A minimum of eighteen credits distributed as follows.

1. A minimum of three credits in clinical skills: PSY 511, 512, 520, 546 or 547.
2. Two credits in learning problems and exceptional-ity: PSY 545, 567.
3. One and one-half credits in general psychology: PSY 501 plus one elective chosen from PSY 554, 555, 564, 565.
4. Four credits in assessment, measurement, and research: PSY 502, 524, 580, 582, one recent course (2/3 credit minimum) in statistics.
5. One and one-half credits in consultation: PSY 521, 541.
6. Four credits in practica and internships: PSY 571-572, 578-579.
7. Two credits chosen from learning problems and exceptional-ity, consultation, or both.

Counseling Psychology



CURRICULUM

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

General Psychology

PSY 501 Advanced General Psychology, ½ credit*

PSY 554 Advanced Personality Theory, 1 credit*
Prerequisite: PSY 501.

PSY 555 Drugs & Behavior, 1 credit*

Prerequisite: PSY 501.

PSY 564 Advanced Community Psychology, 1 credit*

Prerequisite: PSY 501.

PSY 565 Perception & Thought, 1 credit*

Prerequisite: PSY 501.

Clinical Skills

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: Models of the Nature of Human Fulfillment, 1 credit
Prerequisites: PSY 501, 503.

PSY 520 Techniques of Counseling Psychology, ½ credit

Prerequisite: PSY 503.

PSY 540 Strategies for Behavior Change, 1 credit
Prerequisites: PSY 511, 512, 520.

PSY 542 Career Development & Life Style Counseling, 1 credit
Prerequisites: PSY 511, 512.

PSY 546 Group Counseling, 1 credit
Prerequisites: PSY 511, 512, 520.

PSY 547 Family Counseling, ½ credit
Prerequisites: PSY 511, 512, 520.

PSY 550 Gestalt Therapy, ½ credit
Prerequisite: PSY 520.

PSY 552 Adult Development & Gerontological Counseling, 1 credit*
Prerequisites: PSY 501, 503.

PSY 559 The Theory & Treatment of Depression, 1 credit*
Prerequisites: PSY 501, 503.

Assessment, Measurement, & Research

PSY 502 Introduction to Assessment, ½ credit*

PSY 521 Program Planning & Evaluation, ½ credit*

Prerequisite: PSY 502.

PSY 524 Psychoeducational Assessment, ½ credit*

Prerequisite: PSY 502.

PSY 560 Advanced Statistics, 1 credit*
Prerequisites: one recent undergraduate statistics course.

PSY 569 Research Design, 1 credit
Prerequisite: PSY 560.

PSY 580 Intellectual Assessment, 1 credit*
Prerequisites: PSY 502, one practicum series.

PSY 581 Personality Assessment & Intervention Strategies, 1 credit*
Prerequisites: PSY 575, 580.

PSY 582 Assessment & Intervention Approaches with Exceptional Children, 1 credit*

Prerequisite: PSY 580.

PSY 590 Special Issues in Counseling Psychology, ½ credit

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

Prerequisite: PSY 531 or 536.

PSY 595 Master's Thesis Research, ½ credit

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

Prerequisite: PSY 569, consent of instructor.

Learning Problems & Exceptionality

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

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

PSY 545 Psychology of Exceptional Children, 1 credit*

Prerequisites: PSY 501, 502, 503.

PSY 567 Special Issues in Developmental Psychology, 1 credit*

Prerequisite: PSY 501.

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

Consultation

PSY 521 Program Planning & Evaluation, ½ credit*
Prerequisite: PSY 502.

ED 524 The Psychology of Classroom Management, 1 credit

PSY 541 Behavioral Consultation, 1 credit

ED 543 The Law & Public Education, 1 credit

PA 505 Interpersonal Relations & Organizational Behavior, 1 credit

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

Professional Skills

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

PSY 535-536 Counseling Psychology Professional Seminar I & II, ½ credit each
Prerequisite: PSY 511.

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

Prerequisites: PSY 501, 502, 503. Recommended preparation: PSY 520.

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

Prerequisites: PSY 501, 502, 503. Recommended preparation: PSY 520.

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

Prerequisites: PSY 501, 502, 503. Recommended preparation: PSY 520.

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

Prerequisite: PSY 547. Recommended preparation: PSY 520.

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

Prerequisite: consent of instructor.

Counseling Psychology



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.

Vernon F. Jones, associate professor, education and counseling psychology. Ph.D. University of Texas Austin. B.A. Lewis & Clark College (on leave 1980-81).

Gordon Lindbloom, assistant 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

Catherine Bolstad, Ph.D., M.A. University of Oregon. B.A. Radcliffe College.

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

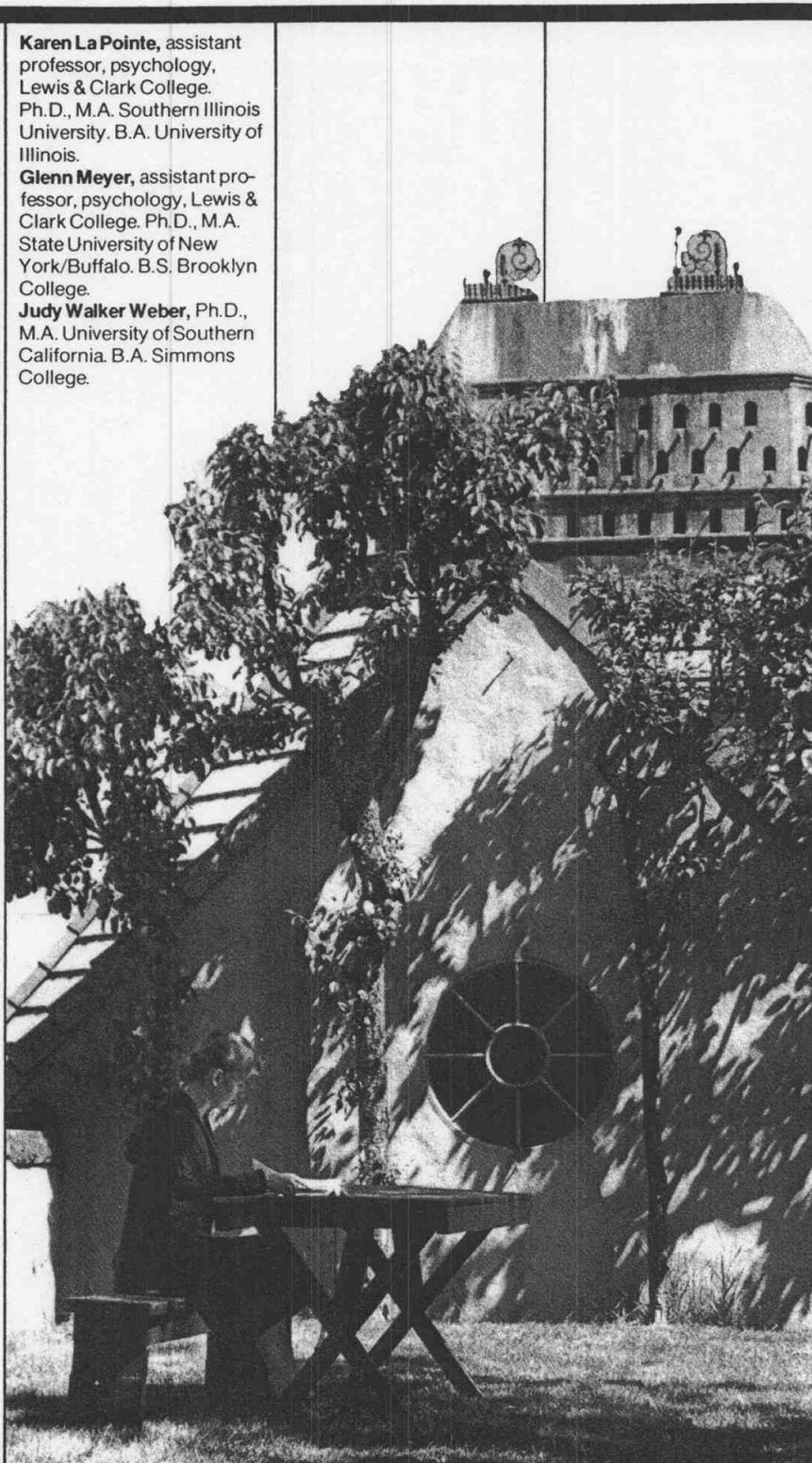
Gary Dombroff, Ph.D., M.A. Peabody College. B.A. University of Rochester.

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.



MAT & Nondegree Programs



The Master of Arts in Teaching degree at Lewis & Clark College is for elementary and secondary teachers who wish to develop greater competence in their teaching, to acquire greater knowledge of subject matter, 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 requirements

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 advance 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



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. How-

ever, 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.

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.

Note: One Lewis & Clark course credit is equivalent to five quarter hours. Two-thirds course credit is equivalent to 3 1/3 quarter hours.

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 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 art, health, language arts, mathematics, music, physical education, science, and social studies. Note: These courses have non-education numbers.

C. Open Electives

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

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

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

The program satisfies Oregon requirements for a Standard Secondary Teaching Certificate.

Students who have already completed graduate education course work with essentially the same content as that of any required course may substitute education electives. Students choose other education electives and subject matter courses to meet professional needs. Each student plans a program and makes course selections in consultation with a graduate education advisor. It should be noted that degree credit requirements represent minimum target goals rather

MAT & Nondegree Programs



than precise figures that must be reached exactly.

Note: One Lewis & Clark credit is equivalent to five quarter hours. Two-thirds course credit is equivalent to 3-1/3 quarter hours.

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 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.

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

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 the following disciplines: art, foreign language, health, language arts, mathematics, music, physical education, science, and social studies.

Secondary Teachers

Select courses to total five credits, with at least three credits at the graduate level, from one of the disciplines listed above and in which the basic subject matter endorsement has already been completed.

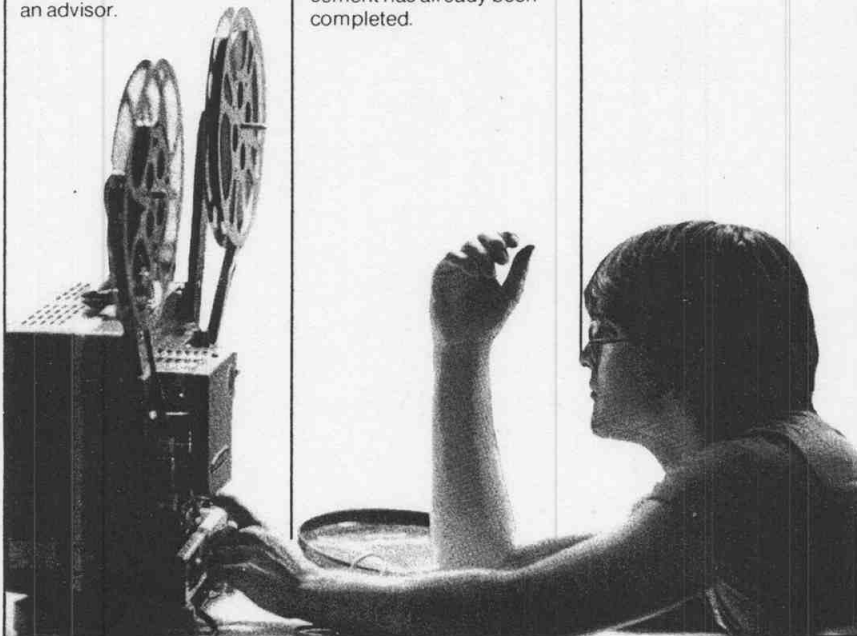
GRADUATE NONDEGREE PROGRAMS

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.

Contact James Wallace, chairman, Education Department, for admission and 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



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 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 Sid Eder, director, Master of Arts in Teaching Program.

FULL-TIME FACULTY

Sid Eder, director, Master of Arts in Teaching Program; and director, Summer Sessions. Ph.D. Arizona State University. M.Ed. University of Arizona. B.A. University of California/Los Angeles.

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

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

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.

Jan Bender, associate professor, German. Ph.D., M.A., B.A. University of Nebraska.

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

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.

Gerald Conrath, adjunct instructor, Master of Arts in Teaching Program. M.A., B.A. Portland State University.

Richard Donin, adjunct instructor, Master of Arts in Teaching Program. M.A.T. Lewis & Clark College. B.S. Portland 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.

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

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

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

Barbara Getty, adjunct instructor, Master of Arts in Teaching Program. M.A.T., B.A. Lewis & Clark College.

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.

Vernon Jones, associate professor, Education. Ph.D. University of Texas. B.A. Lewis & Clark College.

Stefan Kapsch, adjunct instructor, Master of Arts in Teaching Program. Ph.D., M.A., B.A. University of Minnesota.

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

Betty Martin, adjunct instructor, Master of Arts in Teaching Program. M.A.T. Lewis & Clark College. B.A. Occidental College.

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.

Nosratollah Rassek, professor, History. Ph.D., M.A., B.A. Stanford University.

Martha Schrader, adjunct instructor, Master of Arts in Teaching Program. M.S. University of Illinois. B.S. Cornell University.

Donna Swan, adjunct instructor, Master of Arts in Teaching Program. M.A.T. Lewis & Clark College. B.A. Oregon State University.

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

James Wallace, associate 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.

Master of Music & Music Education



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) and the Advanced Test in Music 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

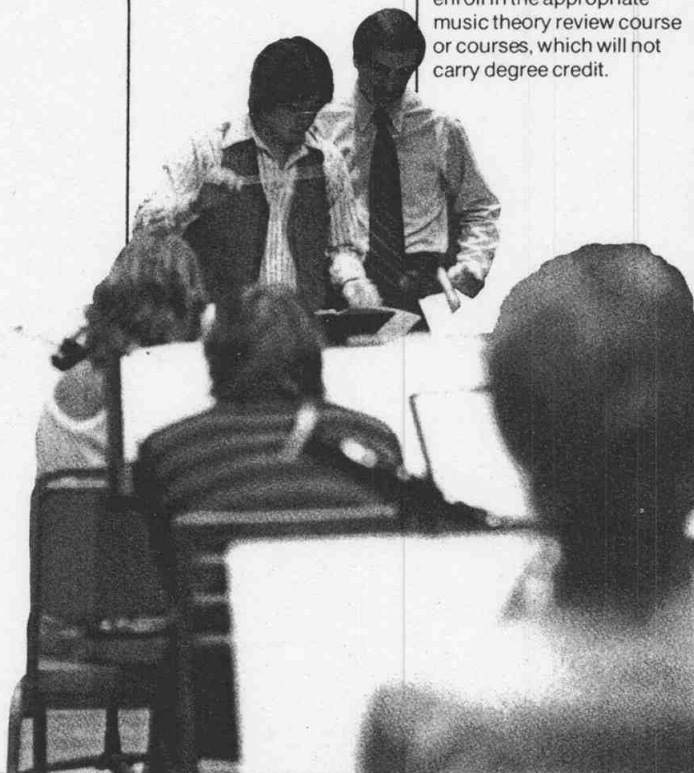
Placement examinations in music history and music theory are given to M.M. (performance and composition) students the first two days of fall term to obtain data helpful in constructing appropriate degree programs for each student. The placement tests must be taken at the beginning of graduate study.

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, 2nd 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



COMPREHENSIVE EXAMINATIONS AND MASTER THESIS

All graduate students of the School of Music are required to pass a comprehensive examination or submit a masters 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 masters thesis and the comprehensive examination rest with the graduate advisor and the Graduate Committee in consultation with the students. 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.

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.

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, 1 credit.
- Total program credits required: 11.**

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 terms within a span of five terms, including both summer sessions. The curriculum varies slightly for each instrument. Precise requirements for each instrument or voice are available from the director of the School of Music. 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.

Major: Composition

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

Cognate Field

1. Studies in music theory, history, and applied areas — Western and non-Western — that will develop technical skills and knowledge about composition and its relation to other musical areas and cultural ideas, 5 credits.
2. Electives, 2 credits.

Total program credits required: 11.

Master of Music & Music Education



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, an annual chamber music encounter.

CORRESPONDENCE

For further information on music and music education programs, contact Jerry Luedders, director, School of Music, 503-244-6161 x295.

FULL-TIME FACULTY

Jerry D. Luedders, director, School of Music. M.M. Indiana University. B.M.E. University of Michigan.

Additional study Harvard University; Academie Internationale d'Ete, Paris.

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 recitalist.

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.

Gary McLaughlin, assistant professor. M.B.A. California State University/ Northridge. First violin with the Kansas City Philharmonic Orchestra.

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.



Master of Music & Music Education



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 Seely, 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 Johanson and Adele Marcus.

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

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

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

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

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

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

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

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

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



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 managerial responsibilities or returning to the labor market.

In addition to regularly enrolled degree candidates, a number of nondegree students enroll in courses on a "credit only" basis because of a specific job-related need that a particular course can meet.

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



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
- PA 503 Public Budgeting
- PA 504 Legal Aspects of Administration
- PA 505 Formal Organizations and Advanced Administrative Management
- PA 506 Interpersonal Relations and Organizational Behavior
- PA 509 Capstone Course

Area Requirements

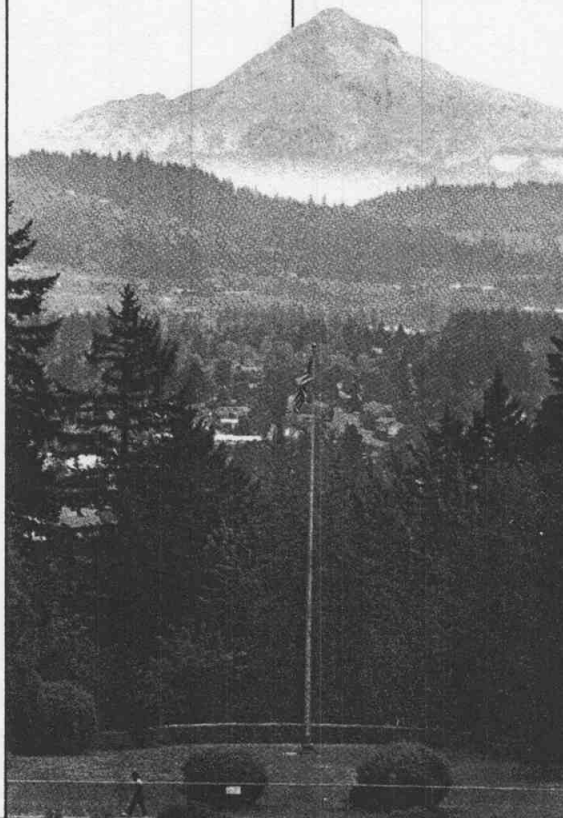
(choose at least one from each area)

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



Public Administration



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

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 & 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 1980-81 seminar series focuses on the Columbia: land allocation, Indian fishing rights controversy, and water rights.

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.

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.

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.

Mari Malvey, assistant professor of business and administrative studies. Ph.D., M.A., B.A. University of California/Berkeley.

Public Administration



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:

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.

George Frederickson, Ph.D. University of Southern California. MPA University of California/Los Angeles. President, Eastern Washington 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.

Dee W. Henderson, Ph.D. American University. M.A., A.B. Brigham Young University. Professor of management and administration, Brigham Young 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. Director, Oregon Motor Vehicles Division; consultant to U.S.D.A., N.A.S.A., U.S.D.O.T., H.U.D.

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 for Multnomah County.

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. 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 Maurice B. Neuberger and U.S. Congressman Don Bonker.

Special Education Hearing Impaired



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 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 State School for the Deaf in Vancouver; the Vancouver, Washington, Public School

Program for the Hearing Impaired; the Evergreen School District for the Hearing Impaired in Vancouver, Washington; the Portland Regional Program for the Hearing Impaired; the Tacoma, Washington, Public School Program for the Hearing Impaired; the Idaho State School for the Deaf; the Oregon State School for the Deaf, Salem, Oregon; the Spokane, Washington, Public School Program for the Hearing Impaired; Portland Community College; Seattle Central Community College; Yakima Public School Program for the Hearing Impaired; the Seattle Public School Program for Hearing and Speech; the Seattle Speech and Hearing Center; the Eugene, Oregon, Hearing and Speech Center; the Eugene Regional Program for the Hearing Impaired; the Alaska State Program for the Deaf; the Longview, Washington, Public School Program for the Hearing Impaired; Infant Hearing Resource, Good Samaritan Hospital in Portland.

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 courses or equivalent approved courses: Ed 500 Research Methods, Ed 563 The Use of Media in the Classroom, and TTD 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.



Special Education Hearing Impaired



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 with hearing high school students.

CORE CURRICULUM Elementary and Secondary Tracks

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

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

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

TTD 515 Methods of Developing Language for the Hearing Impaired I; 1 cr. Study of basic principles of generative grammar applying both to the diagnosis of the linguistic disabilities of 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 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, ext. 476.

FULL-TIME FACULTY

H. William Brelje, associate 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., B.A. California State University/Northridge. M.S. University of Nebraska. B.A. Dana College.

ADJUNCT FACULTY

Nancy Bragdon, instructor, Infant Hearing Resource. M.S. Bank Street College of Education. B.A. University of Minnesota.

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.

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.

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.

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

Summer Sessions & Continuing Education

SUMMER SESSIONS

Lewis & Clark Summer Sessions offers a one week mini-term and two four-week terms 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 secondary school teachers. The institute presents a comprehensive examination of classroom discipline, including these topics: 1) causes of student misbehavior; an examination of students' needs and learning styles; 2) teacher goals, roles and needs, and school discipline; 3) development of positive classroom norms; 4) teaching methods that prevent discipline problems; and 5) behavioristic approaches including assertive discipline techniques. The institute format is experiential and personalized with a focus on helping each participant develop skills that can be incorporated into his/her own teaching situation and style.

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

1981 Summer Schedule

The 1981 Summer Sessions schedule is as follows:
Mini-Term: June 15-19
Term I: June 22-July 17
Term II: July 20-August 14.
Summer 1981 graduation is August 14. Consult the 1981 Summer Sessions catalog for registration procedures.

Tuition & Fees

Summer Sessions tuition and fees are the same as those which apply during the 1980-1981 academic year.

Summer Sessions Catalog

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

CONTINUING EDUCATION

The Office of the Director of Summer Sessions provides continuing education programs year around. Included are a wide variety of educational experience 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 1980-81 is the following:

Saturday Skillsshops

ED 600 Saturday Skillsshops I, 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 for 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 1980-81 Lewis & Clark continuing education courses, workshops, and conferences, write or call the Summer Sessions Office 503-244-6161 x217.



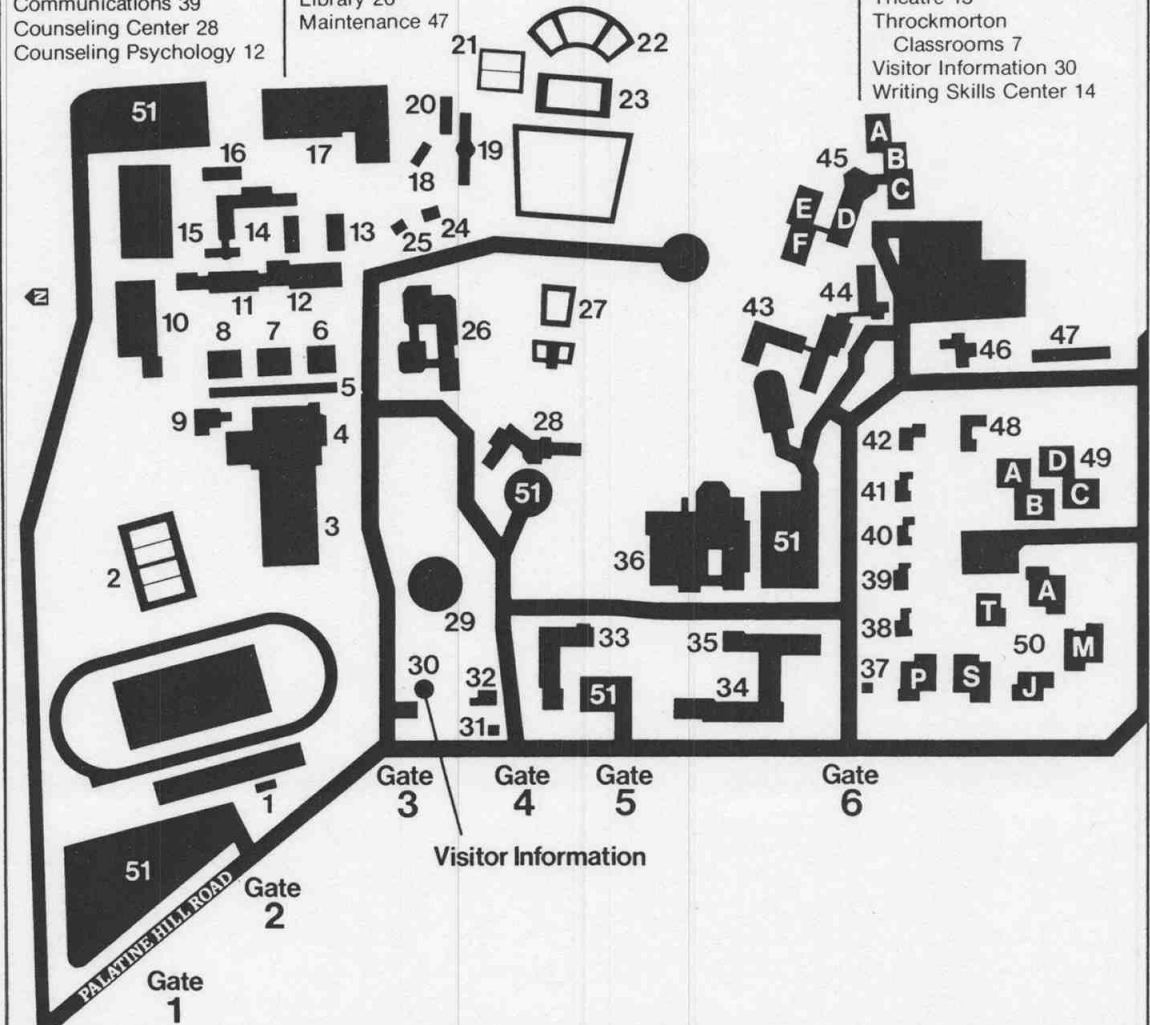
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1980-81

Graduate Course Schedule

Master of Arts in Teaching Program
Counseling Psychology Programs

Lewis & Clark College
Portland, Oregon 97219

503-244-6161

Calendar

1980-81 ACADEMIC YEAR

	FALL	WINTER	SPRING
Registration	Sept 8	Jan 5	March 30
Classes begin	Sept 9	Jan 6	March 31
Free change day	Sept 15	Jan 12	April 6
Late change fee (\$5) applies	Sept 16	Jan 13	April 7
Last day to register, 4:00 p.m.	Sept 19	Jan 16	April 10
Degree application deadlines	Sept 15	Nov 15	Feb 1
Last day to make up incompletes	Oct 17	Feb 13	May 8
Last day to withdraw	Oct 31	Feb 27	May 22
Last day of classes	Nov 20	March 19	June 11
Commencement			June 14

1981 SUMMER SESSIONS

	TERM I	TERM II
Degree application deadline	May 15	
Registration	June 19	June 29
Classes begin	June 22	July 20
Last day to register	June 26	July 24
Last day of classes	July 17	August 14
Commencement	August 14	

Course Credit Policy

In the past, most Lewis & Clark graduate courses were offered for 1 credit (5 quarter hours). But effective fall 1980 we are reducing a large number of them to 2/3 credit. Beginning this year, therefore, our students can choose from among a variety of course credits in building their programs.

The effort is to match course credit with actual contact time (or contact hour equivalents). Reducing to 2/3 from 1 Lewis & Clark credit on many courses provides increased opportunities for electives. This was not possible in a lockstep 1 credit system.

Any student concerned about effects of the changed credit policy should consult with his/her advisor.

Preface

This schedule book provides Lewis & Clark graduate students with information to plan for an academic year's program. It contains a master schedule for fall, winter, spring terms, including individual 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.

For additional information about specific programs, write the appropriate office or call the number noted below:

MAT/POST BACCALAUREATE PROGRAMS

General, program, admissions, and registration information

Ext. 234

COUNSELING PSYCHOLOGY PROGRAM

Program, admissions, and registration information

Ext. 236

SPECIAL EDUCATION--HEARING IMPAIRED

Program, admissions, and registration information

Ext. 476

MUSIC PROGRAM

Program, admissions, and registration information

Ext. 295

PUBLIC ADMINISTRATION PROGRAM

Program, admissions, and registration information

Ext. 511

CONTINUING EDUCATION PROGRAM

Course offerings and registration information

Ext. 217

SUMMER SESSIONS

Course offerings and registration information

Ext. 217

Registration Information

General registration for graduate students is held from 6:00 to 8:00 p.m. in the Pamplin Sports Center on the day assigned. For late registration, pick up a class card at the Master of Arts in Teaching Program Office, pay your fees at the Business Office, and check out at the Registrar's Office.

TUITION:

1 Lewis & Clark Credit = 5 quarter hours	\$275
2/3 Lewis & Clark Credit = 3 1/3 quarter hours	184
1/2 Lewis & Clark Credit = 2 1/2 quarter hours	138
1/3 Lewis & Clark Credit = 1 2/3 quarter hours	92

FEES:

Application to graduate program of study	\$15
Graduation fee	25
Teacher placement service (optional)	10
Late registration	5
Laboratory, materials, and other special fees, when applicable, are specified in the individual course listings.	

Course Schedule: Fall Term 1980

DEPT NO	CODE NO	TITLE	CR	DAYS	TIME	ROOM	INSTRUCTOR
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DEPT NO	CODE NO	TITLE	CR	DAYS	TIME	ROOM	INSTRUCTOR
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ART 400	5701	CALLIGRAPHY	2/3	M	6:30-9:30	P-10	Getty
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Development of several basic letter forms and writing skills through study and studio practice. Students develop an appreciation of books by creating a small volume as a final project, learning principles of book design, and improving writing.

PSY 512	4205	VALUES AND COUNSELING: MODELS OF THE NATURE OF HUMAN FULFILLMENT	1	T	5-9	B-201	Stark
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This course consists of intensive readings in the area of human fulfillment. Models of the nature of the optimal life are drawn from philosophy, religion and psychology. Concerns to be dealt with include the nature of the self, individuality and uniqueness, freedom and responsibility, self-acceptance, creativity, altruism and egoism, non-attachment vs. willing, depth psychology, mystical experience, and the individual's relation to the universal. The course will also have an ongoing group experience in which the students are expected to further their own development as people and potential counselors. In addition, the material generated during the group sessions will be discussed and analyzed as examples of methods in counseling.

Counseling Psychology

* PSY 501	4201	ADVANCED GENERAL PSYCHOLOGY	1/2	M	5-9	B-300	Stark
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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. (Taught 9/10, 9/24, 10/8, 10/22, 11/5.)

PSY 520	4206	TECHNIQUES OF COUNSELING PSYCHOLOGY	1/2	M	5-9	B-202	Probst
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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 perspective and their personal assumptions about the conditions necessary for effective counseling. Methods of intervention for purposes of prevention will also be considered. (Taught 9/8, 9/22, 10/6, 10/20, 11/3.)

* PSY 502	4202	INTRODUCTION TO ASSESSMENT	1/2	M	5-9	B-202	Lindbloom
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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. (Taught 9/17, 10/1, 10/15, 10/29, 11/12.)

* PSY 521	4207	PROGRAM PLANNING AND EVALUATION	1/2	M	5-9	Atb-104	Clark
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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. (Taught 9/8, 9/22, 10/6, 10/20, 11/3.)

* PSY 503	4203	INTRODUCTION TO COUNSELING PSYCHOLOGY	1	T	5-9	Atb-201, 2	McIlroy
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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.

PSY 511	4204	PHILOSOPHY AND THEORY OF COUNSELING PSYCHOLOGY	1	Th	5-9	B-201	McIlroy
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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.

* PSY 524	4208	PSYCHOEDUCATIONAL ASSESSMENT	1/2	M	5-9	Atb-104	Dombroff
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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. (Taught 9/15, 9/29, 10/13, 10/27, 11/10.)

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

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

Course Schedule: Fall Term 1980

DEPT NO CODE NO TITLE CR DAYS TIME ROOM INSTRUCTOR

PSY 530 4209 SCHOOL COUNSELING 1/2 W 5-9 B-201 Jones, Jan
PROFESSIONAL SEMINAR I (every other week)

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.
(Taught 9/17, 10/1, 10/15, 10/29, 11/12.)

PSY 535 4210 COUNSELING PSYCHOLOGY 1/2 T 5-9 Alb-111 Weber
PROFESSIONAL SEMINAR I (every other week)

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, consultation, community resources and referral, program administration, and crisis intervention. Attention will also be given to the development of writing skills needed in community settings.
(Taught 9/16, 9/30, 10/14, 10/28, 11/11.)

PSY 540 4211 STRATEGIES FOR 1 M 5-9 B-201 Lindbloom
BEHAVIOR CHANGE

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.

* PSY 545 4212 THE PSYCHOLOGY OF 1 Th 5-9 B-202 Waksman
EXCEPTIONAL CHILDREN

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 correcting and making optimum use of the resource personnel available in districts of various sizes.

PSY 547 4213 FAMILY COUNSELING 1/2 M 5-9 B-202 Propst
(every other week)

The focus of this class is to become familiar with the significant aspects of family therapy, their theoretical bases, implications for diagnosis and treatment, and outcomes. Careful attention to the necessity of diagnosing for treatment as an ongoing process will be considered. The practical implications of differential diagnosis for the treatment process will be discussed with clinical cases used as examples. Reading will focus on structural, behavioral,

Course Schedule: Fall Term 1980

DEPT NO CODE NO TITLE CR DAYS TIME ROOM INSTRUCTOR

PSY 547 FAMILY COUNSELING (Continued)

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.
(Taught 9/15, 9/29, 10/13, 10/27, 11/10.)

* PSY 554 4214 ADVANCED 1 Th 5-9 B-302 Propst
PERSONALITY THEORY

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.

PSY 574 4215 PRACTICUM IN 1/2 T 5-9 Alb-111 Weber
ADULT DEVELOPMENT W 5-9 B-202 Lindbloom
AND PSYCHOPATHOLOGY I (every other week)

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. The course will also consist of lectures and readings on anxiety, depression and suicide, psychosomatic and stress disorders, childhood disorders, sociopathy, and sexual deviations. The value assumptions underlying diagnosis and treatment will be examined. Whenever possible, the focus will be on the application of theory to actual cases and techniques for intervention will be emphasized.
(Section I taught Tuesdays: 9/9, 9/23, 10/7, 10/21, 11/4.)
(Section II taught Wednesdays: 9/10, 9/24, 10/8, 10/22, 11/5.)

PSY 562 4217 ASSESSMENT AND 1 T 5-9 B-202 Waksman
INTERVENTION APPROACHES
WITH EXCEPTIONAL CHILDREN

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.)

Course Schedule: Fall Term 1980

DEPT NO	CODE NO	TITLE	CR	DAYS	TIME	ROOM	INSTRUCTOR
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Education

ED 500	5400	RESEARCH METHODS	2/3	T	6-9	Alb-104	Clark
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.							
ED 501	5401	GUIDANCE AND COUNSELING SKILLS FOR THE EDUCATOR	2/3	M	6:30-9:30	Alb-201,2	Wette
Awareness and understanding of the helping relationships in the school setting. Exploration of basic concepts of counseling and guidance through practical applications for educators.							
ED 504	5402	EXCEPTIONAL CHILD	2/3	Th	6:30-9:30	BTh-4	Brelje
Study of the psychological, social, and educational implications of all areas of exceptionalism, including common terminology, characteristic behaviors, teaching strategies, and school programs. Provides educators in all areas with a background in exceptionalism. Emphasizes procedures necessary for compliance with PL 94-142.							
ED 520	5403	ADVANCED TEACHING STRATEGIES SECONDARY: DEALING WITH INDIVIDUAL DIFFERENCES	1	T	6:30-9:30	BTh-4	Tetreault
The wide range of student diversity is a fact of classroom life with which every teacher must cope. This course explores the effects a student's gender, ethnicity, linguistic ability, special needs and cognitive entry characteristics have on learning. Class sessions cover methods of assessing these variables, adapting general educational goals and methods to individual needs and abilities, selecting and implementing curricula, and developing and utilizing appropriate evaluations. Integral to this course is a practicum experience that involves translating theory into practice within participants' own schools.							
ED 530	5404	BASIC SKILLS IN READING	2/3	T	7-10	Alb-120	McClain
Examination of basic developmental factors in learning to read with emphasis on language development, beginning reading skills, and basic communication skills.							
ED 543	5405	THE LAW AND PUBLIC EDUCATION	2/3	M	6:30-9:30	BTh-4	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 ISPC's requirement of demonstrating knowledge of Title VI, Title IX, and federal and state laws prohibiting discrimination.							

Course Schedule: Fall Term 1980

DEPT NO	CODE NO	TITLE	CR	DAYS	TIME	ROOM	INSTRUCTOR
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ED 615	4906	LELOOSKA I - INDIAN CULTURES: LIFESTYLES & CEREMONIES	2/3	**		Ariel, Wn. Lelooska
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This course consists of three, eight-hour segments. The first two deal with the Indians of the upper Northwest Coast, northern Washington to Alaska. The third will focus on the variety of Indian cultures native to North America. \$75.00 for 2/3 credit.

**
October 25
Masks, Myths, and Magic:
The Indians of the Northwest Coast and the World of the Supernatural
1:30pm- Additional \$12 fee
9:30pm

November 1
Indians of the Northwest Coast from Birth to Burial:
The Everyday World
9:00am- Additional \$12 fee
5:00pm

November 8
From the Sky, The Earth, and the Waters: The Indians of North America, Lifestyles and Arts
9:00am- Additional \$12 fee
5:00pm

ED 598	5406	MULTI-ETHNIC EDUCATION	2/3	Th	6:30-9:30	Th-5	Tetreault
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Examination of multi-ethnic education within the context of larger societal and institutional realities. This analysis will be related to the question of how well the schools have served students of various racial, ethnic and socio-economic groups. Specific rationale for and approaches to multi-ethnic education will be critiqued and tested in the classrooms of participating teachers.

Foreign Languages

Consult the Lewis & Clark College undergraduate catalog for appropriate Foreign Language courses.

Health & Physical Ed

PE 500	4402	APPLIED ASPECTS OF EXERCISE	2/3	T	6:30-9:30	PSC-10	Evans
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Study of aspects of exercise as they relate to program development in health and physical education; how exercise affects specific systems in the body. Topics such as circuit training, women in athletics, heat versus cold in treatment of athletic injuries, fitness and posture, the effects of warm up, specifically in exercise.

HPE 530	4401	EVALUATION IN HEALTH & PHYSICAL EDUCATION	2/3	Th	6:30-9:30	PSC 10	Teepie
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Study and practical application of the recognized fitness tests, skill tests, and other evaluation techniques.

Course Schedule: Fall Term 1980

DEPT NO	CODE NO	TITLE	CR	DAYS	TIME	ROOM	INSTRUCTOR
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Language Arts

LA 598	4701	THE AMERICAN DETECTIVE IN FICTION AND FILM	2/3	Th	6:30-9:30	Tomlinson	Tuska
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Survey of American detective fiction with special emphasis on the hard-boiled variety characteristic of Dashfield Hammett, Raymond Chandler, Cornell Woolrich, and Ross Macdonald. The course also examines the rise and development of the private eye film which emerged as a distinct genre with THE MALTESE FALCON (1941). Detective fiction and films are broken down into their various components: a concern with social morality, the pursuit of a criminal as an aspect of social criticism, and to observe the causes for the detective, traditionally a literary and cinematic symbol of reason and enlightenment, to be reduced to the state of a social outcast. Among the films to be screened are THE MALTESE FALCON, THE GLASS KEY (1942), MURDER, MY SWEET (1944), IN A LONELY PLACE (1950), and CHINATOWN (1974). There will also be a panel discussion with a practicing detective and an author of detective fiction stressing the realities and fantasies. The instructor, Jon Tuska, author of THE DETECTIVE IN HOLLYWOOD (1978), is currently producing and writing a series of six half-hours for PBS titled THE DETECTIVE IN HOLLYWOOD and hosted by Orson Welles, containing numerous interviews with directors of detective films, actors who played screen detectives, authors of detective fiction, and clips from detective motion pictures. \$5 film fee.

LA 523	4702	TEACHING WRITING TO ADOLESCENTS	1	W	6:30-9:30	Edm-10	Brand
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Consideration of several issues: various methods of teaching writing, organizing writing instructions, making assignments, evaluative writing, using sentence-combining activities, and designing a comprehensive writing curriculum. Integral to the course is a practicum involving theory into practice activities.

Science

B10 598	5801	INSECTS AND THEIR FLOWERS	2/3	Th	6-9	B-Brl	Schrader
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A course for elementary, junior high and high school teachers interested in a unique area of biology with many simple yet challenging classroom applications. The class will emphasize the biological interactions between insects and flowers, the importance and fun of field work as an instructional tool, the design and implementation of a creative science curriculum and the fact that science need not be intimidating or incomprehensible to teachers or students.

Course Schedule: Fall Term 1980

DEPT NO	CODE NO	TITLE	CR	DAYS	TIME	ROOM	INSTRUCTOR
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Social Science

SS 598	4902	THE AGGRANDIZEMENT OF POWER: UNDERSTANDING AND CONTROLING THE AMERICAN PRESIDENCY	2/3	T	6:30-9:30	Thr-5	Kapsch
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One of the leading scholars of the American presidency, Edward Corwin, wrote that "Taken by and large, the history of the presidency is a history of the aggrandizement (of power), but a highly discontinuous one." From its origins in an ambiguous Constitutional provision, the presidency has grown into one of the most powerful political offices in the world. The role of the presidency in both domestic and international politics has been determined by fate, custom and the will of its strongest incumbents. This course examines the development of the nature of the presidency in the context of current writings on the nature of political leadership. Particular attention is given to the Johnson, Nixon and Carter administrations as case studies of presidential leadership.

SS 598	4901	AMERICAN HISTORY THROUGH BIOGRAPHY	2/3	W	7-10	Thr-6	Wallace
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American History Through Biography deepens understanding of modern American history by showing the impact of historical forces on individuals and groups. Students read several biographies which illustrate the effects of American life on various ethnic, religious, and immigrant groups including Indians, Blacks, Orientals, Jews, and Catholics. Books have been selected for literary quality as well as historical significance. Several films which embody the themes of the course will also be shown. The class should be of particular interest to teachers of American history, American studies, and American literature. The course will be taught as a seminar, and enrollment will be limited to twenty students.

Course Schedule: Winter Term 1981

DEPT. NO.	CODE NO.	TITLE	CR.	DAYS	TIME	ROOM	INSTRUCTOR
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Art

ART 400	5702	WEAVING	2/3	T	6:30-9:30	P-30	Fawkes
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Development of a technical facility, or vocabulary, for pattern weave and casement construction. Students make aesthetic choices for weaving projects of their choice. For beginning and advanced students.

Counseling Psychology

PSY 502	4218	INTRODUCTION TO ASSESSMENT	1/2	M	5-9 (every other week)	B-201	Lindbloom
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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. (Taught 1/14, 1/28, 2/11, 2/25, 3/11.)

PSY 503	4219	INTRODUCTION TO COUNSELING PSYCHOLOGY	1	M	5-9	Alt-201, 2	McIlroy
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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.

PSY 512	4220	VALUES AND COUNSELING: MODELS OF THE NATURE OF HUMAN FULFILLMENT	1	M	5-9	B-201	Stark
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This course consists of intensive readings in the area of human fulfillment. Models of the nature of the optimal life are drawn from philosophy, religion and psychology. Concerns to be dealt with include the nature of the self, individuality and uniqueness, freedom and responsibility, self-acceptance, creativity, altruism and egoism, non-attachment versus willing, depth psychology, mystical experience, and the individual's relation to the universe. The course will also have an ongoing group experience in which the students are expected to further their own development as people and potential counselors. In addition, the material generated during the group sessions will be discussed and analyzed as examples of methods in counseling.

DEPT. NO.	CODE NO.	TITLE	CR.	DAYS	TIME	ROOM	INSTRUCTOR
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PSY 520	4221	TECHNIQUES OF COUNSELING PSYCHOLOGY	1/2	T	5-9 (every other week)	B-202	Propst
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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 the theoretical perspective and their personal assumptions about the conditions necessary for effective counseling. Methods of intervention for purposes of prevention will also be considered. (Taught 1/15, 1/29, 2/12, 2/26, 3/12.)

PSY 531	4222	SCHOOL COUNSELING PROFESSIONAL SEMINAR II	1/2	M	5-9 (every other week)	B-202	Jones, Jan
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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. Additionally, each individual will develop a proposal for a project which will be carried out in Special Issues in Counseling Psychology (PSY 590). (Taught 1/14, 1/28, 2/11, 2/25, 3/11.)

PSY 536	4223	COUNSELING PSYCHOLOGY 1/2 PROFESSIONAL SEMINAR II	1/2	T	5-9 (every other week)	B-202	Weber
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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. Additionally, each individual will develop a proposal for a project which will be carried out under the supervision of a faculty member in Special Issues in Counseling Psychology (PSY 590). (Taught 1/13, 1/27, 2/10, 2/24, 3/10.)

PSY 540	4224	STRATEGIES FOR BEHAVIOR CHANGE	1	M	5-9	B-202	Lindbloom
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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.

Course Schedule: Winter Term 1981

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

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

Course Schedule: Winter Term 1981

DEPT NO	CODE NO	TITLE	CR	DAYS	TIME	ROOM	INSTRUCTOR
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PSY 542	4225	CAREER DEVELOPMENT AND LIFE STYLE COUNSELING	1	Th	5-9	B-201	McIlroy
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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.

PSY 546	4226	GROUP COUNSELING	1	T	5-9	B-201	Staff
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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.

PSY 559	4227	THE THEORY AND TREATMENT OF DEPRESSION	1	W	5-9	B-302	Propst
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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.

PSY 560	4228	ADVANCED STATISTICS	1	Th	5-9	BFB-137	Meyer
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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, multiple regression and factor analysis. Students will also be expected to attain familiarity with the common computer languages and competence in using the major statistical packages for computers.

PSY 570	4229	PRACTICUM IN CHILD AND ADOLESCENT DEVELOPMENT I	1/2	T	5-9	Alb-111	Waksman
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This course will combine field observations and assignments with a seminar involving both didactic presentations and casework analysis. The course will emphasize a developmental and sociocultural analysis of human development. Students will examine the major theories of child and adolescent development and will synthesize these theories with a study of current social trends in order to develop a wholistic interpretation of child and adolescent behavior. Field work will include observations, interviews with children and the adults who influence their lives, and the development of case studies for presentation to the class. Students will also be required to examine normative data from recent studies and analyze the quality of these studies. (Taught 1/6, 1/20, 2/3, 2/17, 3/3.)

DEPT NO	CODE NO	TITLE	CR	DAYS	TIME	ROOM	INSTRUCTOR
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PSY 572	4230	PRACTICUM IN SCHOOL COUNSELING I	1/2	W	5-9	B-202	Jones, Jan
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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.

Methods of improving students self-concepts will be incorporated into this preventative aspect of the course. Students will also develop skills for assisting teachers in analyzing their instructional methods as a means to increasing appropriate student behavior. Finally, the course will examine a wide range of counseling interventions including behavioral counseling and behavioristic methods. Students will also explore approaches for working with families within the context of the school environment. (Taught 1/7, 1/21, 2/4, 2/18, 3/4.)

PSY 575	4231	PRACTICUM IN ADULT DEVELOPMENT AND PSYCHOPATHOLOGY II	1/2	T	5-9	B-202	Weber
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This course is generally the same as PSY 574 with the exception that the lecture and readings will focus on the following: schizophrenia, manic-depressive reactions, paranoia, drug abuse, organic brain syndromes and mental retardation. (Section I taught Tuesdays: 1/6, 1/20, 2/3, 2/17, 3/3.) (Section II taught Wednesdays: 1/7, 1/21, 2/4, 2/18, 3/4.)

PSY 576	4233	PRACTICUM IN MARRIAGE AND FAMILY COUNSELING I	1/2	Th	5-9	B-202	Propst
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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. (Taught 1/8, 1/22, 2/5, 2/19, 3/5.)

PSY 578	4235	INTERNSHIP IN SCHOOL PSYCHOLOGY I	1 1/2	Th	5-7	Alb-111	Waksman
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College approval of this course is pending. 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.

Course Schedule: Winter Term 1981

Course Schedule: Winter Term 1981

DEPT NO	CODE NO	TITLE	CR	DAYS	TIME	ROOM	INSTRUCTOR
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PSY 578 INTERNSHIP IN (Continued)
SCHOOL PSYCHOLOGY I

Students will be required to work 20 hours per week in the supervised setting in addition to class meeting times. Additional materials covered include the role of the school psychologist, ethical and legal issues, and modern concerns regarding testing, behavioral consultation and intervention with exceptional children.

ED 510 5411 ADVANCED TEACHING 1 T 6-9 Th-5 Clark
STRATEGIES: ELEMENTARY S (2) Field Trips

Exploration of alternate teaching/learning styles and continued development processes of goal setting, diagnosis, prescription and evaluation.

PSY 580 4236 INTELLECTUAL 1 M 5-9 Alb-104 Dombroff
ASSESSMENT

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.

ED 520 5412 ADVANCED TEACHING 1 W 6:30- BTh-4 Tetreault
STRATEGIES SECONDARY: DEALING WITH INDIVIDUAL DIFFERENCES 9:30

The wide range of student diversity is a fact of classroom life with which every teacher must cope. This course explores the effects a student's gender, ethnicity, linguistic ability, special needs and cognitive entry characteristics have on learning. Class sessions cover methods of assessing these variables, adapting general educational goals and methods to individual needs and abilities, selecting and implementing curricula, and developing and utilizing appropriate evaluations. Integral to this course is a practicum experience that involves translating theory into practice within participants' own schools.

Education

ED 500 5407 RESEARCH METHODS 2/3 T 6:30- Alb-104 Tetreault
9:30

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.

ED 532 5413 INNOVATIONS IN 1 M 7-10 BTh-4 Staff
READING: METHODS AND MATERIALS

Survey and examination of current instructional materials, methods, and approaches used in individualized and group reading programs. Integral to course is practicum experience.

ED 501 5408 GUIDANCE AND 2/3 M 6:30- Alb-111 Wellie
COUNSELING SKILLS 9:30
FOR THE EDUCATOR

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

ED 598 5414 EDUCATION AND THE 2/3 Th 6-9 Th-5 Clark
EARLY ADOLESCENT S (2) Field Trips

Designed for middle/junior high school teachers. This course will study interactions of several areas of development of young adolescents. Some of this study will be based on an examination of research. An additional focus will be a study of curricula which already exist for this category of students, and an evaluation of these in terms of their developmental needs. Teachers will be challenged to develop appropriate strategies and curricula for their students.

ED 504 5409 EXCEPTIONAL CHILD 2/3 Th 6:30- BTh-4 Breijle
9:30

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.

ED 601 5415 SATURDAY SKILLSHOPS 2/3 S TBA Alb 104/ Clark
FOR TEACHERS or 1 Variable Alb 111

Each Skillshop is a one-day training session in a specific area of teaching to provide teachers with experiences that can be applied to their classrooms. Skillshops run from 9:00 a.m. to 5:00 p.m. with an hour for lunch. Brochures will be attained by writing Skillshops Coordinator, Master of Arts in Teaching Program, or call (503) 244-6161, ext. 234.

ED 505 5410 ADVANCED TEACHING OF 2/3 T 6-9 BTh-4 Hardt
READING AND WRITING IN SECONDARY SCHOOLS

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

Foreign Languages

Consult the Lewis & Clark College undergraduate catalog for appropriate foreign language courses.

Course Schedule: Winter Term 1981

DEPT NO	CODE NO	TITLE	CR	DAYS	TIME	ROOM	INSTRUCTOR
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Health & Physical Ed

PE 511	4403	THEORY OF BODY MOVEMENT	2/3	T	6:30-9:30	PSC-10	Evans
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Study of the science of human motion, including the study of mechanical, physical, and physiological principles of movement involving basic human skills.

Language Arts

LA 530	4705	CHILDREN'S WRITING	2/3	Th	6:30-9:30	Alb-104	Swan/Martin
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Introduction by doing to teaching writing to children through language experience approaches that foster student creativity as well as the acquisition and application of basic skills.

LA 598	4703	IMAGES OF INDIANS	2/3	Th	6:30-9:30	Tomlinson	Tuska
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This course attempts to raise the level of consciousness with regard to popular art in its treatment of the Native American as reflections of many of the attitudes of the society in which and for which it has been produced. Included in the reading material will be works written by Native Americans. These are to be contrasted with a number of motion pictures depicting Native Americans and augmented by a special screening of the five half-hour PBS series titled IMAGES OF INDIANS. Additionally the course examines the fantasy images about Native Americans, so rampant in the media, with the actual realities of their lives, thought, and beliefs. Among the motion pictures to be screened are THE LAST OF THE MOHICANS (1936), BROKEN ARROW (1950), CHEYENNE AUTUMN (1962), THE SCALPHUNTERS (1968), and ONE FLEW OVER THE CUCKOO'S NEST (1976). The instructor, Jon Tuska, author of THE FILM:46 OF THE WEST (1976), coeditor-in-chief of the encyclopedia THE WESTERNS (1980), coauthor of THE FRONTIER EXPERIENCE: A STUDY GUIDE TO THE LIFE AND LITERATURE OF THE AMERICAN WEST (1982), served as special film consultant on IMAGES OF INDIANS (PBS, 1980). He is currently at work on a massive survey of the western film titled THE AMERICAN WEST ON FILM (1982) and a PBS series titled MYTHS OF THE AMERICAN WEST. \$5 film fee.

LA 598	4704	THE PURSUIT OF HAPPINESS IN AMERICAN FICTION	2/3	M	7-10	Edm-9	Callahan
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Thematic exploration of the theme and idea of happiness in American literature. Study of selected texts from the Declaration of Independence and Washington Irving's "Rip Van Winkle" to contemporary works such as Ernest Gaines' THE AUTOBIOGRAPHY OF MISS JANE PITTMAN.

Course Schedule: Winter Term 1981

DEPT NO	CODE NO	TITLE	CR	DAYS	TIME	ROOM	INSTRUCTOR
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Science

PHY 501	6201	ENERGY AND CONSERVATION	*2/3 or 1	T	6:30-9:30	01n-306	Donin
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The challenges of our current energy problems are the challenges of our schools. The interplay of energy, environment and economics are in the domain of education. The central purpose of this course is to provide each teacher enrolled with a balanced picture of the situation and a variety of curriculum materials which can be immediately used in his/her classroom. Strong emphasis is placed upon elementary and middle school applications. *Credit for the course varies with the completion of a field trip and assignments.

Social Science

SS 524	4201	PSYCHOLOGY OF CLASSROOM MANAGEMENT K-6	1	W	6:30-9:30	Thr-5	Jones
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Examination of why students misbehave and how teachers can create classroom environments which minimize inappropriate student behavior. Focus on methods enabling teachers to work effectively with elementary school students whose behavior remains inappropriate or unproductive within a positive learning environment. Integral to the course is a practicum experience.

SS 530	4903	AMERICAN CHARACTER AND THE REGIONAL MIND: MYTH AND REALITY	2/3	M	6:30-9:30	Thr-5	Willingham
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What does it mean to be an American? Are we a unique people? Is there a common type of American derived from shared experiences? What has been the impact of the diversity of peoples in different geographic settings on the development of a national character? Have distorted self-perceptions of American traits led to the creation of erroneous stereotypes and to faulty public policy? In examining the forces shaping national character, attention focuses on the impact of regionalism and on the interplay of myth and reality in the collective consciousness. The context of the course is historical, but it draws on the findings from the behavioral sciences and uses literary sources where appropriate. The subject matter is presented in a manner to facilitate its application to the secondary classroom setting.

Course Schedule: Spring Term 1981

DEPT NO	CODE NO	TITLE	CR	DAYS	TIME	ROOM	INSTRUCTOR
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DEPT NO	CODE NO	TITLE	CR	DAYS	TIME	ROOM	INSTRUCTOR
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Art

ART 400	5703	DRAWING	2/3	M	6:30-9:30	P-14	Portland
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Development of drawing skills to communicate the complex structural and spatial problems inherent in the human figure within an environment. Emphasis is placed on an objective visual attitude rather than a subjective one. Students are asked to experiment with diverse drawing materials.

PSY 520	4240	TECHNIQUES OF COUNSELING PSYCHOLOGY	1/2	W	5-9	Alt-120	Staff
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(every other week)

Counseling Psychology

PSY 501	4237	ADVANCED GENERAL PSYCHOLOGY	1/2	T	5-9	B-300	Staff
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(every other week)

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. (Taught 3/31, 4/14, 4/28, 5/12, 5/26.)

PSY 535	4241	COUNSELING PSYCHOLOGY 1/2 PROFESSIONAL SEMINAR I	1/2	W	5-9	B-202	Lindbloom
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(every other week)

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, consultation, community resources and referral, program administration, and crisis intervention. Attention will also be given to the development of writing skills needed in community settings. (Taught 4/8, 4/22, 5/6, 5/20, 6/3.)

PSY 511	4238	PHILOSOPHY AND THEORY OF COUNSELING PSYCHOLOGY	1	Th	5-9	B-201	McIlroy
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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.

PSY 540	4242	STRATEGIES FOR BEHAVIOR CHANGE	1	M	5-9	B-202	Lindbloom
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PSY 512	4239	VALUES AND COUNSELING: MODELS OF THE NATURE OF HUMAN FULFILLMENT	1	M	5-9	B-201	Propst
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This course consists of intensive readings in the area of human fulfillment. Models of the nature of the optimal life are drawn from philosophy, religion and psychology. Concerns to be dealt with include the nature of the self, individuality and uniqueness, freedom and responsibility, self-acceptance, creativity, altruism and egotism, non-attachment versus willing, depth psychology.

PSY 542	4243	CAREER DEVELOPMENT AND LIFE STYLE COUNSELING	1	T	5-9	B-201	McIlroy
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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.

PSY 555	4244	DRUGS AND BEHAVIOR	1	T	5-9	B-302	Weber
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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.

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

Course Schedule: Spring Term 1981

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

Course Schedule: Spring Term 1981

Course Schedule: Spring Term 1981

DEPT NO	CODE NO	TITLE	CR	DAYS	TIME	ROOM	INSTRUCTOR
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DEPT NO	CODE NO	TITLE	CR	DAYS	TIME	ROOM	INSTRUCTOR
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PSY 569	4245	RESEARCH DESIGN	1	W	5-9	BPB-137	Staff
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This course will examine advanced experimental design and techniques. Students will learn multivariate analysis and the use of computer applications in the analysis of complex sets of data. The course will also include the preparation of a proposal for a research project to be executed as a Master's thesis.

PSY 579	4250	INTERNSHIP IN SCHOOL PSYCHOLOGY II	1 1/2	Th	5-7	Alb-111	Waksman
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College approval of this course is pending. This course is a continuation of Psychology 578. Students will remain on their internship for the required 20 hours per week. Case histories, tape reviews and seminar presentations will also be part of the student's responsibility.

PSY 571	4246	PRACTICUM IN CHILD AND ADOLESCENT DEVELOPMENT II	1/2	T	5-9	B-202	Waksman
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(every other week)

PSY 581	4251	PERSONALITY ASSESSMENT AND INTERVENTION STRATEGIES	1	M	5-9	Alb-104	Dombroff
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This is the second part of the two-course sequence 570-571. The structure and content of this course will be a continuation of the exploration of child and adolescent development that includes field work, case presentations and tape reviews.
(Taught 3/31, 4/14, 4/28, 5/12, 5/26.)

PSY 573	4247	PRACTICUM IN SCHOOL COUNSELING II	1/2	W	5-9	B-201	Jones
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(every other week)

The course is a continuation of Psychology 572. Students will work in their school counseling placement and be responsible for presenting case histories and tapes for reviews and supervision. Didactic and seminar presentations will also be part of the course structure. (Taught 4/1, 4/15, 4/29, 5/13, 5/27.)

PSY 590	4252	SPECIAL ISSUES IN COUNSELING PSYCHOLOGY	**1/2	T	5-7	B-202	Propst
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(every other week)
(plus arranged)

PSY 574	4248	PRACTICUM IN ADULT DEVELOPMENT AND PSYCHOPATHOLOGY I	1/2	W	5-9	B-202	Lindblom
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(every other week)

Students enrolled in this course will 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. The course will also consist of lectures and readings on anxiety, depression and suicide, psychosomatic and stress disorders, childhood disorders, sociopathy, and sexual deviations. The value assumptions underlying diagnosis and treatment will be examined. Whenever possible, the focus will be on the application of theory to actual cases and techniques for intervention will be emphasized.
(Taught 4/1, 4/15, 4/29, 5/13, 5/27.)

This course requires that students execute a Master's seminar project under the individual supervision of a faculty member in Counseling Psychology. The project would have been proposed and approved during the advanced pro-seminar. The nature of the project may vary considerably and might include experimental or empirical research, a library research paper, the design and implementation of a new program, or the evaluation of an on-going program. The completed project shall be evaluated by the instructor and at least one other member of the Counseling Psychology faculty or a qualified psychologist from the community. (Taught 4/9, 4/23, 5/7, 5/21, 6/4.) **May be taken twice for a total of one credit.

PSY 577	4249	PRACTICUM IN MARRIAGE AND FAMILY COUNSELING II	1/2	T	5-9	B-202	Propst
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(every other week)

This course is a continuation of Psychology 576. Students will remain at their placement site and be responsible for presenting case histories and tapes for review and supervision. Didactic and seminar presentations will also be part of the course structure.
(Taught 4/2, 4/16, 5/3, 5/14, 5/28.)

Course Schedule: Spring Term 1981

DEPT NO	CODE NO	TITLE	CR	DAYS	TIME	ROOM	INSTRUCTOR
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Education

ED 500	5416	RESEARCH METHODS	2/3	Th	7-10	Alb-104	Arch
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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.

ED 501	5417	GUIDANCE AND COUNSELING SKILLS FOR THE EDUCATOR	2/3	M	6:30-9:30	Alb-201.2	Welle
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Awareness and understanding of the helping relationships in the school setting. Exploration of basic concepts of counseling and guidance through practical applications for educators.

ED 504	5418	EXCEPTIONAL CHILD	2/3	T	6:30-9:30	BTh-4	Spier
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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.

ED 505	5419	ADVANCED TEACHING OF READING AND WRITING IN SECONDARY SCHOOLS	2/3	T	6-9	Th-5	Hardt
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Study of strategies for diagnosing and assisting students' reading and writing difficulties in various content areas.

ED 510	5420	ADVANCED TEACHING STRATEGIES: ELEMENTARY	1	T	6-9	Th-6	Clark
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Exploration of alternate teaching/learning styles and continued development processes of goal setting, diagnosis, prescription and evaluation.

ED 520	5421	ADVANCED TEACHING STRATEGIES: SECONDARY: DEALING WITH INDIVIDUAL DIFFERENCES	1	T	6:30-9:30	BTh-3	Tetreault
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The wide range of student diversity is a fact of classroom life with which every teacher must cope. This course explores the effects a student's gender, ethnicity, linguistic ability, special needs and cognitive entry characteristics have on learning. Class sessions cover methods of assessing these variables, adapting general educational goals and methods to individual needs and abilities, selecting and implementing curricula, and developing and utilizing appropriate evaluations. Integral to this course is a practicum experience that involves translating theory into practice within participants' own schools.

Course Schedule: Spring Term 1981

DEPT NO	CODE NO	TITLE	CR	DAYS	TIME	ROOM	INSTRUCTOR
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ED 524	5422	PSYCHOLOGY OF CLASSROOM MANAGEMENT 7-12	1	Th	6-9	BTh-3	Holler
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Examination of adolescent misbehavior and ways teachers can create classroom environments which minimize inappropriate student behavior. Focus on methods enabling teachers to work effectively with adolescents whose behavior remains inappropriate or unproductive within a positive learning environment. Integral to the course is a practicum experience.

ED 533	5423	CRITICAL READING SKILLS	2/3	W	7-10	BTh-3	Ziegelman
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Review and examination of reading comprehension skills. Emphasis on questioning strategies and critical comprehension skills.

ED 543	5424	THE LAW AND PUBLIC EDUCATION	2/3	M	6:30-9:30	BTh-3	Gathercoal
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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.

ED 598	5425	THE DEFEATED LEARNER: READING THE DIFFICULT TO REACH	2/3	W	6-9	BTh-4	Staff
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With all the energy that teachers, counselors, and administrators spend dealing with the difficult, disaffected, and deflated learners, they need more self-confidence and research support in developing more adequate strategies. Participants in this course will examine these theories and strategies, work on self-confidence and personal style, become familiar with the appropriate literature, and develop curriculum and plans for involving more students as active learners and thereby helping to reduce their school dropout rate.

ED 598	5426	MULTI-ETHNIC EDUCATION	2/3	Th	6:30-9:30	BTh-4	Tetreault
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Examination of multi-ethnic education within the context of larger societal and institutional realities. This analysis will be related to the question of how well the schools have served students of various racial, ethnic and socio-economic groups. Specific rationale for and approaches to multi-ethnic education will be critiqued and tested in the classrooms of participating teachers.

Course Schedule: Spring Term 1981

DEPT NO CODE NO TITLE CR DAYS TIME ROOM INSTRUCTOR

ED 616 4907 LELLOOSKA II -
CULTURES COLLIDE:
INDIANS AND TRADERS 2/3 ** Ariel, Wn. lellooska

This course will be presented in three, eight-hour segments. The first will deal with Indian cultures native to Western Oregon and Washington, "the wet side." The second will deal with Indian cultures native to the eastern portion of this region, "the dry side." The third will focus on the era of regionwide change and Indian-white relations. In this last segment, some of the presentations will be keyed to the literature of the time, the personal journals of history makers and observers and the official documents. Material about the Chinook Jargon will be included. The classes will include lectures, question and answer sessions, demonstrations, and examination of artifacts in the lellooska collection. \$75 credit fee.

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April 11
Rivers of Rain, Rivers of
Salmon: The Indians of
Western Oregon and Washington,
Their Lifestyles and Oral
Traditions 9:00am- Additional \$12 fee
5:00pm

April 18
Tribes of the Columbia
Plateau and Great Basin:
Cultural Change and the
Struggle for Survival,
Lifestyles and Oral
Traditions 9:00am- Additional \$12 fee
5:00pm

April 25
The Strangers Come: The
Sunset of Indian Cultures--
New Goods, New Genes, New
Ideas 9:00am- Additional \$12 fee
5:00pm

Foreign Languages

Consult the Lewis & Clark College undergraduate catalog for appropriate Foreign Language courses.

Course Schedule: Spring Term 1981

DEPT NO CODE NO TITLE CR DAYS TIME ROOM INSTRUCTOR

Health & Physical Ed

PE 510 4404 ADAPTIVE 2/3 T 6:30- PSC-10 Evans
PHYSICAL EDUCATION 9:30

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

HPE 550 4405 SCHOOL HEALTH ORGN. 2/3 Th 6:30- Edm-S Staff
AND ADMINISTRATION 9:30

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

Language Arts

LA 515 4706 GROUP PROCESSES 1 W 6-9 Alb-201,2 Lohman
IN THE CLASSROOM +A Weekend Workshop TBA

Examination of the classroom dynamics of task-oriented or problem-solving groups. Issues considered include stages of group development, role emergence, leadership, status and power, interaction patterns, group decision making, conflict management, and approaches to problem solving.

LA 522 4707 CHILDREN'S 2/3 T 7-10 Alb-120 McClain
LITERATURE

Survey of excellent authors' illustrations and books for children; methodology of using trade books in the classroom; motivating children to want to read.

LA 598 4708 INTRODUCTION TO 2/3 Th 6:30- Eng Sem Jacobs/
CANADIAN FICTION 9:30 Room Jacobs

Writers such as Robertson Davies, Margaret Atwood, W. O. Mitchell, and Mavis Gallant have thrust Canada into a new-found prominence in English letters. Short stories and novels by these and other contemporary Canadian authors, along with some older ones (e.g., Morley Callaghan and Malcolm Lowry), will form the core of a course comparing themes and modes in their works with those in French Canadian, American, and British authors. Additionally five films will supplement the written literature.

Science

BIO 598 5802 ECOLOGY FOR TEACHERS *2/3 Th (6) 6-9 B-Brl Clark
or 1 S (4) Field Trips

This course is designed for elementary and middle school teachers who are interested in developing an understanding of ecological interactions among their students. The focus will be on clarifying ecological relationships for class participants and participation in hands-on activities which can be incorporated into curricula for students. Participants will study a variety of microhabitats, over time, and selected elements of an ecosystem (i.e., food webs, limits, populations and succession). The format will include in-class, lab and field experiences. Course assignments center on development of materials for teaching. *Credit variable depends upon additional independent lab and field work.

Course Schedule: Spring Term 1981

DEPT NO CODE NO TITLE CR DAYS TIME ROOM INSTRUCTOR

Social Science

SS 508 4904 PACIFIC NORTHWEST 1 Th 6:30- Thr-6 Beckham
HISTORY 9:30 S (2) Field Trips

Examination of the development of the Pacific Northwest Indian cultures, exploration, fur trade, white settlers, institutional growth, urbanization, resource needs and exploitation, regionalism, cultural changes, and the impact of national events and trends on the region.

SS 529 4905 CONTEMPORARY MIDDLE 2/3 T 6:30- Edm-8 Rassek
EAST: ISSUES AND 9:30 PERSPECTIVES

Examination of three crucial challenges of our times: oil power, the Arab-Israeli conflict, and the Middle East in the Cold War. All three topics are to a great extent interrelated and the course focuses special attention on these areas. The approach will be topical rather than chronological, and each issue will be examined in depth.

BAD WEATHER-EMERGENCY PROCEDURES

Last year we were able to obviate most problems in notifying students and faculty of graduate evening class closure during the bad weather. We used two systems: a telephone tree and afternoon notices on designated radio stations. Both these systems worked effectively and we wish to continue them for the 1980-81 school year.

We are again asking that at the first meeting of class, the instructor set up a telephone tree and make sure everyone understands how it works.

Regarding radio station coverage, we have had commitments from the following radio stations to broadcast graduate/evening class closures between the hours of 2:00 and 5:00 in the afternoon if it is unclear in the morning as to whether evening classes will be held. (Entire College class closure announcements would be made with the daytime class closure announcements in the morning if it is clear at that time that classes will not be held that evening.) Choose the station to listen to that is best for you:

KOAP-FM 91.5
KUPL-FM and AM 98.5 and 1330
KXL-AM 750
KYYI-AM 1520
KVAN-AM (Vancouver) 1480