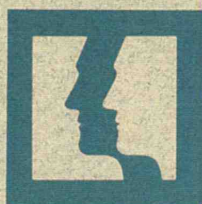

GRADUATE PROGRAMS

LEWIS & CLARK COLLEGE



1983-84

GRADUATE STUDY

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

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

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

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

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

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

Graduate Degree Programs

Lewis & Clark currently enrolls 1,200 students in its graduate division. The college conferred its first degree—Master of Education for teachers—in 1948. Since then it has added masters programs in music, music education, special education/hearing-impaired, counseling psychology, school psychology, and public administration. Degrees now focus on eleven fields, and students may pursue nondegree certification in eight specializations.

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

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

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

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

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

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

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

Master of Education (M.Ed.) in Special Education-Hearing Impaired, for elementary and secondary teachers of hearing impaired children.

Graduate Nondegree Programs

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

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

A specialization program in school psychology is available to students seeking Oregon endorsement in school psychology who already hold a master's degree in a related field. See Counsel-



Paul Magnusson
Associate dean of
faculty for graduate
studies. Ph.D. Univer-
sity of Wisconsin. B.A.
St. Olaf College.

C O U N S E L I N G P S Y C H

The master's degree and certification programs in counseling psychology are designed to prepare highly qualified mental health professionals in counseling, school counseling, and school psychology for employment in schools and in the community. Curricular options also exist for those professionals who would like to concentrate on research and ultimately pursue a doctoral degree.

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

Coursework responds to the realities faced by mental

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

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

Faculty

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

Admission

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

1. A baccalaureate degree from an accredited institution. Minimum standards for admission to the Master of Arts program are an 2.75

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

2. Satisfactory scores within the last five years on the Graduate Record Examination Aptitude Test. The advanced test in psychology is not required. Applicants should realize there is a lag of several months between registering for the G.R.E. and receipt of those scores by the college.

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

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

Orientation

For those persons wishing additional information regarding programs or application procedures, optional orientation sessions are held once each term. It is not necessary to sign up in advance for these meetings. They are intended to allow you to meet the faculty and ask questions.

Waivers & Transfers

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

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

FULL-TIME FACULTY



Michael Stark
Director and associate professor of counseling psychology. Ph.D., M.A. University of California Los Angeles. A.B. Michigan State University.
Gordon Lindbloom
Associate professor of counseling psychology. Ph.D., M.A. University of Oregon. B.A. Northwest Nazarene College.



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



Rebecca Propst

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

Steve Waksman

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

Master of Arts in Counseling Psychology

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

Degree Requirements

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

Required courses:

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

Elective courses:

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

Master of Arts in Counseling Psychology: School Counseling

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

Eligibility for Basic Certification and Degree Requirements

A minimum of 7 credits distributed as follows.

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

Eligibility for Standard Certification and Degree Requirements

A minimum of 14 credits distributed as follows.

Required courses:

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

Elective courses:

Select a minimum of 1/2 credit of electives.

Master of Science in Counseling Psychology

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

Degree Requirements

A minimum of 15 credits distributed as follows.

Required courses:

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

C O U N S E L I N G P S Y C H

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

Elective courses:

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

Master of Science in School Psychology

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

Degree Requirements

A minimum of 18 credits distributed as follows.

Required courses:

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

Elective courses:

Select two courses for a minimum of 1-1/3 credit from the content areas of Learning Problems and Exceptionality and/or Consultation.

Curriculum

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

501*

Advanced General Psychology

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

502*

Introduction to Statistics

Meyer

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

503*

Introduction to Counseling Psychology

McIlroy

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

504*

Child and Adolescent Development

Staff

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

511

Philosophy and Theory of Counseling Psychology

McIlroy

Several major counseling theories (existential, logotherapy, client-centered, gestalt, rational-emotive, behavioral, psychoanalytic). Emphasis will be on clarifying personal philosophical and theoretical views and on developing a balanced counseling view for practical application and implementation of therapeutic techniques. Prerequisites: PSY 501, 503.

512*

Values and Counseling

Propst

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

519

Process and Outcome of Psychology

Stark

ADJUNCT FACULTY

Helena Carlson

Ph.D. University of California at Riverside.

Robin De Vour

Ph.D. University of Portland.

Terry Faw

Ph.D. Vanderbilt University.

Janet Jones

Ed.D. Oregon State University.

Barbara Kane

Ph.D. University of New Mexico.

Spero Manson

Ph.D. University of Minnesota.

Margaret McKeen

Ph.D. University of Oregon.

Glenn Meyer

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

Evelyn Nast

Ph.D. University of Nevada at Reno.

Patricia Neill-Carlton

Ph.D. University of Colorado.

Richard Rosenberg

Ph.D. Emory University.

Lorah Sebastian

Ph.D. University of Oregon.

Ricks Warren

Ph.D. University of Oregon.

Judy Walker Weber

Ph.D. University of Southern California.

ADJUNCT CLINICAL FACULTY

Marueen McGuire
Ph.D. Rensselaer Poly-
technic Institute, New
York.

Dave Nelson
M.S. Portland State
University.

Dan Nickerson
M.A. Stanford Univer-
sity. S.T.M. Andover-
Newton Theological
School.

Miriam Resnick
M.S.W. New York
University.

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

520

Techniques of Counseling Psychology

Staff

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

521*

Program Planning and Evaluation

Staff

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

524*

Psychoeducational Assessment

Staff

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

525

Introduction to Assessment

Lindbloom

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

530*

School Counseling Professional Seminar I

Staff

Several important professional concerns and issues that students will confront in the role of

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

531*

School Counseling Professional Seminar II

Staff

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

535

Counseling Psychology Professional Seminar

Weber

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

540

Strategies for Behavior Change

Lindbloom

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

542

Career Development and Life Style Counseling

McIlroy

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

545*

The Psychology of Exceptional Children

Waksman

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

546

Group Counseling

Nast/Kane

Areas of knowledge related to group work: major theoretical approaches, dynamics, ethical issues, research modes, process components, and impact of personal characteristics on others. Emphasis will be on acquisition of group leader

C O U N S E L I N G P S Y C H

of clients, diagnosing self-defeating behaviors of group members, operationalizing a group counseling model, interpreting nonverbal behavior, pacing, dealing with problem group members, facilitation of group therapeutic forces, use of leader interventions. The course is designed to give practical experience in applying group knowledge and skills. Prerequisites: PSY 511, 519, 520.

547

Family Counseling

Propst

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

548-549

Behavioral Consultation I & II

Waksman

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

550

Gestalt Therapy

Staff

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

552*

Adult Development and Gerontological Counseling

Manson

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

554*

Advanced Personality Theory

Staff

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

site: PSY 501 recommended.

555*

Drugs and Behavior

Weber

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

557

Sexuality and the Health Professional

McGuire

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

558

Clinical Work with Women: Theory and Practice

Resnick

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

559*

The Theory and Treatment of Depression and Stress

Propst

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

560*

Advanced Statistics

Meyer

Advanced statistical principles in experimental design. Topics shall include the design and analysis of factorial experiments, single and multiple analysis of variance, and analysis of covariance. Students will also be expected to attain familiarity with the common computer languages and competence in using the major statistical packages for computers. Prerequisites: PSY 502 or one recent undergraduate statistics course.

561

Research Design I

Meyer

Advanced experimental design and techniques. Students will learn the use of computer

data. Prerequisite: PSY 560.

562

Research Design II

Meyer

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

563

Research Seminar

Propst

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

565*

Perception and Thought

Meyer

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

567*

Learning Disabilities

Sebastian

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

570-571

Practicum in Child and Adolescent Psychology I & II

Waksman

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

572-573

Practicum in School Counseling I & II

Sebastian

School counseling placement and a seminar involving didactic presentations and casework analysis. The course will provide students with skills in implementing a variety of preventative and corrective techniques appropriate to school settings. Specifically, students will be introduced to strategies for improving teacher-student and peer relationships and for assisting teachers to develop functional classroom norms. Students will also develop skills for assisting teachers in analyzing their instructional methods as a means to increase appropriate student behavior. Students will also explore approaches for working with families within the context of the school environment. Prerequisites: PSY 519, 520, 525.

574-575

Practicum in Adult Development and Psychopathology I & II

Staff

A practicum in a community setting which serves clients in need of mental health intervention. The practicum requires actual on-site counseling and participation in related

professional responsibilities at the placement site. Students will write reports on their clients, prepare case histories, and submit audio and video tapes of their counseling for supervisory review. Whenever possible, the focus will be on the application of theory to actual cases. Techniques for intervention will be emphasized. Prerequisites: PSY 519, 520, 525.

576-577

Practicum in Marriage and Family Counseling I & II

Propst

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

578-579

Internship in School Psychology I & II

Waksman

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

580

Intellectual Assessment

Staff

Theory, techniques, and contemporary issues regarding intellectual assessment. The course will focus upon familiarizing the student with a variety of assessment devices (e.g., developmental scales, individual intelligence tests) and procedures (e.g., classroom observation, parent-teacher consultation) through lecture, discussion and demonstration. Intensive training with the Wechsler Intelligence Scale for Children - Revised (WISC-R), involving practice administrations, test interpretations, and report writing, will prepare the student for in-situ, supervised experiences. Prerequisites: PSY 524 or 525, one practicum series, enrollment in School Psychology or M.S. program.

581

Personality Assessment and Intervention Strategies

Staff

Theory, techniques, and contemporary issues regarding personality assessment with children

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

582

Advanced Assessment of Exceptional Children Waksman

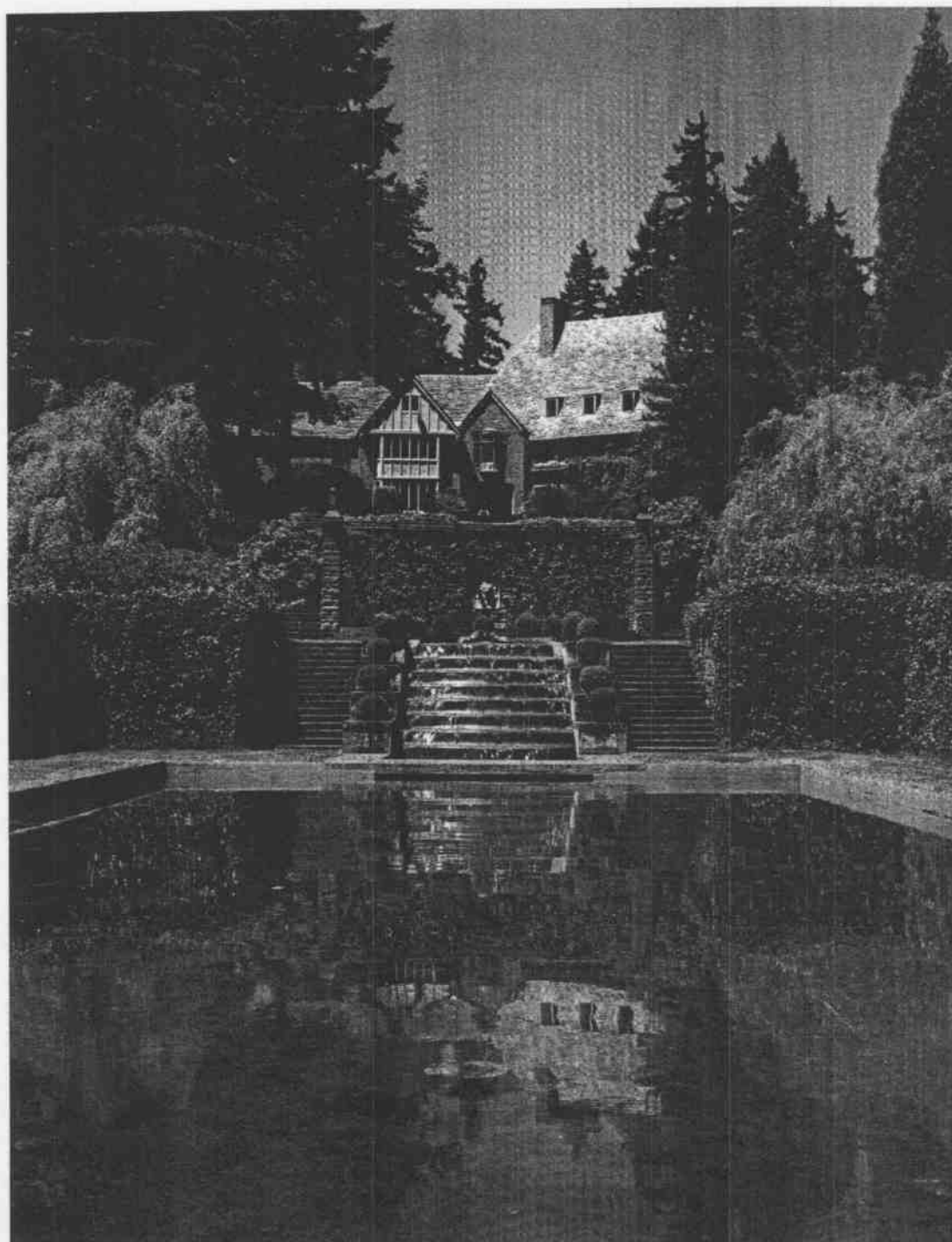
The administration, scoring, and interpretation of achievement, intelligence, personality, and special tests. The course will focus on the

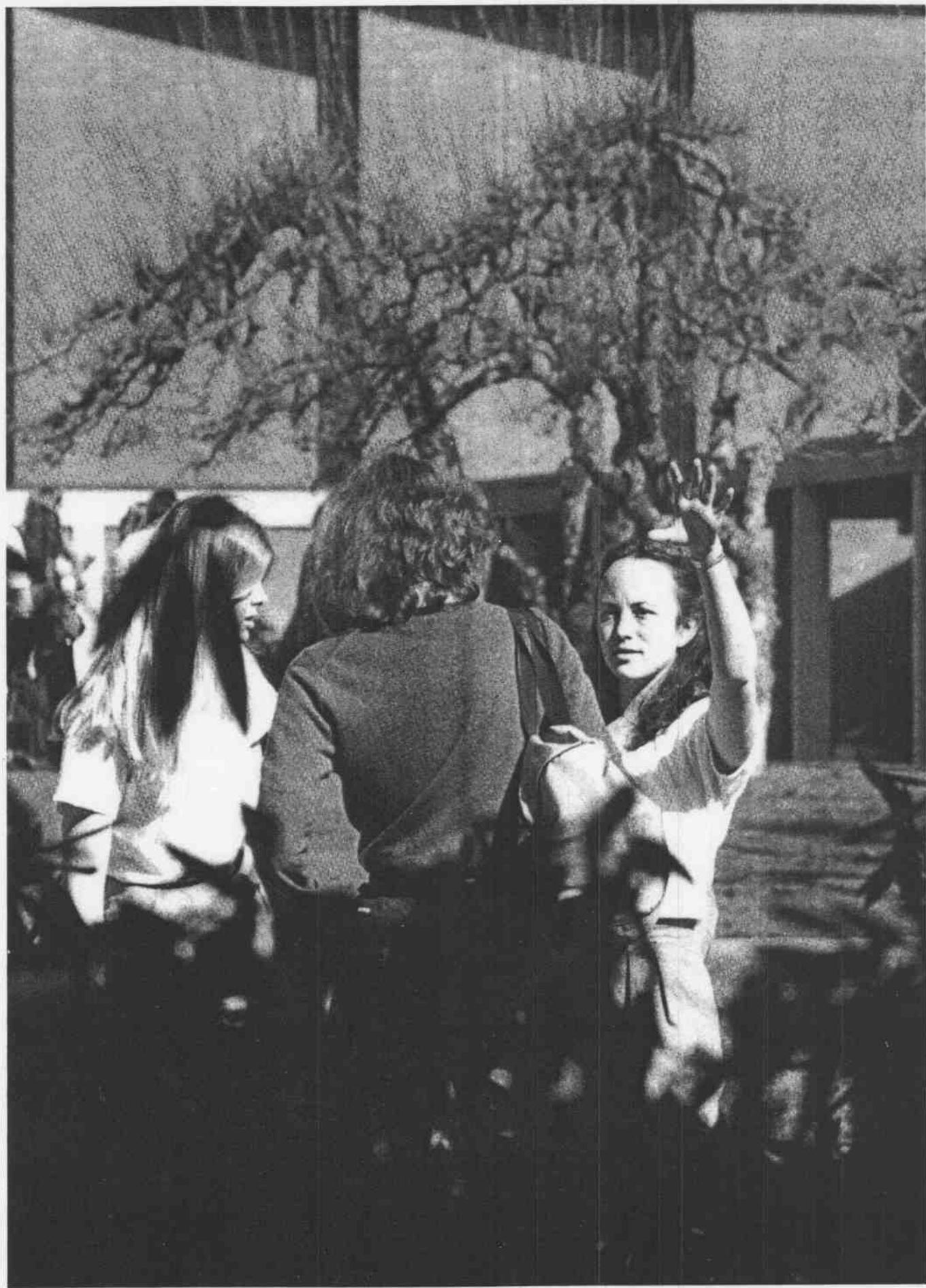
decision processes involved in selecting and using an appropriate battery of assessment instruments and procedures. Seminar sessions will include professional ethics, legal requirements, and testing standards, as well as related research on assessment. Practical administration of these instruments and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

595

Master's Thesis Research Staff

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





EDUCATIONAL ADMINISTRATION

The Educational Administration program focuses on educating leaders, not managers. The program prepares candidates for positions as school vice-principals, principals, superintendents, and administrative support personnel.

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

Classes are kept small, conducted as seminars, and taught by a talented faculty. Current students enthusiastically support the department's flexibility, the many individual

options, and the numerous opportunities to field test concepts taught in class.

A master's degree is a prerequisite for receiving administrative certification from the Teacher Standards and Practices Commission. A joint program with the Public Administration Program allows students to complete a master's degree while satisfying requirements for certification.

Resources for Noncertificate Studies

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

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

Faculty

To achieve a balance of theoretical structure and practical application, the program recruits faculty members from academic circles and

tors. Additional academic faculty drawn on a regular basis from the social sciences, business, and humanities provide a truly interdisciplinary approach to preparing leaders.

Admission

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

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

Note: Meeting minimum entrance require-

FULL-TIME FACULTY



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



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

ADJUNCT AND COOPERATING FACULTY

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

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

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

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

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

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

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

tional admission may be granted to applicants who meet certain admissions requirements at minimal levels, or to those who fall below minimums on one or two criteria if other indicators suggest probable success. Applications should be completed by the college's general admission deadlines for graduate study.

Eligibility for Basic Certification

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

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

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

Eligibility for Standard Certification

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

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

Requirements for Certification Endorsement

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

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

Principal Certification Program

Basic Principal (OAR 584-46-016)

Eighteen and 1/3 quarter hours of graduate

study applicable to the Standard Principal Endorsement, in a commission-approved administrative program for principals including: personnel supervision and evaluation, school law, and budget planning and preparation.

Standard Principal (OAR 584-46-021)

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

Basic Program

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

Required courses:

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

Elective courses (select one):

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

Standard Program

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

Required courses:

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

Elective courses (select one):

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

Superintendent Certification Program

Basic Superintendent (OAR 584-46-019)

Sixteen and 2/3 quarter hours of graduate study applicable to the Standard Superintendent Endorsement in a commission-approved administrative program for superintendents includ-

ing: personnel management; evaluation and negotiation; school law; and business management, budget planning, and budget preparation.

Standard Superintendent (OAR 584-46-024)

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

Basic Program

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

Required courses:

506 Negotiation and Collective Bargaining, 2/3 credit

507 Personnel Management in Schools, 1/2 credit

510 Practicum for Superintendents, 1/2 credit

528 Advanced Economics of Education, 1/2 credit

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

PA 507 Public Policy Analysis, 2/3 credit OR
PSY 521 Program Planning and Evaluation, 1/2 credit

Standard Program

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

Required courses:

503 The School and Its Communities, 1/2 credit

511 Management of Physical Resources, 1/2 credit

512 Policy Development and Implementation, 1/2 credit

513 Leadership Seminar, 1/2 credit

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

ED 500 Research Methods, 2/3 credit

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

PA 533 Communication Skills for Administrators, 2/3 credit

Elective courses (select one):

530 Motivating and Managing Student Behavior, 1/2 credit

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

PA 545 Computer Applications for Administrators, 2/3 credit

PA 550 Cutback Management, 2/3 credit

PA 561 Administrative Ethics, 2/3 credit

Practicum

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

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

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

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

Curriculum

500

Research Methods

Schmuck

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

501

Introduction to School Administration

Schmuck

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

502

Development, Evaluation, and Supervision of Educational Staff

Duke

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

503

The School and Its Communities

Sagor

Developing understanding and awareness of the administrator's role in initiating and maintaining reciprocal growth relationships with various communities in school districts. Particular stress is given to consciously applying

Al Rousseau

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

Richard Sagor

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

Linda Simington

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

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

504

Management of Financial Resources

Katterle

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

505

Formal Organizations and Advanced Administrative Management

Same as Public Administration 505.

506

Negotiation and Collective Bargaining

Hungerford

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

507

Personnel Management in Schools

Rousseau

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

509

Practicum for Vice-Principals and Principals

Schmuck

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

510

Practicum for Superintendents

Duke

Supervised, on-site, pre-designed administrative experience and a campus seminar involving discussions, student presentations, and task analyses. Students will examine their understanding of administrative theory in light of field application of the theory, synthesizing the theory and experience into a holistic interpreta-

tion of educational administration. Activities will vary depending on the site chosen, student interests, and the desired skill development.

511

Management of Physical Resources

Hiserote

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

512

Policy Development and Implementation

Erickson

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

521

Elementary School Organization

Staff

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

522

Secondary School Organization

Staff

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

523

Administration of Small Schools

Isaacson

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

528

Advanced Economics of Education

Katterle

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

530

Motivating and Managing Student Behavior

Duke

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

531

The Teaching-Learning Process and Instructional Improvement

Simington

Application of research on teaching and learning to classroom instruction and instructional leadership. How to adapt instruction to student characteristics and develop systematic staff development programs are stressed. Research on the special needs of students from different cultures will be reviewed. The course is required for those seeking the Standard Superintendent Certificate; it is open to other students with consent of instructor.

533

Communication Skills for Administrators

Schmuck

The communication process as it applies to personal and group effectiveness in a variety of settings. The dynamics of communication in

dyads, small groups, and large groups will be explored. Strategies for improving the efficiency of group problem solving will also be investigated.

543

The Law and Public Education

Gathercoal

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

598

Educational Leadership: Issues of Equity and Affirmative Action

Staff

Same as Public Administration 598.

Interdisciplinary Courses

PA 506

Organizational Behavior

PA 545

Computer Applications for Administrators

PA 561

Administrative Ethics





The Master of Arts in Teaching degree at Lewis & Clark College is for elementary and secondary teachers wishing to integrate their intellectual and personal development with their professional development. When appropriate, teachers may also acquire Oregon Standard Teaching Certification. The program's curriculum continues the tradition of the degree by requiring approximately an equal number of liberal arts and professional education courses.

The elementary program focuses on educational course work and experience appropriate for the teacher of the self-contained classroom, grades pre-primary through nine, and encourages an interdisciplinary examination of subject matter. The objective of the secondary program is to develop exceptional competence in the classroom teaching of one of

several academic disciplines, grades five through twelve.

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

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

Resources for Nondegree Study

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

Admission to these certification programs requires the same process as the M.A.T. admission, except that the Miller Analogies Test or the Graduate Record Examination is not required. Students may enter courses on Special Student status for one term without formal admission, at the discretion of the program director.

Special Programs

In keeping with the department's goal of providing current and challenging professional and intellectual preparation for teachers, the M.A.T. program is introducing three unique

courses which examine research and issues in science and technology. Each course is specifically developed to deal directly with the elementary and secondary teacher's needs, while updating each student's general understanding in the area.

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

In addition to these timely and crucial scientific and technological courses, the program offers computer courses for teachers and requires a course which examines the personal and social dimensions of teaching.

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

Faculty

The M.A.T. faculty is comprised of individuals who believe that a combination of liberal arts courses and education classes build the strongest teachers and educators. All of the full-time faculty have doctorate degrees, as do more than 60 percent of the adjunct faculty. Individuals are selected for their teaching abilities, as well as their scholarship. Special care has been taken to see that "teachers who teach teachers" are among the very best.

Admission

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

FULL-TIME FACULTY



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

Sid Eder
Director of Summer Session and Continuing Studies. Ph.D. Arizona State University. M.Ed. University of Arizona. B.A. University of California at Los Angeles.

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

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

ADJUNCT FACULTY

William Brelje

Director of the Special Education-Hearing Impaired Program. Ed.D. University of Portland. M.A. California State University at Northridge. M.Ed. Lewis & Clark College. B.S. University of Oregon.

Marilyn Cover

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

Donald Dolan

Lecturer in art. M.F.A. Stanford University. B.A. California State University.

Anthony Evans

Associate professor of health and physical education. Ph.D., M.Sc., B.Sc. University of Oregon. D.P.E. St. Luke's College, Exeter, England.

Judith Fawkes

Lecturer in art. M.F.A. Cranbrook Academy of Art. B.F.A. Michigan State University.

Cynthia Green

M.A., B.A. University of Oregon.

Susan Hubbuch

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

development, by expanding their models of teaching, and by increasing their understanding of the importance of an equal education for all students; and (4) have a sense of their own efficacy.

Applicants are also evaluated on the basis of undergraduate and prior graduate work and results of a standardized test designed to measure success potential for graduate study.

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 other indicators suggest probable success in the program.

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

Candidates must submit the following application materials:

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

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

Special Student Status

Applicants who for valid reasons have been unable to supply complete admission information prior to the opening of the term may be

given Special Student status. This status permits a student to study for *one term only* taking a maximum of two Lewis & Clark course credits (ten quarter hours) and is not renewable. Special Student status in no way guarantees subsequent admission to full graduate standing.

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

Advancement to Degree Candidacy

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

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

Academic Advising

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

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

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

Offices and Hours

The Master of Arts in Teaching Program office is located on the first floor of BoDine Hall. The office is open from 8 a.m. to 6 p.m. Monday through Thursday and 8 a.m. to 5 p.m. on Fridays. Offices are not open on holidays, Saturdays, or Sundays. Persons desiring appointments should call Jeri Lynn Boe, administrative secretary, 503-244-6161 x234.

Certification

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

Washington teachers who need a Washington fifth year certificate must submit their Lewis & Clark planned programs of study to the Washington State Department of Public Instruction in Olympia or, if they received the

bachelor's degree from a Washington college or university, to the education program from which they graduated.

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

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

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

Degree Requirements

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

Required education courses:

500 Researching Teaching Goals and Strategies, 2/3 credit

501 Evaluating the Outcomes of Teaching, 1/3 credit

502 The Personal and Social Dimensions of Teaching, 2/3 credit

503 Student Development and Learning, 2/3 credit

504 Individuals in the Classroom, 2/3 credit

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

506 Practicum in Elementary Teaching, 1/3 credit

509 Q.E.D. Seminar, 2/3 credit

Required liberal arts courses:

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

Elective courses:

Two course credits chosen from education or liberal arts offerings.

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

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

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

hours rather than figures that must be reached exactly.

Degree Requirements

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

Required education courses:

500 Researching Teaching Goals and Strategies, 2/3 credit

501 Evaluating the Outcomes of Teaching, 1/3 credit

502 The Personal and Social Dimensions of Teaching, 2/3 credit

503 Student Development and Learning, 2/3 credit

504 Individuals in the Classroom, 2/3 credit

507 Teaching and Learning in Secondary Schools, 2/3 credit

508 Practicum in Secondary Teaching, 1/3 credit

509 Q.E.D. Seminar, 2/3 credit

Required liberal arts courses:

Students must choose one of these options:

1. A minimum of four credits in the area of basic subject matter endorsement (noneducation course numbers)

2. Completion of 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 this requirement.

Elective courses:

Two course credits chosen from education or liberal arts offerings.

Master of Arts in Teaching: Liberal Studies

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

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

Degree Requirements

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

Required education courses:

500 Researching Teaching Goals and Strategies, 2/3 credit

501-599 A minimum of four credits selected from this sequence of courses.

Subject matter courses:

Elementary teachers: A minimum of six credits (at least three at the graduate level) in courses

Christine Moore

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

Susan Kirschner

Lecturer in English.
M.A., B.A. University of Washington.

Anita McClain

Assistant professor of education. Ph.D. Portland State University.
M.Ed. University of Nevada.
B.S. University of Oregon.

Mary McConnell

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

Virginia Neal

Associate professor of health and physical education. M.S. Wellesley College.
B.S. Oregon State University.

Patricia Neill-Carlton

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

Richard Stiggins

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

James Wallace

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

appropriate to individual needs, as agreed in consultation with a faculty advisor.

Secondary teachers: A minimum of six credits (at least three at the graduate level) in courses in the area in which a basic subject endorsement has already been completed.

Graduate Certification and Endorsement Programs

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

1. The Basic Teacher Certification Program leads to the Oregon Basic Teaching Certificate, elementary or secondary, for those students holding a bachelor's degree but no teaching credentials. This is the only teacher education program for post-baccalaureate students which is administered by the Education Department, x283. Contact Bernard Wolff, chairman, Education Department, for admission materials and elementary basic program information, and Richard Steiner for secondary basic program information.
2. The Standard Teaching Certification Program, administered by the Master of Arts in Teaching Program, is for elementary and secondary teachers wishing to obtain an Oregon Standard Teaching Certificate but not an advanced degree.
3. The Basic Subject Matter Endorsement Program, also administered by the Master of Arts in Teaching Program, is for elementary and secondary school teachers who already hold an Oregon Basic Teaching Certificate and who wish only to obtain an additional basic subject matter endorsement.
4. The Basic Reading Endorsement Program is offered by the Master of Arts in Teaching Program as either a separate program or in conjunction with basic and standard teacher certification. Contact Carole Urzua, director of reading program, for program information and advising.

Admission

Application materials for the programs described in 2, 3, and 4 above are distributed at orientation meetings. Admission requirements for these programs are the same as those for the M.A.T. with one exception: applicants are not required to take the Miller Analogies Test or the Graduate Record Examination. See Master of Arts in Teaching admission section for other details.

Program Requirements: Elementary or Secondary Standard Certification

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

Required education courses:

- 500 Researching Teaching Goals and Strategies, 2/3 credit
 - 503 Student Development and Learning, 2/3 credit
 - 504 Individuals in the Classroom, 2/3 credit
- Elementary certification:*
- 505 Teaching and Learning in Elementary Schools, 2/3 credit

506 Practicum in Elementary Teaching, 1/3 credit

Secondary certification:

507 Teaching and Learning in Secondary Schools, 2/3 credit

508 Practicum in Secondary Teaching, 1/3 credit

Required liberal arts courses:

A minimum of four credits selected from liberal arts courses.

Elective courses:

A minimum of two credits selected from education or liberal arts courses.

Program Requirements: Basic Subject Matter Endorsement

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

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

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

Curriculum

500

Researching Teaching Goals and Strategies

Stiggins/Staff

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

501

Evaluating the Outcomes of Teaching

Stiggins/Staff

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

502

The Personal and Social Dimensions of Teaching

Tetreault/Wallace

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

classroom instruction, and the societal and institutional context of teaching.

503

Student Development and Learning

Moore

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

504

Individuals in the Classroom

Neill-Carlton

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

505

Teaching and Learning in the Elementary Schools

Urzua

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

506

Practicum in Teaching

Urzua

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

507

Teaching and Learning in the Secondary Schools

Tetreault/Staff

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

508

Practicum in Teaching

Tetreault/Staff

Implementation of the models of teaching studied in ED 507. Students use their own

classes or work in an arranged placement. Each student will video-tape sessions in which a given model is employed. Segments of tapes will be viewed and evaluated during class sessions. Prerequisite: ED 507.

529

Language Acquisition and Development

Urzua

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

530

Basic Skills in Reading

Urzua

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

531

Preventing Reading Failures

McClain

Current methods for dealing with remediation of disabled readers in the classroom setting.

534

Diagnosis and Correction of Reading Disabilities

Staff

Combined seminar and practicum in the diagnosis and remediation of reading disabilities. The course explores a variety of diagnostic techniques.

539

Advanced Teaching of Reading and Writing in Secondary Schools

Staff

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

576

Researching and Teaching the Language Arts

Urzua

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

577

New Perspectives in the Social Studies

Tetreault

Analyzing the teacher's conceptualization of teaching social studies. Topics will include the historiography of women's history, the presentation of economic and political developments in school texts, the treatment of minorities, and readings in curriculum theory. Social studies curricula which contain new topics and new

ways of organizing knowledge will be presented.

584

Exceptional Child

Brelje

The psychological, social, and educational implications of all areas of exceptionality, including common terminology, characteristic behaviors, teaching strategies, and school programs.

598

Computers for Educators I

Staff

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

Art

ART 400

Twentieth Century Art

Green

Western painting and sculpture of this century. Intensive, analytical study includes Fauvism, Cubism, Dada, Surrealism, and the New York School. Special emphasis is on contemporary developments.

ART 400

Silkscreen

Dolan

Various processes of serigraphy. The course also includes the development of aesthetic directions and technical competence.

ART 400

Weaving

Fawkes

Development of a technical facility, or vocabulary, for on-the-loom weaving. Students make aesthetic decisions for weaving projects of their choice. The course is designed for teachers, beginning and advanced students.

Health and Physical Education

HPE 500

Physiology of Exercise

Evans

The study of exercise as it relates to program development in health and physical education. Applications of theory cover fitness development, women in sports, neuromuscular specificity, warm up, modalities, and posture.

HPE 510

Adaptive Physical Education

Evans

Theoretical information and practical experience in working with exceptional children.

HPE 530

Evaluation in Health and Physical Education

Neal

The uses of measurement and evaluation, the statistical concepts involved, and the selection of measuring instruments.

HPE 554

Methods of Teaching Health Education

Staff

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

HPE 562

Community Health Problems

Staff

The major health issues confronting communities today and processes to deal with the problems. Many of the health problems confronting Americans are preventable but require changes in current life styles. This class will identify processes for promotion of change.

Language Arts

LA 500

Language Acquisition and Development

Same as ED 529.

LA 501

Researching and Teaching the Language Arts

Urzua

Same as Ed 576.

LA 507

Teaching of the Earlier British Authors

Staff

The teaching of pre-twentieth century English literature, including models for dealing with Shakespeare, Defoe, Fielding, and Dickens. Specific attention is paid to historical contexts, to changes in the language, and to literary and cultural traditions.

LA 508

Women in Literature

Kirschner

The portrayal of women in literature by male and female authors. The course will examine various myths and realities concerning "women's place." Students will read authors who, in their writings, question traditional values and assumptions about women.

LA 522

Child and Adolescent Literature

McClain

Authors, illustrators, and books for children and adolescents; methodology of using trade books in the classroom; and motivating children to read.

LA 530

Writing and the Writing Process

Hubbuck

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

through firsthand experience, introduce them to techniques that can be used in their own classrooms.

Science and Science Education SCI 500

Current Topics in Science and Technology
Staff

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

SCI 501

Science and Technology Education Strategies and Curricula

McConnell/Staff

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

SCI 502

The Nature of Science and Technology Education
McConnell/Staff

Research on the development of scientific and technological literacy and the goals of science and technology education. The course will cover knowledge, skills, understanding, and propensities toward acting out scientific and technological understanding. Another component will be the manner in which the goals of science education differ for the science-career bound student and those needing scientific under-

standings for more socio-political decisions. The course will meet at Oregon Museum of Science and Industry.

SCI 598

Computers for Educators II
Staff

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

Social Studies

SS 500

New Perspectives in the Social Studies

Same as ED 577.

SS 598

The City in Modern America

Wallace

Historical perspectives on the modern city; the impact of city life on various sub-groups such as women, children, the elderly, the poor, and minorities; urban issues in politics, economics, housing, transportation, planning, education, and the media; various efforts to reform city life; the impact of current political and economic trends on cities and their populations.

SS 598

Teaching Citizenship (K-12)

Cover

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





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

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

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

The Center for Electronic Music serves the School of Music as a teaching lab studio and serves community artists as a resource for composers, choreographers, and others. The World Music Program features the only Javanese Gamelan in the Northwest. This roomfull of floor instruments, each a work of art, is played by many people at once. Students, city residents, and faculty can join gamelan playing groups beginning by learning the easy basics. Classes in African, Asian, and Middle Eastern music and lessons on the Japanese koto and shamisen are also available.

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

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

Resources for Nondegree Students and Special Programs

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

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

A new performance option is available for talented students. The Palatine Hill Symphony,

recently formed under the direction of the director of the School of Music, bridges the gap between college orchestras and large professional symphonies. Its performers are a mix of professional musicians and gifted students.

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

Faculty

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

Admission

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

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

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

FULL-TIME FACULTY



Jerry D. Luedders
Director of the School of Music. M.M. Indiana University. B.M.E. University of Michigan. Additional study Harvard University and Paris Conservatory.

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

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

Lee Garrett

Associate professor. D.M.A. University of Oregon. M.M. Indiana University. B.M. Colorado State University. Frequent Northwest recitalist. Additional studies with leading American and European organists including Anton Heiller.



Edith Kilbuck

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

Vincent McDermott

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

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

Placement Examinations

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

Test: Music History

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

Test: Theory, Musical Styles, Analysis

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

Comprehensive Examinations and Master Thesis

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

Program: Master of Music Education

This program gives the candidate extended knowledge, understanding, and skills which contribute to professional effectiveness as a

teacher-musician in elementary and secondary schools. A Master of Music Education fulfills all requirements for Oregon standard certification.

Admission Requirements

1. A Bachelor of Music Education or equivalent degree.
2. Teaching experience or evidence of demonstrated aptitude.
3. Interview with the director of the School of Music or graduate advisor.

Requirements for the Major in Music

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

Required courses:

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

Elective courses:

Select music electives for a total of 1 credit.

Cognate field (education):

- ED 503 Student Development and Learning, 2/3 credit
- ED 504 Individuals in the Classroom, 2/3 credit
- ED 505 Advanced Teaching of Reading and Writing in Secondary Schools, 2/3 credit
- ED 514 Advanced Teaching Strategies: Elementary Music, OR ED 524 Advanced Teaching Strategies: Secondary Music, 1 credit

Cognate electives:

Select elective(s) from graduate education offerings totalling 2/3 credit.

Program: Master of Music in Performance

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

Admission Requirements

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

Residence Requirement

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

graduate committee. The program listed here, however, is typical.

Requirements for the Major in Performance

A minimum of 11 credits distributed as follows.

Required courses:

Applied lessons (major instrument), 3 credits
Ensemble, 1 credit

Chamber music, 1 credit

Recital, 1 credit

Cognate field:

A total of 3 credits selected from music history/literature, theory/composition, or conducting.

Elective courses:

A minimum of 2 credits in elective courses.

Program: Master of Music Composition

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

Admission Requirements

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

Residence Requirement

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

Requirements for the Major in Composition

A minimum of 11 credits distributed as follows.

Required courses:

Composition, 3 credits

Recital, 1 credit

Cognate field:

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.

Elective courses:

A minimum of 2 credits in electives.

Curriculum

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

421, 422, 423

Advanced Composition

McDermott

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

431

Psychology of Conducting

Luedders

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

461

Baroque Music

Pauly

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

462

Music in the Classic Period

Pauly

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

469

Seminar in Music Research

Pauly

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

495

Piano Pedagogy

Tholen

The relationship of theoretical knowledge and expressive technique to the art of making music and to the communication of clear musical thought. Informal discussions, lesson planning and practice teaching are designed to outline useful presentation techniques. The course covers fundamentals of harmony necessary for the analysis of music, basic technical exercises, sight reading and listening skills, and general principles of pedagogy.

Ann Schaffert Miller

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

Reinhard G. Pauly

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

Richard Poppino

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

Gilbert Seeley

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

ADJUNCT FACULTY

Dan Balmer

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

Sally Benson

Voice. M.A. University of Oregon.

Sylvia Cary

Music education. Ph.D. University of Oregon.

Robert Coburn

Electronic music. M.A. University of California at Berkeley.

Niel DePonte

Percussion. M.M. Performance Certificate, Eastman School of Music. Principal percussionist, Oregon Symphony Orchestra.

Mark Eubanks

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

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

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

Dora Haslett
Piano. M.M. University of Portland.

Martha Herby
Flute. M.M. Eastman School of Music.

Herman Jobelman
String bass. Principal bass, Oregon Symphony Orchestra.

Larry Johnson
Horn. M.M. Cleveland Institute of Music.

Frederick Korman
Oboe. Principal oboe, Oregon Symphony Orchestra.

Ian Mitchell
Guitar. M.A. Western Washington University.

James O'Banion
Trumpet. M.M. Indiana University.

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

Robert Wagner
Clarinet. Professor emeritus, University of Oregon. Past president, College Band Directors National Association.

Dawn Weiss
Flute. Principal flute, Oregon Symphony Orchestra.

Marc Wolters
Trombone. Principal trombone, Portland Opera Orchestra.

India Zerbe
Cello. Principal cello, Oregon Symphony Orchestra.

599

Independent Study

All music faculty

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

Performance

511-517

Chamber Music

Music Faculty

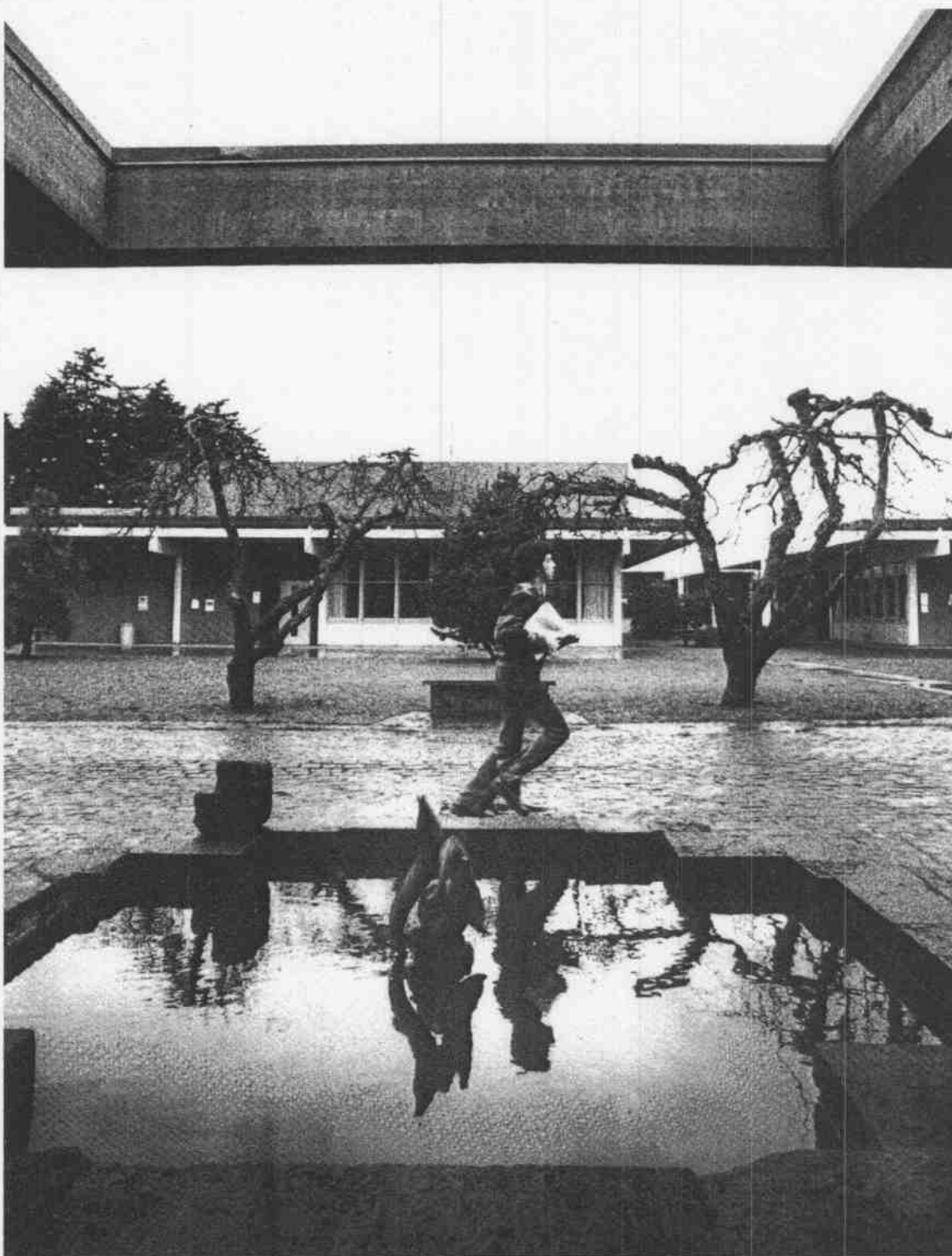
Woodwinds, brass, percussion, jazz, keyboard, strings, guitar.

571-591

Applied Music Lessons

Music Faculty

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



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

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

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

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

Most courses are offered on weekday evenings, to accommodate the schedules of working administrators. Each term the M.P.A. program also offers intensive seminars. This format permits the use of distinguished visiting scholars and practitioners who cannot be freed from prior commitments for an extended period of time. These seminars, conducted during a weekend of concentrated class work, begin with a meeting one month earlier in which the topic is introduced and reading and writing assignments are made.

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

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

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

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

Resources for Nondegree Study

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

Program in Planning and Policy Analysis for Recent College Graduates

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

A limited number of students are accepted each year to undertake a focused program of study that includes the following: 1) at least 11 1/3 credits (equivalent to 53 quarter hours) of course work, with heavy emphasis on program planning and policy analysis skills; 2) at least 3 credits (15 quarter hours) of supervised internship, including residence in an agency in Scotland or Victoria, British Columbia; and 3) a

LEWIS & CLARK FACULTY



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



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

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

final policy paper. The program begins in the summer of each year and is designed to be completed in 15 months of study.

Off-Campus & International Programs

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

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

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

Special Programs

The Executive Seminar Program provides advanced study opportunities for a small group of executives from industry and government. Participants examine issues and the decision-making process relating to selected natural resource policy questions. The 1983-84 seminar series will focus on wilderness allocation policy, West Coast off-shore oil and gas exploration and development, and water allocations. Admission to this program requires agency sponsorship and the consent of the director.

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

Faculty

A diverse selection of instructors with expertise in their subject matter exposes students to varied disciplines and methodologies. Practicing professionals, visiting scholars, nationally recognized specialists, and adjunct faculty-practitioners complement the resident faculty of the M.P.A. program. In any given term students may find courses offered by the personnel director of a local governmental agency; the chairperson of Lewis & Clark's political science, business and administrative studies, educational

administration, or public administration department; or a distinguished visiting scholar in urban planning from Edinburgh, Scotland.

Admission

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

To become a degree candidate, the student must:

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

Recent college graduates who apply under the Program Planning and Policy Analysis option must complete their applications in time for the spring admissions meeting. Students wishing to pursue the policy analysis option are not required to have a least three years of work experience and to complete three graduate courses before applying for admission. However, they must meet all other admission requirements.

Special Admission

The Public Administration Program may consider admission to degree candidacy for individuals who do not have a bachelor's degree but who have an extensive record of successful and significant practical experience in public management. Persons meeting this criterion are evaluated by a special committee of program faculty and outside reviewers.

Degree Requirements

Students are expected to gain exposure to a spectrum of administrative procedures, skills, styles, and policies through their courses of study leading to the M.P.A. degree. Six of the 17 courses required for the degree are electives, allowing each candidate to tailor the program to personal needs and interests. Degree requirements are distributed as follows.

1. Successful completion of 10 core courses:

Douglas Egan

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

G.H. Maltersdorff

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

Patricia A. Schmuck

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

500, 501, 502, 503, 504, 505, 506, 507, 508, and 509.

2. Successful completion of one of the following: 513, 515, or 517.

3. Successful completion of six elective courses, including no more than two independent study courses.

Requirements for the Planning & Policy Analysis Option

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

1. Successful completion of six core courses: 503, 504, 505, 506, 507, and 509

2. Successful completion of 511, 542, 572, and two courses in Scotland or Victoria, B.C.

3. Successful completion of the planning core: 571, 577, 578, 579, 599, and two internships (one domestic and one comparative).

Curriculum

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

Core Requirements

500

Library and Policy Research Skills

Morgan

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

501

Administration in Government

Balmer

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

502

Economic Context of Administration

Mattersdorff

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

503

Public Budgeting

Morgan

The history of public budgeting; the strengths and weaknesses of line item, performance, program, and ZBB formats; and the characteristics of the budgeting process which help to shape the behavior of the actors and the final outcome. Extensive use of simulations gives students some practical budgeting experience.

504

Administrative Law

Collins

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

505

Formal Organizations and Advanced Administrative Management

Egan

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

506

Organizational Behavior

Staff

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

507

Quantitative Methods

Staff

The basic tools that an administrator needs to be able to evaluate the effectiveness of an agency's programs: research design, methods of data collection, data analysis, and planning and presenting an evaluation. Prerequisite: Successful completion of a statistics course within the last five years.

508

Administrative Ethics

Morgan

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

509

Capstone Course

Morgan, Duke

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

Governmental Context

510

Studies in Politics and Administration

Staff

Specific course content varies from term to term.

511

Administration and the Policy Process

Kapsch

Topics include the role of models for policy analysis, rationalism, incrementalism, innova-

DISTINGUISHED VISITING PROFESSORS

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

Ian H. Adams

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

Richard Chapman

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

Stefan Kapsch

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

Frederick A. Kistler

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

Henry B. Mayo

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

Daniel M. Ogden, Ph.D.

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

Peter Steinberger

Ph.D. University of California at Riverside. B.A., M.A. Fordham University. Associate professor of political science, Reed College.
C. Dwight Waldo
 Ph.D. Yale University. M.A. University of Nebraska. Albert Schweitzer Professor Emeritus, Syracuse University.
Philip J. Welham, Ph.D., M.A., B.A. University of Edinburgh. Lecturer, Heriot-Watt University.
Don S. Willner
 J.D., B.A. Harvard University. Partner in Portland law firm of Willner, Bennett, Bobbitt & Hartman specializing in labor law; formerly an Oregon state senator.
David Yaden
 Ph.D. candidate Claremont College. A.B. Portland State University. Formerly special assistant to the Secretary of Transportation; president of Yaden Associates, Inc., a public opinion research firm; legislative assistant to former U.S. Senator Maurine B. Neuberger and U.S. Congressman Don Bonker.

tion, elitism, interest group theory, the policy-making process, and policy evaluation.

512

Metropolitan Politics

Staff

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

513

Legislative Politics

Staff

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

514

Governments and Their Publics: A Study of Interaction

Staff

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

515

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

Balmer

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

516

Comparative Public Administration: Program in Edinburgh, Scotland

Staff

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

517

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

Balmer

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

Content of Public Policy

520

Studies in Public Policy

Staff

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

521

Public Regulation of Business

Staff

This course provides an overview of the basic components of American domestic economic policy with a focus on present political

processes, major agencies, and their responsibilities.

522

Natural Resources Policy

Staff

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

523

Human Services

Staff

Emphasis is on the health care field policy and practices.

524

Northwest Energy Policy

Staff

The setting as hydroelectric power developed in the Pacific Northwest, the hydro-thermal plan and NEPP later modified by new factors and actors and challenged by financial and environmental problems, and resolved by the 1980 Regional Power Act and again challenged by old pressures.

Personnel Relations

530

Problems in Personnel Management

Staff

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

531

Personnel Administration

Staff

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

533

Communication Skills for Administrators

Pascarelli

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

534

Collective Bargaining: Advanced Labor Law

Willner

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

535

Federal Personnel Policies

Kistler

Implementation of civil service reform and evaluation of the federal personnel system after

reform as it strives for governmental efficiency and effectiveness.

Quantitative Methods

541

Accounting for Administrators

Reding

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

542

Systems Analysis/Operations Research

Staff

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

543

Statistics and Their Uses

Staff

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

545

Computer Applications for Administrators

Staff

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

Administrative Management

550

Studies and Current Developments in Administrative Management

Staff

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

553

Organization Development

Lasagne

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

554

Managing Not-for-Profit Organizations

Propp

The not-for-profit human service agency setting, including working with a policy board, volunteer/staff relations, personnel administra-

tion, budgeting, fund raising, public relations, and the need for long-range planning.

Policy Analysis

571

Zenk

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

572

The American Regime

Holton

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

577-579

Integrative Policy Seminar

Holton

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

596

Thesis

Staff

Independent research under faculty supervision integrating program coursework. Students make presentations to faculty and to their peers.

597

Internship

598

Special Studies

Courses designated as 598 are nonrecurring or experimental courses.

599

Independent Study

Law School Courses

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

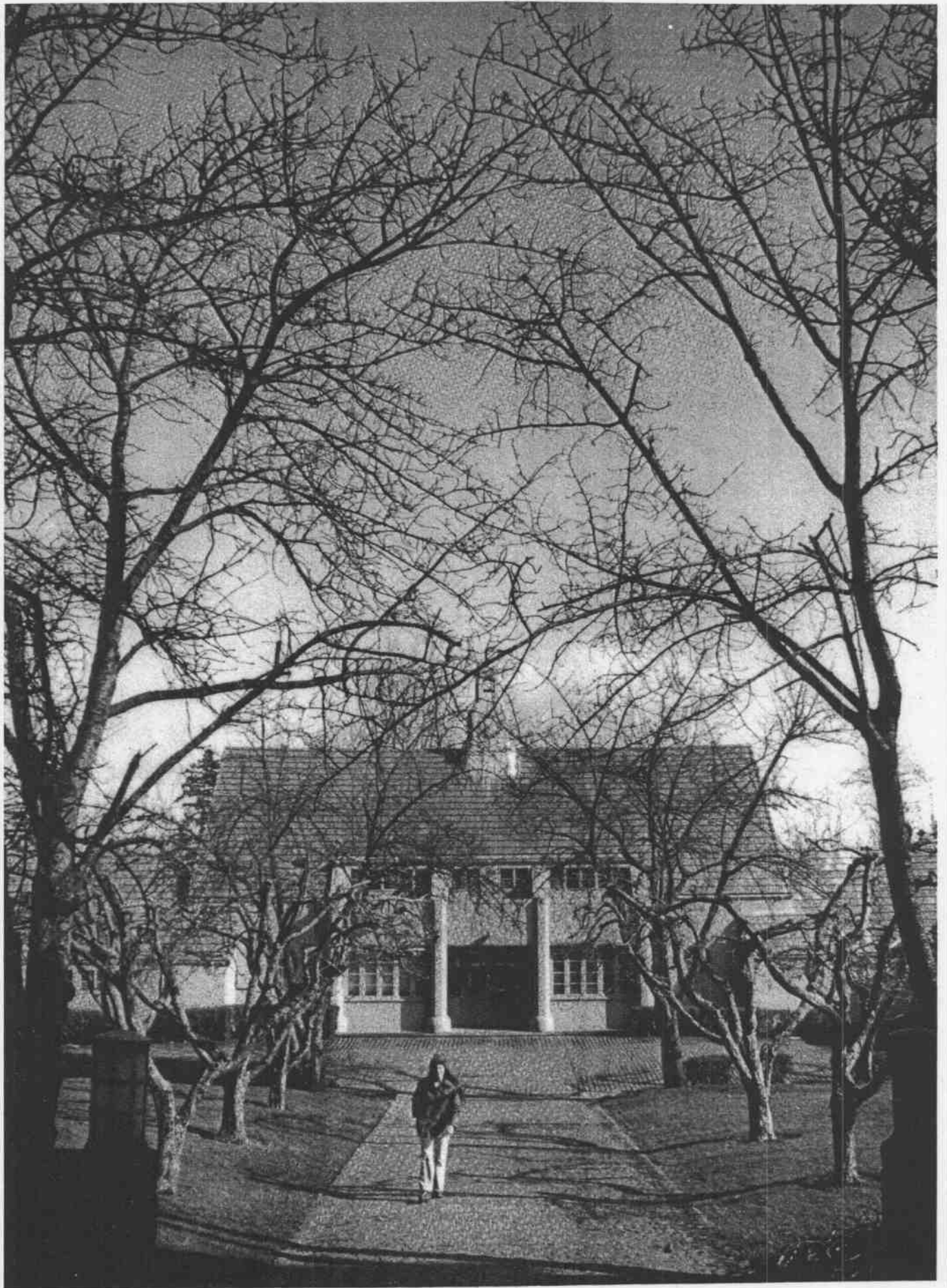
Environmental Law I

Employment Discrimination

Oil and Gas Law

Public Lands Law

Water Law



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

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

teacher of the hearing impaired and a Provisional Certificate from C.E.D.

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

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

More than \$1.1 million in federal grant money has been received over the years to assist the program. A limited number of federally-funded stipends may be available to students. Acceptance into the program automatically qualifies the student for stipends, if available.

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

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

Resources for Nondegree Study

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

During 1981-82, more than 1,000 individuals were involved in some professional growth

activity offered through the Special Education-Hearing Impaired Program.

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

Faculty

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

Admission

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

Programs of Study and Degree Requirements

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

FULL-TIME FACULTY



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

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

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

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

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

Curriculum

501

Psycho-Social and Educational Foundations of Deafness

Brelje

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

505

Communications Systems I

Bullard

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

506 or 507

Communication Systems II: Elementary or Secondary

Bullard

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

515

Methods of Developing Language for the Hearing Impaired I

Bullard

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

516 or 517

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

Bullard

A continuation of 515; patterns of language

development and methods and materials used to teach the deaf; practicum experience. 1 credit.

520

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

Charuhas

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

525

Audiology II: Audiological Testing

Young

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

530

Curriculum and General Methods of Teaching the Hearing Impaired

Brelje

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

536

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

McAllister

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

537

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

Lorenzen

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

540

Directed Observation

Staff

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

546 or 547

Student Teaching: Elementary or Secondary

Staff

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

580, 581, 582

Sign Language: Beginning, Intermediate, Advanced

Staff

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

ADJUNCT FACULTY

Peter A. Charuhas

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

Judy Lorenzen

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

Robert McAllister

Instructor. M.A.
Pacific University. B.S.
Portland State
University.

Larry Petersen

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

Norton B. Young

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

Lewis & Clark believes that graduate study is a serious undertaking, one which demands an intense commitment from students and faculty alike.

Thus, the college establishes policies and procedures to assure that the highest possible standards are met, while providing some guidelines that help define a common graduate experience at this institution.

Policies and procedures at Lewis & Clark are not static. They are adapted as student needs change, as new problems and solutions are identified, and as the graduate faculty and students themselves set and seek ever higher standards. A degree or certification candidate may anticipate that basic expectations will remain consistent throughout the individual's program of study. However, since their primary

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

Admission to Graduate Study

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

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

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

Admission of International Students

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

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

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

The college does not offer financial aid or assistantships to graduate students, and international students are not eligible for loans. Thus, international students must prove their ability to support themselves financially while at Lewis & Clark College. They should request a Certificate of Financial Responsibility from the foreign student advisor. The completed form and documentation verifying resources (bank statement, scholarship letter) should be returned to the Foreign Student Office, Lewis & Clark College, Portland, Oregon 97219. Since there is no on-campus housing for graduate students, they should expect to have \$5,500 for living expenses in addition to approximately \$5,000 for tuition for the calendar year.

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

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

Students who do not have sufficient skills in the English language may apply to the Institute for the Study of American Language and Culture, Lewis & Clark College, Portland,

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

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

Admission Deadlines

Applications must be completed by the following deadlines.

Fall 1983 admission: Apply by July 1, 1983.

Winter 1984 admission: Apply by November 1, 1983.

Spring 1984 admission: Apply by February 15, 1984.

Summer 1984 admission: Apply by May 10, 1984.

Fall 1984 admission: Apply by July 1, 1984.

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

Admission Appeal Process

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

Upon receipt of a letter denying admission, the applicant should contact the director of the program into which he or she sought admission. The director will convey to the applicant the reason(s) for the Graduate Admission Committee's decision and explain the appeal process. If for any reason the applicant wishes to seek information about the reason(s) for denial or the process of reapplication from the chair of the committee—the associate dean of faculty for graduate studies—he or she may do so.

Student Status

Special Student

A Special Student is defined as:

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

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

Degree/Certificate Seeking Student

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

Advisors

The director of each graduate degree program is

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

Sequential Responsibilities of Candidates in a Master's Degree Program

These steps apply for all degree programs.

1. Apply for admission to graduate study.

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

2. Design a formal study program with an advisor.

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

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

3. Complete the Approved Course of Study.

4. Apply for the degree.

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

Advancement to Degree Candidacy

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

The following steps are taken during the review:

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

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

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

Credit System

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

Transfer of Credit

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

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

Graduate Tuition & Fees for 1983-84

The cost of course work at Lewis & Clark is slightly more than at a state-supported institution. Costs for the 1983-84 academic year are listed below.

1 L&C credit: \$404 (5 quarter hours)

2/3 L&C credit: \$269 (3 1/3 quarter hours)

1/2 L&C credit: \$202 (2 1/2 quarter hours)

1/3 L&C credit: \$135 (1 2/3 quarter hours)

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

Refund Policy

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

Special Fees

The following fees apply only to graduate students:

Application to graduate study: \$15

Graduation fee: \$25

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

Late registration: \$5

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

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

Financial Assistance

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

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

Full-Time Student Status

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

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

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

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

Registration

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

Course Numbering System

100-299

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

300-499

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

500-599

Graduate courses

600-649

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

650-699

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

Note: No more than two L&C course credits (10 quarter hours) of 600-649 course work may apply to a graduate degree or certificate.

Students should check with their program advisors before enrolling in any continuing studies course to determine whether the course desired will apply to their planned program.

Calendar

1983-84 Academic Year	Fall	Winter	Spring	Summer
Registration	September 12	January 2	March 26	
Classes begin	September 13	January 3	March 27	
Late registration fee (\$5) applies	September 13	January 4	March 27	
Last day to register, 4 p.m.	September 23	January 16	April 6	
Last day to select CR/NC or grade	September 23	January 16	April 6	
Degree application deadline	September 15	November 15	February 1	May 15
Last day to make up incompletes	October 21	February 13	May 4	
Last day to withdraw	October 21	February 13	May 4	
Last day of classes	November 23	March 16	June 7	
Commencement			June 11	
1984 Summer Session	Term I	Term II	6-Week	8-Week
Classes begin	June 18	July 16	June 18	June 18
Classes end	July 13	August 10	July 27	August 10

Note: Consult the Summer Session Bulletin for schedule details.

Grading System

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

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

Grading Policy

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

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

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

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

Incomplete Grades

All work should be completed by the end of a college term. An Incomplete grade means that a final grade is postponed due to illness or other providential cause. This designation may be replaced by a letter grade if the work is completed within 30 class days of the next term in which the student enrolls. In no case may the Incomplete designation be changed after three years. Incompletes are not calculated in the grade point average.

Course Waivers

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

1. By a written or oral examination by a professor in the area in which competence is to be tested (with permission of instructor).

2. By demonstration of skill, behavior, or other knowledge which clearly reveals mastery in the area in which competence is to be tested.

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

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

Thesis

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

Residence

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

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

Degree Application and Conferral

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

Fall graduation: September 15.

Winter graduation: November 15.

Spring graduation: February 1.

Summer graduation: May 15.

Degrees are conferred at the end of each term. Commencement ceremonies are held once a year in June for August, November, March, and June graduates.

A student intending to complete a program in August may participate in June commencement exercises if the degree application is submitted by February 1.

Summer Session

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

Continuing Studies

The college provides continuing education courses, workshops, and conferences throughout the year. Included are educational experiences on and off campus for educators, counselors, public administrators, business managers, musicians, and other professional groups. Optional graduate credit offered through selected offerings may be applied to graduate programs, not to exceed two Lewis & Clark course credits (10 quarter hours). Students admitted to graduate degree or certification programs should consult with their advisors before enrolling in any continuing studies course to determine whether course credit will apply to their programs. (See "Course Numbering System" for details.) For specific information about 1983-84 programs, phone or write the Continuing Studies Office.

Emergency Information

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

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

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

Bad Weather Emergency Procedures

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

Accreditation

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

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





Registrar

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

Cashier

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

Bookstore

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

Library

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

Policies

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

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

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

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

Circulation Services

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

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

Reserve Books

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

Copying Services

If you wish to make paper copies, two copying machines are available adjacent to the reference desk on the third floor. Each machine costs 5¢ per copy.

Paper copies may also be made from microfilm or microfiche. A microfilm reader-printer and microfiche reader-printer are located in the periodicals reading area. Each machine costs 10¢ per copy.

Interlibrary Loan Service

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

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

New Book Collection

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

Dialog

Students and faculty may request an on-line literature search through Dialog at the library. Dialog provides access to more than 100 data bases in all disciplines. Most data bases are on-line versions of paper indices, such as *Psychological Abstracts*, *Chemical Abstracts* and *Biological Abstracts*. An on-line search is particularly helpful when you are researching a complex

issue with several major topics or doing comprehensive research which involves a thorough search through years of indexes. A librarian will interview you to ascertain your needs and construct a search strategy, then perform the search on a terminal in the library. The results are a lengthy bibliography of articles pertinent to your topic. If you feel such a search would benefit you, complete the questionnaire available at the reference desk and a reference librarian will assist you. In some cases there will be adequate material available to you without a computer search. The reference librarian can help determine that. This service is provided free.

Audio-Visual Services

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

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

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

Literature Searching Assistance

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

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

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

Allow plenty of time for the research process. You will need time for your scheduled appointment, time to obtain the identified

material, and time to digest the information you find.

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

Computing Services

Computer services at Lewis & Clark are designed to meet a range of needs and to provide a multitude of services for students and faculty. There is no charge to students for course-related computer activities. Programs include a text editor, often used to prepare papers; other packages such as a Statistical Package for the Social Sciences (SPSS); and assorted programs contributed by members of the community. In addition, the VAX system accepts programs in the languages of Basic, Fortran, Pascal, and Cobol.

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

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

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

For further information about computers on campus visit one of the terminal rooms or phone x230.

Writing Skills Center

The Writing Skills Center provides individual writing instruction in the form of one-to-one conferences with a tutor. The staff encourages students to seek help on papers and assignments for regular courses. Available to any Lewis & Clark student, the service is staffed by two professional writing instructors and carefully selected student tutors. The center is located in Albany 103 and is open from 9 a.m. to 5 p.m. weekdays. To make an appointment, phone x252.

Math Skills Center

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

Duplicating Services

The Duplicating Center (print shop) offers a

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

A plain paper copier and a ditto or spirit duplicator are available on a self serve basis for simple or quick jobs. Coin operated photocopy machines are located on the main floor of the library, in the Biology/Psychology Building, and at the Information Desk in Templeton College Center.

For additional information, phone x380.

Food Services

College food services are operated by Saga, Inc. Fields Dining Room, located in Templeton College Center, is the main dining room for resident students. Breakfast, lunch, or dinner meal tickets may be obtained from the Saga Office, x540. In addition, full-time students can take advantage of three meal plans. Details may be obtained from the Business Office, Residence Halls Office, or Saga. Weekday meal hours are: Breakfast, 7-8 a.m. Continental breakfast, 8-8:30 a.m. Lunch, 11:30 a.m.-1:15 p.m. Dinner, 4:30-6:15 p.m. Saturdays: Breakfast, 8-8:30 a.m. Continental breakfast, 8:30-9 a.m. Lunch, noon-1 p.m. Dinner, 5-6 p.m. Sundays: Brunch, 11 a.m.-1 p.m. Dinner, 5-6 p.m.

The Trail Room, adjacent to the Bookstore in Templeton, offers a variety of foods throughout the day and evening. During the school year hours are: Monday-Thursday, 7 a.m.-10 p.m. Friday, 7 a.m.-9 p.m. Vacation schedules vary; for information phone x539.

Athletic Facilities

All college athletic facilities are available to graduate students at no charge. Pamplin Sports Center has three Tartan-surfaced basketball courts, a carpeted weight training room, three squash courts, saunas, and locker rooms. Adjacent to the gym is the 25-yard swimming pool with one-meter and three-meter diving boards.

Griswold Stadium has an eight lane, quarter mile, all weather track. Completing the sports facilities are six tennis courts, a practice field and the Huston Sports Complex, with additional space for baseball, softball, soccer, and intramural sports.

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

Health Services

Located on the lower level of Templeton College Center, the infirmary provides a variety of health services. Comprehensive services are available for all full-time students who live on or off campus. For information regarding eligibility for a variety of services, phone the Dean of Students Office, x270.

Emergency Procedures

In any emergency involving the health of a Lewis & Clark student, phone x280. Whenever possible it is best to allow the Security Office, x340, to coordinate responses to an emergency.

An officer will respond directly and call in necessary assistance from the infirmary or an ambulance.

Counseling Center

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

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

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

Career Planning & Placement

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

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

Templeton College Center

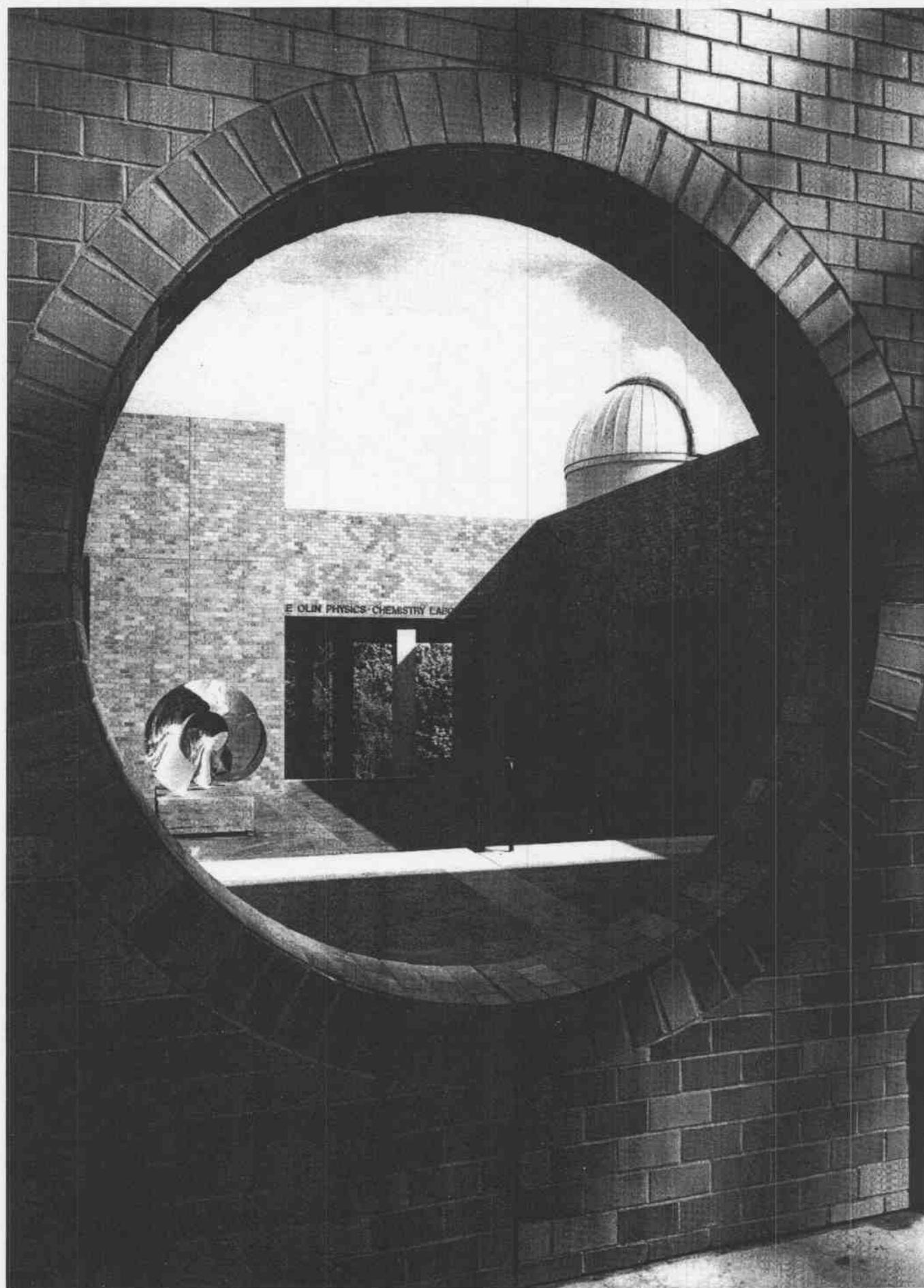
Templeton College Center houses a number of offices, dining rooms, meeting rooms, the Council Chamber, several lounge areas, the infirmary, bookstore, and bakery. The building opens at 8 a.m. each day and remains open until 11 p.m., or midnight on Fridays and Saturdays.

Student assistants are available at the Information Desk, x576, to help with questions on upcoming campus events, phone numbers, directions, bus schedules, etc.

Campus Events

A campus events office is located in Templeton College Center. The college encourages graduate students to participate in all campus events—concerts, lectures, plays, cultural arts series, and the like.

Tickets for cultural arts on campus and for selected shows downtown sponsored by Celebrity Attractions are available from the campus events office. For additional information, phone x576 between 8 a.m. and 5 p.m. weekdays.



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

COURSE TITLE		PREREQ.	CREDIT	COURSE CODE			INSTRUCTOR	PERIOD	ROOM
				FALL	WINTER	SPRING			
DEPARTMENT - COUNSELING PSYCHOLOGY									
CHAIRMAN - MICHAEL J. STARK, PH.D.									
OFFICE - BODINE									
501	ADVANCED GENERAL PSY		1	42000			STARK	H 5-9	THR 7AB
502	INTRO TO STATISTICS		1/2	42005			MEYER	M 5-7	BTH 1
			1/2			42010	MEYER	M 5-7	THR 5
503	INTRO TO COUNSELING PSY		1		42015		MCILROY	W 5-9	B 201
			1			42020	MCILROY	W 4-8	B 201
504	CHILD/ADOLESCENT DEVEL		1/2			42025	STAFF	H 5-7	ALB 120
511	PHIL/THEORY COUNS PSY	503	1	42030			MCILROY	T 5-9	B 201
			1			42035	MCILROY	T 1-5	ALB 111
512	VALUES AND COUNSELING		1/2	42040			PROPST	H 5-7	ALB 111
			1/2			42045	PROPST	W 5-7	B 202
519	PROCESS & OUTCOME OF	503	1/2	42050	42055		STARK	M 5-7	B 201
	PSYCHOTHERAPY								
520	TECH OF COUNSELING	503	1/2	42060	42065		EWELL	M 715-915	B 201
521	PROGRAM/PLAN/EVALUATION	502	1/2			42070	STAFF	M 5-7	B 201
524	PSYCHO ED ASSESSMENT		1/2			42075	STAFF	M 715-915	B 201
525	INTRO TO ASSESSMENT		1/2	42080			LINDBLOOM	W 430-630	B 202
530	SCHOOL COUNS PRO SEM I		1/2	42085			JONES	H 445-645	ALB 201
531	SCHOOL COUNS PRO SEM II	530	1/2		42090		JONES	H 445-645	ALB 201
535	COUN PSYCH PRO SEM	503	1/2	42095			WEBER	T 5-7	ALB 111
			1/2			42100	LINDBLOOM	W 7-9	B 202
540	STRAT FOR BEHVR CHANGE	520	1	42105			LINDBLOOM	M 5-9	ALB 202
			1		42110		LINDBLOOM	M 1-5	ALB 120
542	CAREER COUNSELING	503	1	42115			MCILROY	W 5-9	ALB 201
			1		42125		MCILROY	T 1-5	OPC 309
545	PSYCHOLOGY OF EXCEP-		1	42130			WAKSMAN	T 5-9	B 202
	TIONAL CHILDREN								
546	GROUP COUNSELING	503	1	42135			NAST/KANE	M 1-5	ALB 120
			1		42140		NAST/KANE	T 5-9	ALB 120
			1			42145	NAST/KANE	W 5-9	ALB 120
547	FAMILY COUNSELING	503	1/2	42150		42155	NELSON	H 5-7	B 302
548	BEHAVIOR CONSULT I		1/2		42160		STAFF	T 5-7	B 302
549	BEHAVIOR CONSULT II	548	1/2			42165	STAFF	T 5-7	B 202
554	ADV PERSONALITY THEORY		1		42170		STAFF	H 5-9	ALB 120
555	DRUGS & BEHAVIOR		1			42175	WEBER	T 5-9	B 201
557	HUMAN SEXUALITY		1/2	42180			MCGUIRE	F 4-6	B 202
			1/2			42190	MCGUIRE	W 7-9	ALB 104
558	CLINICAL WORK WITH WMN	1 PRACT	1	42185			RESNICK	M 5-9	ALB 104
			1			42195	RESNICK	M 5-9	B 302
559	THEORY & TREATMENT OF		1	42200	42205		PROPST	W 1-5	CHA PEL
	DEPRESSION AND STRESS								MTG RM
560	ADVANCED STATISTICS	502	1	42210			MEYER	T 5-9	BTH 4
561	RESEARCH DESIGN I	560	1		42215		MEYER	T 5-9	BTH 4
562	RESEARCH DESIGN II	561	1			42220	MEYER	T 5-9	BTH 4
563	RESEARCH SEMINAR	562	1/2			42225	PROPST	H 515-715	ALB 111
565	PERCEPTION & THOUGHT		1		42230		MEYER	M 5-9	BPB 137
567	LEARNING DISABILITIES		1/2			42235	STAFF	H 715-915	B 302
570	PRACTICUM IN CHILD &	504	1/2		42240		WAKSMAN	H 5-7	B 201
	ADOLESCENT PSYCH I								
571	PRACT CHILD/ADOL PSY II	570	1/2			42245	WAKSMAN	H 5-7	B 201
572	PRACT SCHOOL COUN I		1/2	42250			SEBASTIAN	H 7-9	B 302
573	PRACT SCHOOL COUN II	572	1/2		42255		SEBASTIAN	H 7-9	ALB 111
574	PRACT ADULT DEVELOPMENT	520	1/2	42260			LINDBLOOM	W 7-9	B 202
	AND PSYCHOPATHOLOGY I		1/2	42265			WEBER	T 715-915	ALB 111
			1/2		42270		LINDBLOOM	W 430-630	B 202
			1/2			42275	DEVOUR	M 5-7	B 202
575	PRACT ADULT DEVELOPMENT	574	1/2		42280		WEBER	T 715-915	B 302
	AND PSYCHOPATHOLOGY II		1/2			42285	LINDBLOOM	W 7-9	B 202
			1/2			42290	LINDBLOOM	W 430-630	B 302

COURSE TITLE		PREREQ.	CREDIT	COURSE CODE			INSTRUCTOR	PERIOD	ROOM	
				FALL	WINTER	SPRING				
576	PRACT IN MARRIAGE AND FAMILY COUNSELING	547	1/2	42295			PROPST	W 515-715	ALB 111	
			1/2		42300		PROPST	H 3-5	B 302	
577	PRACT IN MARRIAGE AND FAMILY COUNSELING II	576	1/2		42305		PROPST	W 515-715	B 302	
			1/2			42310	PROPST	H 3-5	B 302	
578	INTERNSHIP SCHOOL PSY I	PERM	150		42315		WAKSMAN	H 715-915	B 201	
								+ ARR		
579	INTERNSHIP SCH PSY II	PERM	150			42320	WAKSMAN	H 715-915	B 201	
								+ ARR		
580	INTELLECTUAL ASSESSMENT	PERM	1		42325		STAFF	M 5-9	ALB 111	
581	PERSONALITY ASSESSMENT	PERM	1/2			42330	STAFF	T 715-915	B 202	
582	ASSMT EXCEPTIONAL CHILD	PERM	1	42335			WAKSMAN	H 5-9	B 201	
595	THESIS RESEARCH	PERM	ARR	42340	42345	42350	STAFF	ARR	ARR ARR	
DEPARTMENT - EDUCATIONAL ADMINISTRATION										
CHAIRMAN - DANIEL DUKE, ED.D.										
OFFICE - BODINE										
501	INTRO TO EDUC ADM		2/3	64000	64010		SCHMUCK	M5-800	EDM 10	
			2/3			64020	SCHMUCK	T5-800	EDM 10	
502	SUPERVISE EDUC STAFF	EDAD501	2/3		64030	64040	DUKE	M5-800	EDM 8	
			1/2			64060	SAGOR	W7-930	B 302	
504	MGMT FINANCIAL RESOURSE		1/2	64070			KATTERLE	W5-730	EDM 10	
			1/2			64080	KATTERLE	H7-930	EDM 11	
505	FORMAL ORGANIZATIONS		2/3		64090		EGAN	H6-900	EDM 10	
506	NEGOTIATION/COLL BARG		2/3		64100		HUNGERFORD	W7-10	EDM 11	
507	PERSONNEL MANAGEMENT		1/2			64110	ROUSSEAU	W5-730	EDM 9	
509	PRACTICUM-PRINCIPAL/VP		1/2	64120	64130	64140	SCHMUCK	ARR	ARR	
510	PRACTICUM-SUPERINTEND'T		1/2	64150	64160	64170	DUKE	ARR	ARR	
512	POLICY DEVELOPMENT		1/2		64180		ERICKSON	H5-730	B 302	
513	LEADERSHIP SEMINAR		1/2	64190			DUKE	T5-730	B 302	
			1/2			64210	DUKE/MORGAN	H6-900	B 202	
521	ELEMENTARY SCH ORGANIZ		2/3			64220	STAFF	T7-10	EDM 8	
522	SECONDARY SCH ORGANIZ		2/3	64230			SAGOR	W5-800	EDM 11	
530	MANAGING STUDENT BEHAV		1/2		64240		DUKE	T5-730	B 201	
531	TEACHING-LEARNING PROC		1/2		64250		SIMINGTON	M530-8	B 302	
533	COMMUNICATIONS FOR ADMS		2/3			64260	PASCARELLI	TBA	ARR ARR	
543	LAW AND PUBLIC EDUC		2/3			64280	GATHERCOAL	M5-800	BTH 3	
			2/3	64270			GATHERCOAL	T5-800	EDM 8	
DEPARTMENT - MASTER OF ARTS IN TEACHING										
CHAIRMAN - MARY KAY TETREALT, ED.D.										
OFFICE - BODINE										
EDUCATION										
500	RESEARCHING TEACHING GOALS AND STRATEGIES		2/3	54010			STAFF	T 5-8	BTH 3	
			2/3		54020		STIGGINS	W 5-8	BTH 1	
			2/3			54030	STAFF	M 6-9	BTH 1	
501	EVALUATING THE OUTCOMES OF TEACHING	ED 500	1/3		54040		STAFF	H 5-8	BTH 1	
			1/3			54050	STIGGINS	T 5-8	BTH 1	
502	PERSONAL AND SOCIAL DIMENSIONS OF TEACHING		2/3	54060			WALLACE	W 630-930	ALB 120	
			2/3		54070		TETREALT	T 5-8	B 202	
503	STUDENT DEVELOPMENT AND LEARNING	ED 501 ED 502	2/3	54080			MOORE	H 430-730	BTH 1	
			2/3		54090		MOORE	M 430-730	BTH 1	
			2/3			54100	MOORE	H 430-730	BTH 1	
504	INDIVIDUALS IN THE CLASSROOM (GR 4-12)	ED 503	2/3	54110			NEILL-CARLTON	M 530-830	BTH 3	

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

COURSE TITLE	PREREQ.	CREDIT	COURSE CODE			INSTRUCTOR	PERIOD	ROOM
			FALL	WINTER	SPRING			
598 COMPUTERS-EDUCATORS II	COMPUT- ERS FOR ED I	2/3		41030		STAFF	W 6-9	OPC 306
SOCIAL STUDIES								
500 NEW PERSPECTIVES		2/3			49000	TETREAULT	T 5-8	B 302
IN SOCIAL STUDIES								
598 CITY IN MODERN AMERICA		2/3		49010		WALLACE	W 630- 930	ALB 120
598 TEACHING CITIZENSHIP		2/3	49020			COVER	W 430- 730	* *
(GR K-12)								
*LAW SCHOOL SEMINAR ROOM B								
DEPARTMENT - SCHOOL OF MUSIC								
CHAIRMAN - JERRY D. LUEDDERS								
OFFICE - EVANS 27								
421 ADVANCED COMPOSITION	MUS 323	1/2	26270			COBURN	ST H E	6
422 ADVANCED COMPOSITION	MUS 421	1/2		26280		COBURN	ST H E	6
423 ADVANCED COMPOSITION	MUS 422	1/2			26290	LEEDY	ST H E	6
431 PSYCHOLOGY OF CONDUCT	MUS 332	1/3			26400	LUEDDERS	3T H E	22
461 BAROQUE MUSIC	MUS 163	1		26100		PAULY	6 E	29
462 CLASSIC MUSIC		1			26110	PAULY	6 E	29
469 SEMINAR IN RESEARCH		1	26111			PAULY	7 E	29
495 PIANO PEDAGOGY		1/2	26401			THOLEN	1M W E	1
599 INDEPENDENT STUDY	ARR	ARR	ARR	ARR	ARR	STAFF	ARR	ARR ARR
511 CHAMBER MUSIC WOODWINDS		1/3	52010	52020	52030	LUEDDERS	ARR E	26
512 CHAMBER MUSIC BRASS		1/3	52040	52050	52060	OBANION	ARR E	26
513 CHAMBER MUSIC PERC		1/3	52070	52080	52090	DEPONTE	ARR E	26
514 CHAMBER MUSIC JAZZ		1/3	52100	52110	52120	BECKER	ARR E	26
515 CHAMBER MUSIC KEYBOARD		1/3	52130	52140	52150	MILLER-STAFF	ARR E	26
516 CHAMBER MUSIC STRINGS		1/3	52160	52170	52180	GRAY	ARR E	26
517 CHAMBER MUSIC GUITAR		1/3	52190	52200	52210	MITCHELL	ARR E	26
571 PIANO	FEE	ARR	59900	59900	59900	MILLER	ARR E	1
571 PIANO	FEE	ARR	59902	59902	59902	THOLEN	ARR E	1
572 HARPSICHORD	FEE	ARR	59904	59904	59904	KILBUCK	ARR E	8
573 ORGAN	FEE	ARR	59906	59906	59906	GARRETT	ARR E	7
574 VOICE	FEE	ARR	59908	59908	59908	POPPINO	ARR E	2
574 VOICE	FEE	ARR	59910	59910	59910	BENSON	ARR E	18
575 VIOLIN	FEE	ARR	59912	59912	59912	GRAY	ARR E	4
575 VIOLIN	FEE	ARR	59914	59914	59914	SPIRO	ARR E	27
576 VIOLA	FEE	ARR	59916	59916	59916	GRAY	ARR E	4
576 VIOLA	FEE	ARR	59918	59918	59918	SPIRO	ARR E	27
577 CELLO	FEE	ARR	59920	59920	59920	ZERBE	ARR E	27
578 BASS	FEE	ARR	59922	59922	59922	JOBELMAN	ARR E	27
579 HARP	FEE	ARR	59924	59924	59924	SEELEY E	ARR E	27
580 GUITAR-CLASSICAL	FEE	ARR	59926	59926	59926	MITCHELL	ARR	SAC
581 FLUTE	FEE	ARR	59928	59928	59928	WEISS	ARR E	27
581 FLUTE	FEE	ARR	59930	59930	59930	HERBY	ARR E	27
582 OBOE	FEE	ARR	59932	59932	59932	KORMAN	ARR E	27
583 CLARINET	FEE	ARR	59934	59934	59934	VAGNER	ARR E	27
584 SAXOPHONE	FEE	ARR	59936	59936	59936	LUEDDERS	ARR E	27
585 BASSOON	FEE	ARR	59938	59938	59938	EUBANKS	ARR E	27
586 TRUMPET	FEE	ARR	59940	59940	59940	OBANION	ARR E	27
587 HORN	FEE	ARR	59942	59942	59942	JOHNSON	ARR E	27
588 TROMBONE	FEE	ARR	59944	59944	59944	WOLTERS	ARR E	27
589 BARITONE	FEE	ARR	59946	59946	59946	WOLTERS	ARR E	27
590 TUBA	FEE	ARR	59948	59948	59948	RICHARDS	ARR E	27
591 PERCUSSION	FEE	ARR	59950	59950	59950	DEPONTE	ARR E	27

COURSE TITLE	PREREQ.	CREDIT	COURSE CODE			INSTRUCTOR	PERIOD	ROOM	
			FALL	WINTER	SPRING				
504 INDIVIDUALS IN THE CLASSROOM (GR K-3)	ED 503	2/3		54120		NEILL-CARLTON	T 530-830	BTH	3
504 INDIVIDUALS IN THE CLASSROOM (GR 4-12)	ED 503	2/3			54130	NEILL-CARLTON	W 530-830	BTH	3
505 TEACHING/LEARNING IN THE ELEMENTARY SCHOOLS	ED 501	2/3	54140			URZUA	M 5-8	B	202
506 PRACTICUM-ELEM TEACHING	ED 505	1/3		54150		URZUA	W 5-7	EDM	11
507 TEACHING/LEARNING IN THE SECONDARY SCHOOL	ED 501	2/3	54160			TETREAULT	W 5-9	B	201
	ED 502	2/3		54170		STAFF	M 5-9	BTH	3
508 PRACTICUM-SECONDARY TCH	ED 507	1/3		54180		TETREAULT	H 5-8	B	202
		1/3			54190	STAFF	T ARR	ARR	ARR
529 LANGUAGE ACQUISITION AND DEVELOPMENT		2/3	54200			URZUA	H 5-8	B	202
530 BASIC SKILLS IN READING		2/3		54210		URZUA	H 5-8	EDM	9
531 PREVENTING READING FAILURES		2/3	54220			MCCLAIN	M 6-9	ALB	120
534 DIAGNOSIS/CORRECTION OF READING DISABILITIES		2/3			54230	MOORE	T 5-8	BTH	3
539 ADVANCED TEACHING-READ/ WRITE-SECONDARY SCHOOLS		2/3		54240		STAFF	H 6-9	EDM	8
		2/3			54250	STAFF	T 5-8	THR	6
576 RESEARCHING/TEACHING THE LANGUAGE ARTS		2/3		54260		URZUA	M 5-8	B	202
577 NEW PERSPECTIVES IN THE SOCIAL STUDIES		2/3			54270	TETREAULT	T 5-8	B	302
584 EXCEPTIONAL CHILD		2/3			54280	BRELJE	M 5-8	BTH	4
598 COMPUTERS-EDUCATORS I		2/3	54290			STAFF	T 6-9	OPC	306
		2/3			54300	STAFF	H 5-8	EDM	9
ART									
400 20TH CENTURY ART		2/3	57010			GREEN	W 5-8	ARR	ARR
400 SILKSCREEN		2/3		57020		DOLAN	T 5-8	ARR	ARR
		2/3		57030		DOLAN	H 5-8	ARR	ARR
400 WEAVING		2/3			57040	FAWKES	M 630-930	ART	30
		2/3			57050	FAWKES	T 630-930	ART	30
HEALTH & PHYSICAL EDUCATION									
500 PHYSIOLOGY OF EXERCISE		2/3		44000		EVANS	T 630-930	PSC	116
510 ADAPTIVE PHYSICAL EDUC		2/3			44010	EVANS	T 630-930	PSC	116
530 EVALUATION IN HEALTH/PE		2/3			44020	NEAL	M 630-930	PSC	116
554 METHODS TCH HEALTH EDUC		2/3	44030			STAFF	T 6-9	PSC	116
562 COMMUNITY HLTH PROBLEMS		2/3			44040	STAFF	W 6-9	PSC	116
LANGUAGE ARTS									
500 LANGUAGE ACQUISITION AND DEVELOPMENT		2/3	47000			URZUA	H 5-8	B	202
501 RESEARCHING/TEACHING THE LANGUAGE ARTS		2/3		47010		URZUA	M 5-8	B	202
507 TEACHING THE EARLIER BRITISH AUTHORS		2/3			47020	STAFF	W 5-8	EDM	9
508 WOMEN IN LITERATURE		2/3	47030			KIRSCHNER	T 5-8	EDM	9
522 CHILD & ADOLESCENT LIT		2/3		47040		MCCLAIN	M 6-9	ALB	120
530 WRITING & THE WRITING PROCESS		2/3			47050	HUBBUCH	H 530-830	ALB	104
SCIENCE									
500 CURRENT TOPICS IN SCIENCE & TECHNOLOGY		2/3	41000			MCCONNELL	M 6-9	EDM	11
501 SCIENCE & TECHNOLOGY EDUCATION STRATEGIES AND CURRICULA	SCI 500	2/3		41010		MCCONNELL	M 6-9	EDM	9
502 THE NATURE OF SCIENCE & TECHNOLOGY EDUCATION	SCI 501	2/3			41020	MCCONNELL	M 6-9	EDM	10

COURSE SCHEDULES

COURSE TITLE		PREREQ.	CREDIT	COURSE CODE			INSTRUCTOR	PERIOD	ROOM
				FALL	WINTER	SPRING			
DEPARTMENT - PUBLIC ADMINISTRATION									
CHAIRMAN - DOUGLAS MORGAN, PH.D.									
OFFICE - FOB 6									
500	LIBRARY/RESEARCH SKILLS		1/3	51000	51020	51030	MORGAN	TBA	ARR ARR
501	ADMINISTRATION IN GOVT		2/3	51040			BALMER	W 530-730+ 1 SAT	THR 6
			2/3			51050	BALMER	M 530-830	THR 6
502	ADMIN ECONOMIC CONTEXT		2/3			51060	MATTERSDORFF	W 745-945+ 1 SAT	THR 6
503	PUBLIC BUDGETING		1		51070		MORGAN	T&H 6-9 6 SAT	EDM 11
504	ADMINISTRATIVE LAW		2/3		51080		COLLINS	W 745-945+ 1 SAT	THR 6
505	FORMAL ORG/ADV ADM MGMT		2/3		51090		EGAN	W 530-730+ 1 SAT	THR 6
506	ORGANIZATIONAL BEHAVIOR		2/3	51100			STAFF	W 745-945+ 1 SAT	THR 6
			2/3			51110	SCHMUCK	W 530-730+ 1 SAT	THR 6
507	QUANTITATIVE METHODS	STAT PAST 5 YEARS	2/3	51120			STAFF	H 6-9	EDM 11
508	ADMINISTRATIVE ETHICS		2/3			51130	MORGAN	T 630-930	EDM 11
509	CAPSTONE-ADM/LEADERSHIP		2/3			51140	MORGAN/DUKE	H 6-9	B 202
513	LEGISLATIVE POLITICS		2/3	51150			HESS	TBA	ARR ARR
514	GOVTS & THEIR PUBLICS		2/3			51160	STAFF	TBA	ARR ARR
515	NATIONAL POLICY PROCESS		2/3	51170			BALMER	OCT13+ NOV26- DEC 2	ARR ARR
517	COMP POL PROCESS- SALEM/OLYMICA/B.C.		2/3		51180		BALMER	TBA	ARR ARR
520	PUBLIC POL STUDY- ADMIN IN ARTS		2/3	51190			HERO	T 7-10	THR 6
522	NATURAL RESOURCE POLICY		2/3		51200		STAFF	TBA	ARR ARR
525	STATE/LOCAL GOVERNMENT FINANCE		2/3		51210		DURIG	M 6-9	THR 6
531	PERSONNEL ADMIN		2/3		51220		STAFF	TBA	ARR ARR
533	COMMUNICATION SKILLS FOR ADMINISTRATORS		2/3			51230	PASCARELLI	TBA	ARR ARR
541	ACCOUNTING FOR ADMIN		2/3			51240	REDING	M 630-930 4 SAT	EDM 11
545	COMPUTER APPLICATIONS		2/3	51260			WEITZEL/ NEUBURGER		ARR ARR
554	MGMT NON-PROFIT ORGANIZ		2/3		51270		PROPPE	TBA	ARR ARR
571	PUBLIC POLICY ANALYSIS		2/3	51280			ZENK	M 7-10	THR 6
578	INTEGRATIVE POLICY SEM		2/3	51290			HOLTON	W & F 8-10AM	ARR ARR
579	INTEGRATIVE POLICY SEM		2/3		51300		HOLTON	W & F 8-10AM	ARR ARR

NOTE-IN ADDITION TO THE COURSES LISTED ABOVE, SEVERAL LAW COURSES IN THE LAW CURRICULUM ARE AVAILABLE TO PA STUDENTS SEE COURSE DESCRIPTION AT BACK OF CATALOGUE

COURSE TITLE	PREREQ.	CREDIT	COURSE CODE			INSTRUCTOR	PERIOD	ROOM
			FALL	WINTER	SPRING			
DEPARTMENT - SPECIAL ED-HEARING IMPAIRED CHAIRMAN - WILLIAM BRELJE, ED.D. OFFICE - TTD								
505 COMM SYSTEM I		1	53010			BULLARD	T 130-430	TTD TTD
506 COMM SYSTEM II-ELEM	TTD 505	1		53020		BULLARD	T 2-4	TTD TTD
507 COMM SYSTEM II-SEC	TTD 505	1		53021		BULLARD	T 2-4	TTD TTD
515 METH DEV LANG FOR HRNG IMPAIRED I		1	53030			BULLARD	H 130-430	TTD TTD
516 DEV LANG II-ELEM	TTD 515	1		53040		BULLARD	W 2-4	TTD TTD
517 DEV LANG II-SEC	TTD 515	1		53041		BULLARD	W 2-4	TTD TTD
520 AUDIOLOGY I-ANAT/PHYS		2/3	53050			CHARUMAS	W 330-630	TTD TTD
525 AUDIOLOGY II-AUD TEST	TTD 520	2/3		53060		STAFF	H TBA	TBA TBA
530 CURRIC & GEN METH		2/3	53070			BRELJE	M 130-430	TTD TTD
536 SPEC METH TCHG RDG-ELEM		2/3		53080		MCALLISTER	M 5-8	TBA TBA
537 SPEC METH TCHG RDG-SEC		2/3		53090		LORENZEN	M 5-8	TBA TBA
540 DIRECTED OBSERVATION		1/3			53100	STAFF	F ARR	ARR ARR
546 STUDENT TEACHING-ELEM		3			53140	STAFF	ALLDAY	ARR ARR
547 STUDENT TEACHING-SEC		3			53150	STAFF	ALLDAY	ARR ARR

Administration

President: James Gardner, x500.

Dean of Faculty: Andrew Rembert, x350.

Associate Dean of Faculty for Graduate Studies: Paul Magnusson, x350.

Director of Aubrey Watzek Library: Leonoor Ingraham, x400.

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

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

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

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

Director of the School of Music: Jerry Luedders, x295.

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

Director of Summer Session/Continuing Studies: Sid Eder, x217.

Key to Buildings

Alb: Albany Quadrangle

Art: Art Building

B: BoDine

BPB: Biology-Psychology Building

BTh: Thaxter Classrooms

E: Evans Music Building

Edm: Edmonds Classrooms

OPC: Olin Physics-Chemistry Laboratory Building

PSC or PC: Pamplin Sports Center

Sac: Sacajawea

Thr: Throckmorton Classrooms

TTD: Special Education-Hearing Impaired

Further Information

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

Lewis & Clark College

Portland, Oregon 97219 Phone 503-244-6161

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