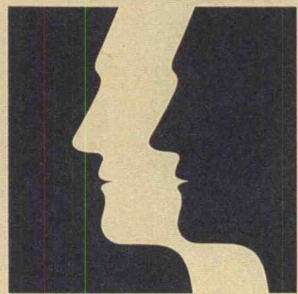


PLEASE NOTE: THIS PDF
CONTAINS BOTH A GRADUATE
CATALOG AND A GRADUATE
COURSE SCHEDULE.

COURSE DESCRIPTIONS MAY BE
FOUND IN EITHER SECTION.

Graduate Studies Catalog



1979-80

**Lewis and Clark College
Portland, Oregon**

General Information

Graduate Degree Programs

Lewis & Clark College currently offers eight advanced degree programs:

1. The Master of Arts in Teaching degree (M.A.T.) for elementary school teachers seeking standard teaching certification;
2. The Master of Arts in Teaching degree (M.A.T.) for secondary school teachers seeking standard teaching certification;
3. The Master of Arts in Teaching-Liberal Studies Degree (M.A.T.-L.S.) for elementary and secondary teachers not seeking advanced teacher certification;
4. The Master of Education degree (M.Ed.) in Special Education-Hearing Impaired for elementary and secondary teachers of hearing impaired children;
5. The Master of Education degree (M.Ed.) in Counseling Education for students interested in school or agency counseling careers;
6. The Master of Music Education degree (M.M.E.) for elementary and secondary teachers specializing in music instruction;
7. The Master of Music Degree (M.M.) for musicians.
8. The Master of Public Administration degree (M.P.A.) for mid-career officials in government, nonprofit organizations, and private industry.

Graduate Nondegree Programs

Three nondegree graduate programs are available to students interested in teaching certificates or basic matter endorsements. See Graduate Nondegree Programs, section on Admission and Program.

Sequential Responsibilities of Candidates in Master's Degree Program

These steps apply for all degree programs except the Public Administration program:

1. Apply for admission to graduate study.

a. Applicants should complete graduate study admission requirements before registering for any coursework at the college. If for valid reasons a student is unable to complete application prior to the opening of a term, the student will be granted Unclassified Status.

b. Unclassified Status is nonrenewable. Prior to admission to graduate study, a student may register **only once** for coursework. Unclassified Status enrollment does not guarantee subsequent admission to any graduate program nor that the coursework taken will be accepted for degree or certification requirements.

2. Design a program with an advisor.

a. A formal program should be designed with a graduate advisor before registering for any coursework but *no later than the end of the first term of study.*

b. A copy of the formal program must be filed with the appropriate graduate program director and receive approval from the Director of Graduate Studies.

3. Apply for admission to candidacy for the degree.

a. Admission to graduate study is not the same as admission to candidacy for the degree. Application for degree candidacy must be made after three courses, but no more than six, have been completed. At this point, graduate performance is reviewed and a final decision is made to allow a candidate to complete the requirements for the degree.

b. No credit beyond six courses will be granted toward an advanced degree or certificate until the candidacy application has been considered and approved.

c. Candidacy applications are available in the Graduate Studies Office and in the office of each graduate program.

d. Following admission to candidacy, any change in program must be approved by the appropriate graduate program director.

4. Apply for the degree.

a. Complete the degree application according to the following schedule:

- Fall graduation—October 1.
Winter graduation—January 15.
Spring graduation—February 1.

Summer graduation—May 15.

b. Degree applications are available in the Graduate Studies Office and in the office of each graduate program.

Admission

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

Common to all graduate programs are these requirements:

1. A baccalaureate degree from an accredited college or university;
2. An undergraduate grade point average of 2.5. (The Graduate Admission Committee may waive this requirement if the applicant's scores on the Graduate Record Examination or the Miller Analogies Test are enough above the norm to indicate probable success in the program.)

The Miller Analogies Test may be taken, by appointment, at the Lewis & Clark Student Counseling Center, 503-244-6161, ext. 555, or at Smith Memorial Center, 1825 S.W. Broadway, Room M-342, 503-229-4428, Portland 97201.

Applications for the Master of Arts in Teaching, Master of Arts in Teaching-Liberal Studies, Master of Education in Counseling, and Graduate Nondegree Programs are available in the Graduate Studies Office; Master of Music and Master of Music Education admission forms in the School of Music Office; Master of Education Special Education-Hearing Impaired in the Hearing Impaired Program Office; Master of Arts in Public Administration in the Public Administration Office.

Graduate Tuition and Fees for 1979-80

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

- 1 L&C credit (=5 quarter hours) \$248
2/3 L&C credit (=3 1/3 quarter hours) \$166
1/2 L&C credit (=2 1/2 quarter hours) \$124
1/3 L&C credit (=1 2/3 quarter hours) \$83

Information

and endorsements and the renewal of current certificates.

Thr
W

Throckmorton
Watzek Library

Key to Buildings

Aan	Albany Annex
Alb	Albany Quadrangle
App	Appalachia II
Art	Art Building
B	BoDine
BAn	Biology Annex
BPB	Biology-Psychology Annex
BTh	Benjamin Thaxter
CC	Council Chambers
	Templeton College Center
CoA-CoF	Copeland Dormitory
E	Evans Music Building
Edm	T.J. Edmonds
Eng Sem	English Seminar Room
FAT	Fir Acres Theatre
For	Forest Hall Residence Complex
Ald	Alder
Jun	Juniper
Man	Manzanita
Pon	Ponderosa
Spr	Spruce
Har	Harrington House
HF	Huston Field
HH1	Huddleson House 1 (Soc)
HH2	Huddleson House 2 (Com)
NOB	New Office Buildings
OM	Odell Manor
OPC	Olin Physics-Chemistry Building
P	Peebles Art Building
PSC or PC	Pamplin Sports Center
Sac	Sacajawea
TCC	Templeton College Center

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

The following fee schedule applies only to graduate students:

Application to graduate study—\$10.

Graduation fee—\$25.

Registration with Teacher Placement Bureau (optional)—\$10.

Late registration—\$5.

The Teacher Certification Bureau of the Oregon Teacher Standards and Practices Commission charges a separate fee for teachers and counselors applying for new certificates

Registration

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

Library

The Aubrey R. Watzek Library is open from 8am to midnight, Monday through Thursday, when school is in session. It is also open Friday from 8am to 5pm, Saturday from 9am to 5pm, and Sunday from 1pm to midnight. Interlibrary loans can be arranged with the reference librarian.

Bookstore

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

Calendar

Deadline for payment of tuition for term
New student orientation
Residence halls open for new students
Residence halls open for returning students 9am
Registration for new freshmen
Registration for transfer and returning students
Classes begin 8am
Late registration fee applies
Free change day
Late change fee (\$5) applies
Last day to register 4pm
Last day to select CR/NRC or Grade
Deficiency grades due—Registrar's Office
Last day to withdraw
Freshman course selection

Memorial Day (no classes)
Thanksgiving recess 5pm
Final examinations
Commencement

Fall	Winter	Spring	Summer	
Aug. 15	Dec. 15	Mar. 15		
Sept. 6-9				
Sept. 6				
Sept. 9	Jan. 6	Mar. 30	Term I	Term II
Sept. 9				Begin
Sept. 10	Jan. 7	Mar. 31	June 20	June 30
Sept. 11	Jan. 8	Apr. 1	June 23	July 21
Sept. 11	Jan. 8	Apr. 1		
Sept. 17	Jan. 14	Apr. 7		
Sept. 18	Jan. 15	Apr. 8		
Sept. 21	Jan. 21	Apr. 11		
Sept. 21	Jan. 21	Apr. 11		
Oct. 19	Feb. 18	May 9		
Nov. 2	Mar. 3	May 23		
Nov. 8	Mar. 6			
7-9pm	7-9pm			
		May 26		
Nov. 21				
Nov. 17-21	Mar 18-21	June 10-13		
		June 15		
			August 15	

Transfer of Credit

Transfer of credits from other institutions is evaluated on an individual basis, and credit transfer is limited to 15 quarter hours under normal circumstances. Only courses with a B or better grade are considered for transfer, and only those courses which carry letter grades may be transferred.

Transferrable coursework will be marked on transcripts provided by the student at the time a degree program is designed with a graduate advisor, or when the student files an Application for Admission to Candidacy, that is, at the point when the student has completed at least three courses with a B average at the college. Graduate credit is not granted for correspondence coursework.

Financial Assistance

The college does not offer teaching assistantships or other types of fellowships and grants for graduate students. The college participates in the National Defense Education Act Loan Program. Several other types of financial aid are available. Applications for loans will be processed through the college's Financial Aid Office.

Grading Policy

Students must maintain a B average to be eligible for graduation. A degree student cannot accumulate more than 10 quarter hours of C work. Any course receiving a grade lower than a C must be repeated or replaced by another course.

Under special circumstances, courses can be taken for Credit Only, but no more than three courses taken for Credit Only are allowed in a graduate degree program. Students in graduate nondegree programs must maintain a 2.5 GPA.

Incomplete Grades

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

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

Course Waivers

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

1. By a written or oral examination by a professor in the area in which competence is to be tested;
2. By a demonstration of the skill, behavior, or other knowledge which clearly reveals mastery in the area in which competence is to be tested; or
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 the Graduate Studies Office.

Thesis

No thesis is required for any master's degree offered by Lewis & Clark College. The student may elect to complete an Independent Research Study in place of one course. This option should be taken at the time the graduate program is planned and approved.

Residence

To establish residence in the M.A.T., M.A.T.-L.S., M.M., M.M.E., M.P.A. and nondegree programs, all coursework must be completed at Lewis & Clark College, except for a maximum of 15 quarter hours of transfer credit. In the Hearing-Impaired Program, full-time continuous enrollment is required during the academic year and summer sessions. The Counselor Education Program requires course enrollment during the academic year with optional enrollment in summer sessions. Candidates may not complete the Counseling Program by summer enrollment only. See Master of Music-Performance, section on Program, for residence requirements unique to that degree.

Advisors

The director of each graduate degree program is responsible for assigning advisors to students in that program. The assignment of a permanent advisor occurs immediately following admission to graduate study. Pre-admission advice is given by the appropriate program director listed in the Further Information Section.

Information



Information

Master of Music
Master of Music Education
Jerry Luedders, Director
ext. 295

Master of Public Administration
Donald C. Balmer, Co-Director
Guenter Mattersdorff, Co-Director
ext. 511

Continuing Education
Paul Magnusson
ext. 237

Summer Session
Sid Eder, Director
ext. 217

Basic Teacher Certification
James Wallace, Chairman, Department of
Education
ext. 283

Reading Endorsements
Roger Ziegelman, Director, Reading
Programs
ext. 283

Degree Application and Conferral

The Application for Degree, together with the graduation fee of \$25, should be filed with the director of graduate studies at the time of registration for the final term of work for the degree, except for August graduation when the application must be filed by May 15. (See Sequential Responsibilities section for degree application deadlines.)

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

Affirmative Action Policy

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

Further Information

For additional information on graduate programs, contact:

Division of Graduate Studies
Lewis & Clark College
0615 S.W. Palatine Hill Road
Portland, Oregon 97219
503-244-6161, ext. 234

Sid Eder, Director
Paul Magnusson, Assistant Director

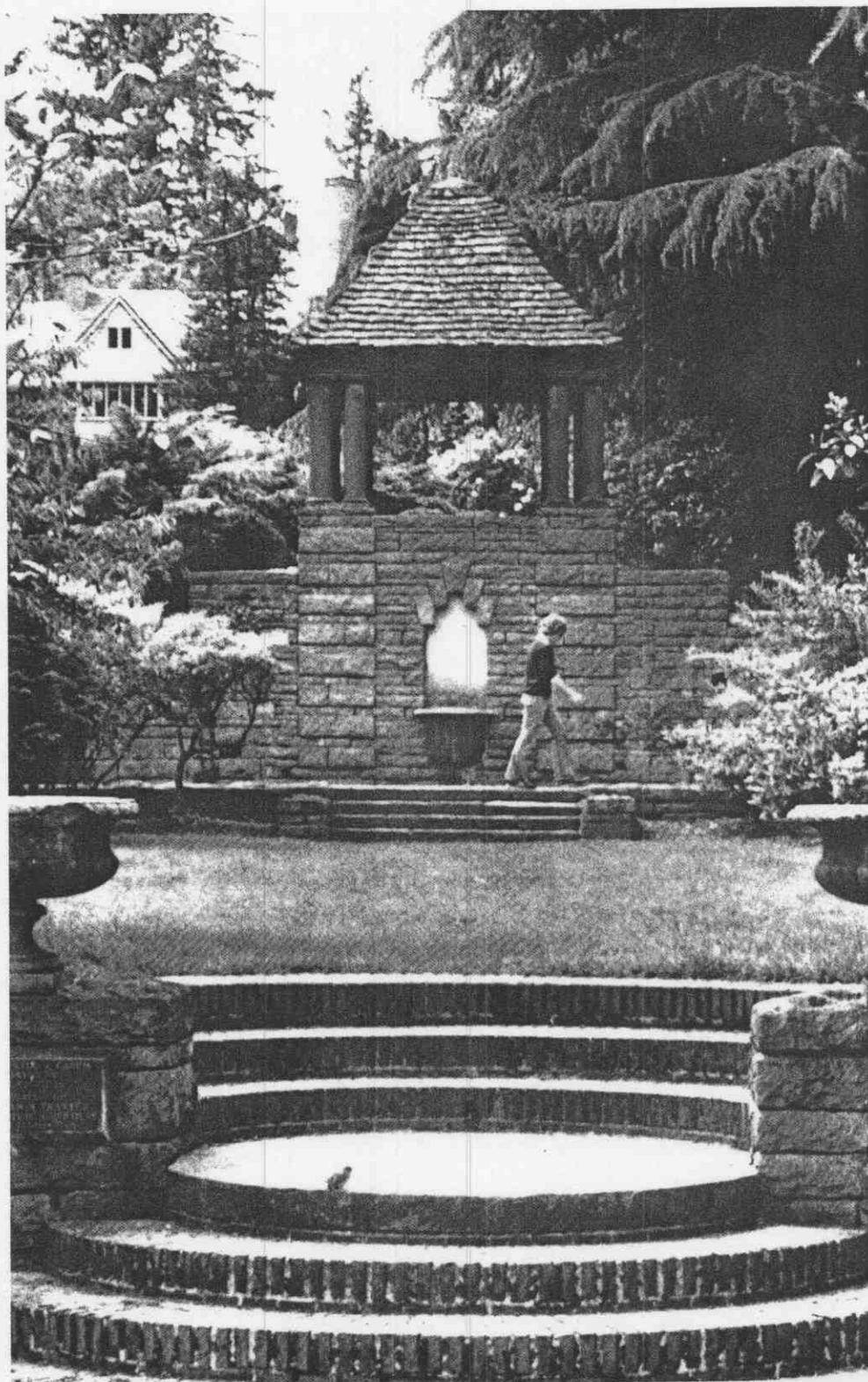
Master of Arts in Teaching
**Master of Arts in Teaching-Liberal
Studies**

Sid Eder, Co-Director, ext. 234
Paul Magnusson, Co-Director, ext. 235

Graduate Nondegree Programs
Standard Teacher Certification
Subject Matter Endorsement
Paul Magnusson
ext. 235

Master of Education-Special Education
Hearing-Impaired
H. William Brelje, Director
ext. 476

**Master of Education-Counselor
Education**
Michael J. Stark, Director
ext. 236



Master of Arts in Teaching Program and Graduate Nondegree Programs

Master of Arts in Teaching Master of Arts in Teaching-Liberal Studies Overview and Purpose

The Master of Arts in Teaching and the Master of Arts in Teaching-Liberal Studies degrees at Lewis & Clark College are for elementary and secondary teachers who wish to develop greater competence in their teaching, to acquire greater knowledge of subject matter, and, optionally, to receive the Oregon Standard Teaching Certificate. The elementary program focuses on educational coursework and experience appropriate for the teacher of the self-contained classroom, grades pre-primary through nine, and encourages an interdisciplinary examination of subject matter. The objective of the secondary program is to develop exceptional competence in the classroom teaching, grades five through twelve, of one of several academic disciplines.

Standard subject matter endorsement areas available to secondary program students include: art, foreign languages (PP-12), health education, health education (combined), language arts, speech, drama, language arts and social studies, advanced mathematics, music (PP-12), physical education (PP-12), science, and social studies. 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 plus basic mathematics (combined).

Students who intend to use their Master of Arts in Teaching coursework for certification in a state other than Oregon must submit their Lewis & Clark planned program of study to the out-of-state accreditation agency (college, university, or state department of edu-

cation) for approval before any coursework is taken at Lewis & Clark.

The Master of Arts in Teaching—Liberal Studies degree is also for elementary and secondary teachers, specifically for those who already hold an Oregon Standard Teaching Certificate or those who do not need one. For example, elementary school teachers in Oregon who are not required to hold a Standard Certificate. Some of them choose the Master of Arts in Teaching-Liberal Studies program instead of the Master of Arts in Teaching program because the former has more electives and is, therefore, more adaptable to personal preference.

Admission

Two stages of admission are required for the Master of Arts in Teaching and the Master of Arts in Teaching-Liberal Studies programs: admission to graduate study and admission to candidacy for the degree. (See General Information, section on Sequential Responsibilities of Candidates in Master's Degree Programs.)

Admission to Graduate Study
Applicants to the Master of Arts in Teaching and Master of Arts in Teaching-Liberal Studies programs 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 2.5.

Application procedures for admission to graduate study are the same for both degrees. Applications are accepted year around, and the Graduate Admissions Committee acts on completed admission files each month. Detailed directions and application materials are available in the Graduate Studies Office. The candidate must submit the following materials:

1. A completed application form;
2. A \$10 application fee;
3. Two separate official transcripts from

each college attended, undergraduate and graduate;

4. Scores from either the Miller Analogies Test of the Aptitude Section of the Graduate Record Examination;
5. Three references.

Candidates are responsible for completing their files. When an application file is complete, the Graduate Admissions Committee considers the application at its monthly meeting. Within a week after a file is considered, the applicant receives a letter approving or denying admission. The letter to admitted candidates includes the name of a graduate advisor and a request to make an appointment to plan a degree program. This should be done prior to enrolling for any coursework.

Conditional Admission may be granted to candidates with low entrance test scores or a GPA below 2.5 if all other qualifications indicate probable success in the program.

Admission to Candidacy for the Degree
After completing three courses at Lewis & Clark, but no more than six, a student must apply for candidacy for the degree. Under no circumstances may the application to candidacy be delayed beyond the completion of six courses (two full terms of study).

The purpose of the candidacy application procedure is to review the student's graduate performance in order to make a final decision to allow the student to complete the requirements for the degree. Application forms for admission to candidacy for the Master of Arts in Teaching and the Master of Arts in Teaching-Liberal Studies degrees are available in the Graduate Studies Office.

Program

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

Complete a minimum of 92/3 Lewis & Clark credits* (481/3 quarter hours) as follows:

1. Professional Education (minimum of 4 credits)
- a. Ed 500 Research Methods (2/3 credit).

b. Ed 501 Guidance and Counseling Skills for the Educator (2/3 credit) or Ed 502 Guidance and Counseling Skills for the Elementary Educator (2/3 credit).
c. Ed 504 The Exceptional Child (2/3 credit). Any other approved course in exceptionality may be substituted.
d. Advanced Teaching Strategies/Elementary (1 credit). Choose one course from among the elementary strategies courses offered.

e. Elective(s) (1 credit). Choose Education course(s) numbered 501 to 649 to total 1 credit.

2. Subject Matter (minimum of 4 credits, with at least 3 at the graduate level). Select courses from the following areas: these may be used toward a subject matter endorsement; language arts, social studies, art, music, health, physical education, science, mathematics.

3. Elective (1 2/3 credit)**. Choose courses numbered 501 to 649 in Education or 500-599 in Subject Matter area(s) to total 1-2/3 credit.

* 1 Lewis & Clark credit equals 5 quarter hours.

** 2/3 Lewis & Clark credit equals 3 1/3 quarter hours.

Students seeking just the Oregon Elementary Standard Teaching Certificate take only 1 credit of elective coursework in category C.

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

Complete a minimum of 9 2/3 Lewis & Clark credits* (48 1/3 quarter hours) as follows:

1. Professional Education (minimum of 4 2/3 credits)

a. Ed 500 Research Methods (2/3 credit).

b. Ed 501 Guidance and Counseling Skills for the Secondary Educator (2/3 credit) or Ed 503 Guidance and Counseling Skills for the Secondary Educator (2/3 credit).

c. Ed 504 The Exceptional Child (2/3 credit). Any other approved course in exceptionality may be substituted.

d. Ed 505 Advanced Teaching of Reading and Writing in Secondary Schools (2/3 credit).

e. Advanced Teaching Strategies/Secondary (1 credit). Choose one course

from among the secondary strategies courses offered.

f. Elective(s) (1 credit)**. Choose Education courses numbered 501 to 649 to total 1 credit.

2. Subject Matter (minimum of 5 credits). Choose one of the following routes for a subject matter endorsement:

a. Select a minimum of 5 credits for a subject matter standards endorsement in the area of your basic subject matter endorsement, or

b. Complete a second basic matter endorsement in one of the following disciplines, with at least 3 credits of graduate level work. (Basic endorsements in reading, combined health, and basic mathematics do not satisfy the requirements of this section.) Language arts; social studies; art; music; foreign languages; health; physical education; mathematics; science.

* 1 Lewis & Clark credit equals 5 quarter hours. 2/3 credit equals 3 1/3 quarter hours.

** Students seeking just the Oregon Secondary Teaching Certificate take only 1/3 credit of elective education coursework.

Master of Arts in Teaching-Liberal Studies Degree.

Complete a minimum of 9 2/3 Lewis & Clark credits* (48 1/3 quarter hours) as follows:

1. Professional Education (minimum of 4 2/3 credits).

a. Ed 500 Research Methods (2/3 credit)

b. Electives (4 credits). Choose Education courses numbered 501-649 to complete 4 credits.

Subject Matter (minimum of 5 credits)

a. Elementary teachers: Select courses to total 5 credits from one of these disciplines listed in which you currently hold a basic subject matter endorsement with at least 3 credits at the graduate level: language arts, social studies, art, music, foreign languages, health, physical education, mathematics, and science.

For additional information about the M.A.T. and M.A.T.-L.S. programs, contact Sid Eder or Paul Magnusson, Division of Graduate Studies, 503-244-6161, ext. 234 or 235.

* 1 Lewis & Clark credit equals 5 quarter hours.

** 2/3 Lewis & Clark credit equals 3 1/3 quarter hours.

Graduate Nondegree Programs

Overview and Purpose

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

degree. The programs include:

1. The Basic Teacher Certification Program leads to the Oregon Basic Teaching Certificate, elementary or secondary, for those students holding a bachelor's degree but no teaching credentials. This is the only graduate education program

administered by the Education Department. Contact James Wallace, Chairman, Education Department, for admission and program information.

2. The Standard Teaching Certification Program, administered by Graduate Studies, 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 Graduate Studies, is for elementary and secondary school teachers wishing to obtain only an Oregon Basic Subject Matter Endorsement.

4. The Basic Reading Endorsement Program is offered by the Graduate Studies Division as either a separate program or in conjunction with basic and standard teacher certification. Contact Roger Ziegelman, director of reading programs, Education Department, for program information and initial advising. Applications are available in the Graduate Studies Office.

Admission

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

Program

Programs leading to elementary and secondary standard certification total a minimum of 45 quarter hours. The programs are identical to the respective Master of Arts in Teaching programs for elementary and secondary teachers except that the certification-only programs require 2/3 credit less elective education coursework. See Master of Arts in Teaching, section on Program, for details.

Programs leading to Basic Subject Matter Endorsement are offered in the fields of art, foreign languages, health education, health education (combined), language arts, speech, theatre, language arts and social studies, basic mathematics (combined), music, physical education, biology, chemistry, integrated science, and physics. Consult a graduate advisor in education to determine specific endorsement requirements. Reading endorsement information is available in the Graduate Studies office and from Roger

Ziegelman, Education Department.

For additional information on all nondegree graduate programs, contact Paul Magnusson, Division of Graduate Studies, 503-244-6161, ext. 235.

MAT and Nondegree Program

Full-time Faculty

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

Paul Magnusson. Assistant director, Division of Graduate Studies; Co-director, Master of Arts in Teaching Program. Ph.D. University of Wisconsin. B.A. St. Olaf College.

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

Adjunct Faculty

Nichole Aas. Lecturer in French. B.A. Portland State University.

Anton Andereggen. Assistant professor, French. Certificate Universite de Geneve. Ph.D. University of Colorado. B.A. Monmouth College.

Jan Bender. Assistant professor,

German. Ph.D., M.A., B.A. University of Nebraska.

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

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

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

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

Robert Costi. Part-time instructor, Social Studies. Ph.D. University of Idaho. M.A. Arizona State University. B.S. Portland State University.

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

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

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

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

MAT

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

Wayne Haack. Instructor, Health and Physical Education, Coordinator of College Outdoors. M.S., B.S. Portland State University.

Lloyd Hulse. Associate professor, Spanish. Ph.D. University of Cincinnati. M.A., B.A. University of the Americas.

Dolores Jacobs. Part-time instructor, Master of Arts in Teaching Program. B.A. University of Washington. Arts degree, Banff School of Fine Arts.

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

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

Mary MacDougall. Part-time instructor, Education. M.S., B.S. Portland State University.

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

Eugene McNally. Part-time instructor, Health and Physical Education. Ph.D. University of Oregon. M.S., B.S., University of Illinois.

Cecil Miller. Part-time instructor, Health and Physical Education. M.S. University of Oregon. B.S. Oregon College of Education.

Jack Portland. Lecturer, Art. B.F.A. Portland Museum Art School.

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

Richard Steiner. Associate professor, Education. M.S. University of Omaha. B.S. Nebraska State Teachers College.

Jon Tuska. Part-time instructor, Master of Arts in Teaching Program. B.A. Marquette University.

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

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

Roger Ziegelman. Associate professor, Education. Ed.D., M.S. University of Oregon. B.S. University of Minnesota.



Fall 1979

ART

Art 400G	5700	Calligraphy	1	W	6:30-9:30	P-10	Getty
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EDUCATION

Ed 500	5401	Research Methods	2/3	Th	6:30-9:30	BTh-1	Arch
Ed 501	5402	Guidance and Counseling Skills for the Educator	2/3	M	6-9	BTh-1	Welle
Ed 510	5403	Advanced Teaching Strategies/Elementary	1	T*	6-9:30	Alb-104	Clark
Ed 520	5404	Advanced Teaching Strategies/Secondary	1	W	6:30-9:30	BTh-1	Conrath
Ed 530	5405	Basic Skills in Reading	1	M	7-10	Alb-120	McClain
Ed 543	5407	The Law and Public Education	1	M	6:30-9:30	BTh-3	Gathercoal
Ed 610	5409	Energy and Politics of Scarcity	2/3	TBA	TBA	ARR	Ford

FOREIGN LANGUAGES

Ger 421	1428	Phonetics and Applied Linguistics: German	1	T&F	1:10-3	Co E-12	Bender
				W	2:10-3		

HEALTH AND PHYSICAL EDUCATION

H/PE 430	4643	Coaching Basketball	1	Th	6:30-10	PSC-10	Sempert
H/PE 500	4400	Applied Aspects of Exercise	1	T	6:30-10	Edm-8	Evans

LANGUAGE ARTS

LA 507	4700	Images of the American West	1	Th	6:30-9:30	Lib/Tom	Tuska
LA 507	4701	The Pursuit of Happiness in American Fiction	1	M	7-9	Edm-9	Callahan

SOCIAL SCIENCES

Psy 524	4200	Psychology of Classroom Management: K-6	1	M	6:30-9:30	Thr-5	Jones
Psy 524	4201	Psychology of Classroom Management: 7-12	1	W	7-10	BPB-104	Faw

SOCIAL STUDIES

SS 507		Lelooska Workshop	½	S	9-5	Ariel, Wash.	Chief Don
			3	Saturdays			Lelooska

Winter 1980

ART

Art 400G	5701	Weaving	1	M	6-9:30	Art-30	Fawkes
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EDUCATION

Ed 500	5401	Research Methods	2/3	T	6-9	Alb-104	Clark
Ed 502	5411	Guidance Skills for the Elementary Educator	2/3	M	6-9	Sac-1	Welle
Ed 504	5412	The Exceptional Child	2/3	Th	6:30-9:30	BTh-4	Brelje
Ed 505	5413	Advanced Teaching of Reading and Writing in Secondary Schools	2/3	T	6-9	BTh-3	Staff
Ed 572	5414	Curriculum: Language Arts	1	T	6:30-9:30	BTh-4	Magnusson
Ed 523	5415	Advanced Teaching Strategies: Teaching Literature to Adolescents	1	W	6:30-9:30	BTh-3	Staff
Ed 531	5416	Preventing Reading Failures	1	M	7-10	Alb-120	McClain
Ed 532	5417	Innovations in Reading Methods and Materials	1	W	7-10	BTh-1	McDougall
Ed 598	5419	Young Adolescence; Social Concerns	1	W	6-9:30, S TBA	Thr-6	Clark
Ed 601	5420	Saturday Skillsshops II	1/3, 2/3 or 1	S	9-5	Alb-104**	Clark
Ed 605	5421	SETS I	1/3, 2/3 or 1	S	9-5	BTh-1	Spier
Ed 611		Institutional Transformations: The Agony and the Promise	2/3	TBA	TBA	ARR	Ford

FOREIGN LANGUAGES

Fr 422	1238	French Culture and Civilization	1	M&Th	6-8	Edm-9	Aas
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HEALTH AND PHYSICAL EDUCATION

H/PE 530	4402	Evaluation in Health and Physical Education	1	Th	6:30-10	PSC-116	McNally
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LANGUAGE ARTS

LA 507	4702	Children's Writing	1	Th	6:30-9:30	BTh-1	Staff
LA 507	4703	Tolkien and Lewis: For Youth	1	T	7-9***	Eng-Sem	Jacobs
LA 507	4704	Propaganda	1	W	6:30-9:30	Eng-Sem	Staff

SOCIAL STUDIES

SS 507	4903	Community and Family History	1	M	6:30-9:30	BTh-1	Willingham
SS 507	4904	Community World Issues	1	W	6:30-9:30	Thr-5	Costi

Spring 1980

ART

Art 400G	5702	Printmaking/Etching	1	M	6-9:30	P-18	Portland
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BIOLOGY

Bio 507	5800	Ending the Science Phobia: Science for Elementary Teachers	1	T	6-9	ARR	Clark
				S	TBA	ARR	
Bio 507	5801	Food and Its Origins	1	S	TBA	ARR	Trudeau

EDUCATION

Ed 500	5422	Research Methods	2/3	W	6-9	Alb-104	Clark
Ed 503	5424	Guidance and Counseling Skills for the Secondary Educator	2/3	M	6-9	Sac-1	Welle
Ed 505	5425	Advanced Teaching of Reading and Writing in the Secondary Schools	2/3	T	6-9	BTh-1	Staff
Ed 510	5426	Advanced Teaching Strategies/Elementary	1	Th	6-9	BTh-1	Staff
Ed 520	5427	Advanced Teaching Strategies/Secondary	1	W	6:30-9:30	BTh-1	Conrath
Ed 522	5428	Advanced Teaching Strategies: Teaching Writing to Adolescents	1	T	6-9	BTh-3	Staff
Ed 533	5429	Critical Reading Skills	1	W	7-10	BTh-3	Staff
Ed 543	5431	The Law and Public Education	1	M	6:30-9:30	BTh-3	Gathercoal
Ed 551	5432	Adolescent Psychology	1	Th	6:30-9:30	BTh-4	Jones
Ed 560	5433	Individualization of Instruction	1	T	4:30-7:30	Alb-111	Steiner
Ed 563	5434	The Use of Media in the Classroom	1	Th	6:30-9:30	Thr-5	Staff
Ed 606	5435	SETS II	1/3, 2/3 or 1	S	9-5	BTh-1	Spier
Ed 612		New Myths & Old Realities: Black Culture in White America	2/3	TBA	TBA	ARR	Ford

FOREIGN LANGUAGES

Fr 420	1237	History of the French Language	1	M&Th	6-8	Edm-9	Andereggen
Sp 422	3931	History of the Spanish Culture and Civilization	1	M&Th	6-8	Thr-6	Hulse
FL 507		Applied Linguistics for Teachers of English and Foreign Language	1	TBA		TBA	Bender

HEALTH & PHYSICAL EDUCATION

H/PE 510	4403	Adaptive and Corrective Physical Education	1	Th	6:30-10	Edm-8	Evans
H/PE 520	4404	Lifetime Sports Laboratory	1	S	9-5****	PSC	Haack
H/PE 550	4405	School Health Organization and Administration	1	M	6:30-10	Edm-8	Miller

LANGUAGE ARTS

LA 507	4705	Children's Literature	1	M	7-10	Alb-120	McClain
LA 507	4706	The Modern Short Novel	1	T	6:30-9:30	Eng-Sem	Braun
LA 507	4707	Group Processes in the Classroom	1	W	6:30-9:30	Alb-201	Staff
LA 507		Applied Linguistics for Teachers of English and Foreign Language	1	TBA		TBA	Bender

SOCIAL STUDIES

SS 507	4905	Leaders and Leadership	1	W	6:30-9:30	BTh-4	Costi
SS 507	4906	People on the Land: 10,000 Years of Northwest Pre-history	1	M	6:30-9:30	PSC-10	Wildesen
SS 507		Lelooska Workshop	1/2	S	9-5 3 Saturdays	Ariel, Wash.	Chief Don Lelooska

*Tuesday and two Saturday sessions

**and Sac-1

***TBA Indiv. Conference

****Six all day sessions

Special Education/Hearing-Impaired Program

Overview and Purpose

Lewis & Clark College offers a program which prepares qualified graduate students to become teachers of hearing-impaired students. The Program in Special Education-Hearing Impaired has been in operation since 1950 and has received full accreditation by the Committee on Teacher Training and Certification of the National Council on the Education of the Deaf, by the Oregon State Board of Education, and by the National Council for Accreditation of Teacher Education (N.C.A.T.E.).

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

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

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

Admission

In addition to meeting the general standards for admission to the Lewis & Clark College Division of Graduate Studies, one must also have completed prerequisite coursework in the following areas: social foundations of education, educational psychology, child psychology, and adolescent psychology. Application procedure includes filing an application with the

program, requesting two transcripts of all undergraduate and graduate work be sent to the program director, and arranging to take either the Graduate Record Exam or the Miller Analogies Test, with scores to be sent to the program director. A maximum of ten quarter hours, or their equivalent, may be transferred into the program.

Program

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

Practicum opportunities are varied. Observation, teacher-aide experiences, tutoring, and the student teaching experiences are available with pre-school through high school and college-age hearing-impaired students. Practicum centers include the Washington State School for the Deaf in Vancouver; the Vancouver, Washington, Public School Program for the Hearing Impaired; the Evergreen School District for the Hearing Impaired in Vancouver, Washington; the Portland Regional Program for the Hearing Impaired; the Tacoma, Washington, Public School Program for the Hearing Impaired; the Idaho State School for the Deaf; the Oregon State School for the Deaf, Salem, Oregon; the Spokane, Washington, Public School Program for the Hearing Impaired; Portland Community College; Seattle Central Community College; Yakima Public School Program for the Hearing Impaired; the Seattle Public School Program for the Hearing Impaired; the Portland Center for Hearing and Speech; the Seattle Speech and Hearing Center; the Eugene, Oregon, Hearing and Speech Center; the

Eugene Regional Program for the Hearing Impaired; the Alaska State Program for the Deaf; the Longview, Washington, Public School Program for the Hearing Impaired.

In addition to the specialized curriculum, all candidates for the M.Ed. degree in Special Education-Hearing Impaired must, prior to graduation, complete the following courses or equivalent approved courses: Ed 500 Research Methods, Ed 563 The Use of Media in the Classroom, and TTD 504 Exceptional Child.

In addition to the specialized curriculum, elementary majors should also complete the following courses or equivalent courses prior to graduation: 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, secondary majors should also meet state requirements for a secondary teaching certificate and a secondary subject matter endorsement.

Core Curriculum

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

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

TTD 506 Communication Systems II-Elementary, 1 cr., or **TTD 507** Communication Systems II-Secondary, 1 cr. Continuation of TTD 505; study of speech development and auditory learning and of various methods used to communicate with the deaf.

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

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

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

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

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

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

TTD 540 Directed Observation; 1/3 cr. Observation of on-site classroom activities at all levels from infant training through community college in both public and residential schools; various teacher-aide experiences and field trips to agencies serving the deaf. Activities are scheduled throughout the academic year.

TTD 546 Student Teaching-Elementary; 3 cr., or **TTD 547** Student Teaching-Secondary; 3 cr. Supervised student teaching in a public school or residential school for the deaf during the full day for a ten-week period; supervision and guidance by the cooperating teacher and the college coordinator of student teaching.

TTD 580 Signed English-Beginning; 2/3 cr. **TTD 581** Signed English-Intermediate; 2/3 cr. **TTD 582** Signed English-Advanced; 2/3 cr. Designed to meet individual needs according to competency in manual communication; both Ameslan and sign systems which follow English syntax are covered.

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

For an application and further information about the program, contact H. William Brelje, program director,

Program in Special Education-Hearing Impaired, 503-244-6161, ext. 476.

Full-time Faculty

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

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

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

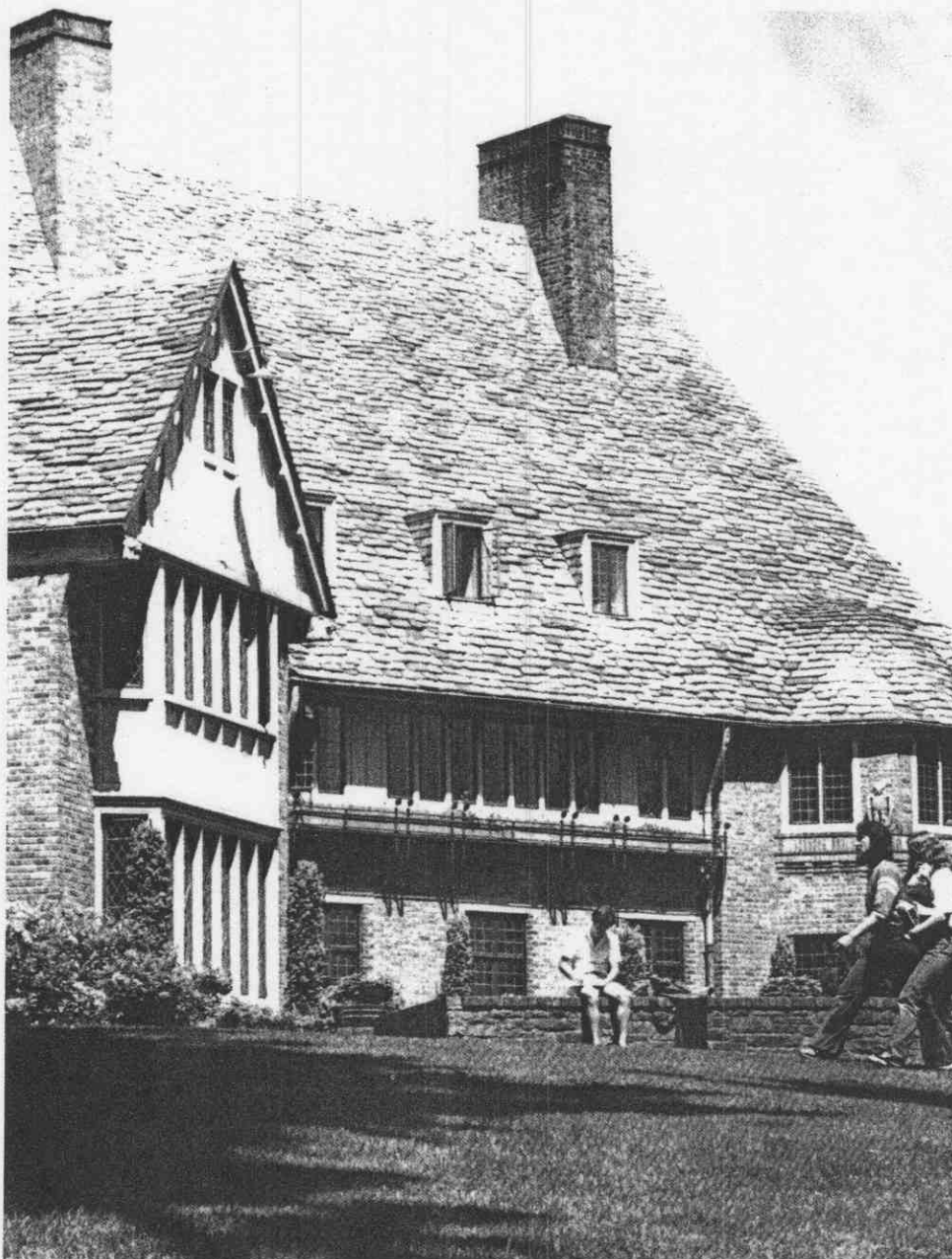
Adjunct Faculty

James E. McCarr. Instructor. M.S. Oregon College of Education. B.A. St.

Francis College.

Marjorie Trevarthen. Instructor. M.A.T., B.S. Lewis & Clark College.

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



Summer Terms I & II

Ed 500	5401	Research Methods	1	TBA	TBA	Arch
Ed 563	5434	The Use of Media in the Classroom	1	TBA	TBA	Midson
TTD 501		Psycho-Social and Educational Foundations of Deafness	1	TBA	TBA	Brelje
TTD 504		Exceptional Child	1	TBA	TBA	Brelje
TTD 580		Signed English, Beginning	2/3	TBA	TBA	Staff
TTD 581		Signed English, Intermediate	2/3	TBA	TBA	Staff
TTD 582		Signed English, Advanced	2/3	TBA	TBA	Staff

Fall 1979

HEARING IMPAIRED

TTD 505	5300	Communication Systems I	1	TBA	TBA	Scroggs
TTD 515	5301	Methods of Developing Language for the Hearing Impaired 1	1	TBA	TBA	McCarr
TTD 520	5302	Audiology I: Anatomy and Physiology of the Speech and Hearing Mechanisms	2/3	TBA	TBA	Brelje
TTD 530	5303	Curriculum and General Methods of Teaching the Hearing Impaired	2/3	TBA	TBA	Scroggs

Winter 1980

HEARING IMPAIRED

TTD 506	5304	Communication Systems II—Elementary	1	TBA	TBA	Scroggs
TTD 507	5307	Communication Systems II—Secondary	1	TBA	TBA	Scroggs
TTD 516	5306	Methods of Developing Language for the Hearing Impaired II - Elementary	1	TBA	TBA	McCarr
TTD 517	5307	Methods of Developing Language for the Hearing Impaired II - Secondary	1	TBA	TBA	McCarr
TTD 525	5308	Audiology II: Audiological Testing	2/3	TBA	TBA	Young
TTD 536	5309	Special Methods of Teaching Reading and School Subjects to the Hearing Impaired—Elementary	2/3	TBA	TBA	Trevvarthen
TTD 537	5310	Special Methods of Teaching Reading and School Subjects to the Hearing Impaired—Secondary	2/3	TBA	TBA	Scroggs

Note: Because the majority of the above courses are open only to students admitted to the Program in Special Education—Hearing Impaired, class time and locations are best scheduled during each preceding term.

Spring 1980

HEARING IMPAIRED

TTD 540	5311	Directed Observation	1/3	TBA	TBA	TBA
TTD 546	5312	Student Teaching: Elementary	3	TBA	TBA	Staff
TTD 547	5313	Student Teaching: Secondary	3	TBA	TBA	Staff

Note: Because the majority of the above courses are open only to students admitted to the Program in Special Education—Hearing Impaired, class times and locations are best scheduled during each preceding term.

Counselor Education Program

Overview and Purpose

The counseling program provides knowledge and training in a common core of professional competencies which apply in all helping relationships. After these are mastered, each student is encouraged to develop special knowledge and skills in a specific area of counseling practice.

Students are consistently encouraged to integrate theory and practice through a variety of academic and experiential learning activities. Special emphasis is placed on developing professional competence by applying new learning in practicum courses. Supervised practicum counseling accounts for one-third of all credit earned for the master's degree.

Courses are taught in the evening and on Saturdays except in summer when day and evening classes are scheduled. This allows students to continue working while pursuing their studies. Because a majority of students in the counseling program are already employed in helping roles, classes have more immediate applicability and flavor of an inservice training program.

Completion of prerequisites and the first year of the program qualifies students for a Basic Endorsement in school counseling providing they have a valid Oregon Teaching Certificate and have successfully completed two years of teaching. Completion of the second year of the program qualifies students for a Standard Endorsement in Counseling when teacher certification and experience qualifications are met. The counseling program is fully accredited by the Oregon Teacher Standards and Practices Commission and the National Council for the Accreditation of Teacher Education.

Admissions

In addition to the general requirements for admission to a graduate program listed in General Information, section on Admission, applicants to the counseling program are required to complete these steps:

1. Attend a program orientation

meeting. These meetings are held once each term to allow applicants to learn more about the program, meet faculty members, and learn how to complete steps necessary in applying for admission.

2. Complete a Personal Response Questionnaire and submit a personal curriculum vitae.
3. Interview with a member of the counseling faculty. This interview is scheduled after all written materials for the applicant's file have been completed.
4. Submit three recommendations.

Program

Core courses in the counseling program are divided into a first-year group emphasizing basic knowledge and skills and a second-year group emphasizing advanced knowledge and skills. Students should complete all first-year courses before beginning second-year courses. It is desirable, but not required, that all courses in each block be completed within one academic or calendar year. Completion of 12 units of credit from core courses or their equivalent, which includes completion of two of the three second-year seminars, is required for graduation.

Specialization and individualized learning is encouraged within the structure of these courses. Students select individual projects, assignments, and practicum sites in accordance with their goals for learning. Occasional specialized course offerings and transfer of credit allow students other opportunities to seek special learning experiences beyond the boundaries of current course offerings.

First Year Course Offerings

- Coun 550** Interpersonal Relations
- Coun 551** Counseling Philosophy and Theory
- Coun 552** Individual Differences and Assessment
- Coun 553** Career Counseling
- Coun 554** Counseling Practicum I
- Coun 555** Counseling Practicum II

Second Year Course Offerings

- Coun 560** Individual Testing
 - Coun 561** The Exceptional Counselee
 - Coun 562** Group Counseling I
 - Coun 563** Seminar: Behavioral Counseling
 - Coun 564** Seminar: Family Counseling
 - Coun 565** Seminar: Gestalt Process
 - Coun 566** Counseling Practicum III
 - Coun 567** Counseling Practicum IV
- Special courses are offered which may be substituted or added to a student's basic program upon approval. For additional information contact Michael Stark, director, Counselor Education Program, 503-244-6161, ext. 236.

Full-time Faculty

- Michael J. Stark.** Chairperson, Ph.D. M.A. University of California/Los Angeles. A.B. Michigan State University.
- Gordon Lindbloom.** Ph.D., M.A. University of Oregon. B.A. Northwest Nazarene College.
- Jerry McCubbin.** Ph.D., M.A., B.A. University of Oregon.
- Joan Hartzke McIlroy.** Ph.D., M.A. University of Colorado/Boulder. B.A. Fontbonne College.

Adjunct Faculty

- Catherine Bolstad.** Ph.D., M.A. University of Oregon. B.A. Radcliffe College.
- Gary Dombroff.** Ph.D., M.A. Peabody College. B.A. University of Rochester.
- Robert McIlroy.** M.A. University of North Dakota. B.S. Minot State College.
- David Nelson.** M.S. Portland State University. B.A. Seattle Pacific University.
- Donald Nickerson.** M.A., B.A. Stanford University.
- Lorah Sebastian.** M.A. University of Oregon. B.A. Antioch College.
- Judy Walker Weber.** Ph.D., M.A. University of Southern California. B.A. Simmons College.

Fall 1979

COUNSELOR EDUCATION

Coun 509	5000	Principles of Counseling	1	Th	5-9	Alb-201	McIlroy
Coun 550	5001	Interpersonal Relations	1	Th	5-9	Alb-120	Stark
Coun 551	5002	Counseling Philosophy and Theory	1	W	5-9	Alb-201	McIlroy
Coun 552	5003	Individual Differences and Assessment	1	M	5-9	BPB-104	Lindbloom
Coun 553	5004	Career Counseling	1	T	5-9	Alb-201	McIlroy
Coun 554	5005	Counseling Practicum I	1	Th	5-8	Alb-111	McCubbin
Coun 555	5006	Counseling Practicum II	1	Th	5-8	Alb-104	Bolstad
Coun 560	5007	Individual Testing	1	W	5-9	Alb-104	Dombroff
Coun 561	5008	The Exceptional Counselee	1	Th	5-9	BPB-104	Weber
Coun 562	5009	Group Counseling	1	S	9-3	Alb-201	McCubbin
* Coun 564	5010	Family Counseling	½	S	9-3	Alb-111	Bolstad
* Coun 565	5011	Gestalt Process	½	S	9-3	Alb-111	Nickerson
Coun 566	5012	Counseling Practicum III	1	T	5-9	Alb-120	Sebastian
Coun 567	5013	Counseling Practicum IV	1	T	5-9	BPB-104	Lindbloom

* First 5 weeks

** Second 5 weeks

Winter 1980

COUNSELOR EDUCATION

Coun 509	5014	Principles of Counseling	1	Th	5-9	Alb-201	McIlroy
Coun 550	5015	Interpersonal Relations	1	Th	5-9	Alb-104	McIlroy
Coun 551	5016	Counseling Philosophy and Theory	1	W	5-9	Alb-201	McIlroy
Coun 553	5017	Career Counseling	1	T	5-9	Alb-201	Staff
Coun 554	5018	Practicum I	1	M	5-8	Alb-111	McCubbin
Coun 555	5019	Practicum II	1	Th	5-8	Alb-120	Bolstad
Coun 561	5020	The Exceptional Counselee	1	Th	5-9	Alb-111	Weber
Coun 562	5021	Group Counseling	1	S	9-3	Alb-201	McCubbin
Coun 563	5022	Behavioral Counseling (1 unit)	1	M	5-9	BPB-104	Lindbloom
* Coun 564	5023	Family Counseling (½ unit)	½	S	9-3	Alb-111	Nelson
* Coun 565	5024	Gestalt Process (½ unit)	½	S	9-3	Alb-111	Nickerson
Coun 566	5025	Counseling Practicum III	1	T	5-9	BPB-104	Lindbloom
Coun 567	5026	Counseling Practicum IV	1	T	5-9	Alb-111	Stark
Coun 560	5027	Individual Testing	1	W	5-9	Alb-104	Dombroff

* First 5 weeks

** Second 5 weeks

Spring 1980

COUNSELOR EDUCATION

Coun 509	5028	Principles of Counseling	1	Th	5-9	Alb-201	McIlroy
Coun 552	5029	Individual Differences and Assessment	1	M	5-9	BPB-104	Lindbloom
Coun 553	5030	Career Counseling	1	T	5-9	Alb-201	McIlroy
Coun 554	5031	Practicum I	1	Th	5-8	Alb-111	McCubbin
Coun 555	5032	Practicum II	1	Th	5-9	Alb-104	Bolstad
Coun 560	5033	Individual Testing	1	W	5-9	Alb-120	Dombroff
Coun 562	5034	Group Counseling	1	S	9-3	Alb-201	McCubbin
Coun 563	5035	Behavioral Counseling (½ unit)	½	Th	5-7	BPB-104	Lindbloom
Coun 564	5036	Family Counseling (1 unit)	1	M	5-9	Alb-201	Nelson
Coun 566	5037	Practicum III	1	T	5-9	Alb-104	Weber
Coun 567	5038	Practicum IV	1	T	5-9	BPB-104	Lindbloom

Master of Music and Music Education Program

Overview and Purpose

The graduate programs in the School of Music operate as one unit in the Division of Graduate Studies. These degree programs are offered in the School of Music:

Master of Music Education (M.M.E.);
Master of Music, major in Performance (M.M.);
Master of Music, major in Composition (M.M.).

A Master of Arts in Teaching degree with a major in music is offered cooperatively with the Graduate Division. The School of Music is in charge of admission to graduate study, and all correspondence should be addressed to the director of the School of Music.

Admission

Admission to any of the graduate programs in music requires the bachelor's degree, or its equivalent, in the appropriate field. For unconditional admission, the applicant must 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, whose previous record falls short of this standard or whose study was at an institution not accredited by a regional agency of the National Association of Schools of Music, may be admitted conditionally. Conditional admission may also be granted to students seeking the professional music degree (M.M. or M.M.E.) without the appropriate undergraduate degree (B.M. or B.M.E.).

Admission materials (an application blank and three reference blanks) will be supplied on request. Applicants are required to take the Graduate Record Examination (Aptitude section) and the Advanced Test in Music or the Miller Analogies Examination. They also must supply the School of Music with three official complete transcripts of their undergraduate study.

In addition to the above stated general admission requirements, the

School of Music examines each prospective graduate student using additional criteria to determine the quality of musicianship. See section on Programs for specific requirements.

Placement Examination

Placement tests in music history and music theory are given the first two days of the first summer session and again in the beginning of fall term to obtain data helpful in building appropriate degree programs for each student. The placement tests must be taken at the beginning of the period of graduate study.

Test: Music History. The test consists of short answer questions with a few short essay questions; in addition, there is usually score identification.

Recommended preparation: a thorough review of Grout's *A History of Western Music* (W.W. Norton, 2nd edition). If unsatisfactory, candidates are required to take Music History Review which will not carry degree credit.

Test: Theory, Musical Styles, Analysis. Recommended preparations: 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. If unsatisfactory, candidates are required to enroll in the appropriate Music Theory Review course(s) which do not carry degree credit.

Program

Master of Music Education

This program gives the candidate extended knowledge, understandings, and skills which contribute to professional effectiveness as a teacher/musician in elementary and secondary schools. A Master of Music Education degree fulfills all requirements for Oregon Standard Certification.

Admission

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

3. Interview with the Director of the School of Music.

Major: Music

Mus 581 Introduction to Research in Music Education ½ credit

Mus 582 Development and Trends in Elem Mus Ed or

Mus 583 Development and Trends in Secondary Mus Ed ½ credit

Mus 584 Seminar in Music Ed 1 credit
Pedagogical Studies (in area) 1 credit
Applied lessons (major instrument or voice) 1½ credit

Applied lessons (minor instrument or voice) 1 credit

Music Elective(s) freely chosen 1 credit

Cognate Field: Education

Ed 501 Guidance and Counseling Skills for the Educator 2/3 credit or

Ed 503 Guidance and Counseling Skills for the Secondary Educator 2/3 credit

Ed 514 Advanced Teaching Strategies/Elementary: Music or

Ed 524 Advanced Teaching Strategies/Secondary: Music 1 credit

Ed 504 The Exceptional Child 2/3 credit

Ed 505 Advanced Teaching of Reading and Writing in Secondary Schools 2/3 credit

5. Elective(s) from graduate education offerings 1 credit.

Total program credits required: 10 1/2.

Comprehensive Examinations

At the conclusion of the Master of Music Education program, each candidate seeking an M.M.E. is expected to pass a comprehensive examination on all music education work covered during graduate study at Lewis & Clark.

Master of Music, 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 to the performance program requires:

Admission

1. B.M. in performance or demonstrated equivalent;
2. Entrance audition. (Tapes of senior

Music

recital or equivalent may be submitted for students living great distances from Lewis & Clark. Students who submit tapes initially, however, are given conditional admission.

Residence Requirement

At least one year of residence after unconditional admission is required of all candidates for the Master of Music, Performance degree. A year of residence is defined as being enrolled as a full-time student for each of three terms within a span of five terms, including both summer sessions. Curricula varies slightly for each instrument. Precise requirements for each instrument or voice are available from the director of the School of Music. The program listed here, however, is typical.

Major: Performance

Applied lessons (major instrument) 3 credits
Applied lessons (secondary instrument) 1½ credits
Pedagogy ½ credit
Ensemble 1 credit
Chamber music 1 credit
Recital 1 credit
Cognate Field
Music history/literature 3 credits
Total program credits required: 11

Master of Music, Composition

The M.M., Composition emphasizes contemporary compositional approaches/techniques and 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

1. B.M. in Composition or demonstrated equivalent;
2. Submission of portfolio of composition equivalent to senior recital;
3. Tapes of performances of the compositions are encouraged.

Major: Composition

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. 4 credits

Electives 2 credits

Total program credits required: 10

Special Programs

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

For further information on music and music education programs, contact Jerry Luedders, director, School of Music, 503-244-6161, ext. 295.

Full-time Faculty

Jerry D. Luedders, director, School of Music. M.M. Indiana University. B.M.E. University of Michigan. Additional study Harvard University; Academie Internationale d'Ete, Paris. Studied saxophone, flute, clarinet, bassoon. Former dean of fine arts and associate professor of music, College of St. Benedict. One of the leading classical saxophonists in the nation and one of the foremost American exponents of French literature for saxophone.

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

Lee R. Garrett, Associate professor. D.M.A. University of Oregon. M.M. Indiana University. B.M. Colorado State University.

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

Vincent McDermott, Associate professor. Ph.D. University of Pennsylvania. M.A. University of California. B.F.A. University of Pennsylvania. Compositions performed across the U.S. and in England.

Gary D. McLaughlin, Assistant professor. M.A., B.A. California State University/Northridge. First violin with

the Kansas City Philharmonic Orchestra.

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

Reinhard G. Pauly, Professor. Ph.D., M.M. Yale University. M.A., B.A. Columbia University. Director of the School of Music, 1968-77. Additional violin 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

Denise Bernard, Piano. M.M., B.M. Southern Methodist University. Studied with Alfred Mouledous and Louise Bianchi.

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

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

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

Jonathan Drexler, Flute. M.M.A. Yale School of Music. B.A. Pomona College. Studied flute and composition with George Drexler, Thomas Nyfenger, Luella Howard, James Walker. Principal flute with the Oregon Symphony Orchestra.

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

Charles Farmer, Piano. M.A. University of California/Berkeley. B.A. Long Beach

State college. Studied at the Aspen Music School with Joanna Graudan and Victor Babin.

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

Katherine Ann George. Piano. A.R.C.M. Royal College of Music, University of London. M.S.T., B.S. Portland State University. Orchestral pianist with the Oregon Symphony since 1964.

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

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

Herman F. Jobelmann. String bass. Principal bass and orchestra manager of the Metropolitan Opera National Company, and the Sarah Caldwell American National Opera Company of

Boston. Member of the Oregon Symphony Orchestra for 25 years and principal bass at 12.

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

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

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

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

Leonard C. Pennell. Guitar, folk guitar. B.S. Oregon State University. Performed in numerous bands,

orchestras, chamber ensembles, and four years in U.S. Navy bands.

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

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

Fall 1979

MUSIC

Mus 411G	Music Theory Seminar	1	M&Th W	1-3 1-2	E 28	Garrett
Mus 461G	Baroque Music	1	T&F W	1-3 2-3	E 29	Pauly
Mus 495G	Piano Pedagogy	1/2	M W	8-10 8-9	E 1	Tholen
Mus 521	Graduate Composition	1	TBA	TBA	E 6	McDermott

Winter 1980

MUSIC

Mus 412G	Advanced Keyboard Harmony	1/2	M,T&Th	12-1	E 12	Kilbuck
Mus 462G	Classical Music	1	T&F W	1-3 2-3	E 29	Pauly
Mus 521	Graduate Composition	1	TBA	TBA	E 6	McDermott

Spring 1980

MUSIC

Mus 431G	Psychology of Conducting	1/3	T&Th	10-11	E 25	Smith
Mus 466G	Symphonic Literature	1	T&F W	1-3 2-3	E 29	McLaughlin
Mus 494G	Organ Literature/Service Play	1	T&F W	1-3 2-3	E 28	Garrett
Mus 521	Graduate Composition	1	TBA	TBA	E 6	McDermott

Fall, Winter, Spring 1979-80

MuP 571-595 APPLIED LESSONS

Individual instruction in all instruments and voice (1/2 or 1 credit) from full-time and part-time members of the School of Music faculty.

MuP 571	Piano	TBA	TBA	E 1	Miller/Staff
MuP 572	Harpsichord	TBA	TBA	E 8	Kilbuck/Staff
MuP 573	Organ	TBA	TBA	E 7	Garrett/Staff
MuP 574	Voice	TBA	TBA	E 2	Poppino/Staff
MuP 575	Violin	TBA	TBA	E 4	McLaughlin
MuP 575	Violin	TBA	TBA	E 4	Spiro
MuP 576	Viola	TBA	TBA	E 4	McLaughlin
MuP 576	Viola	TBA	TBA	E 4	Spiro
MuP 577	Cello	TBA	TBA	E 27	Zerbe
MuP 578	Bass	TBA	TBA	E 27	Jobelman
MuP 579	Harp	TBA	TBA	E 27	Seeley, E.
MuP 580	Guitar	TBA	TBA	E 27	Mitchell
MuP 580	Guitar	TBA	TBA	E 27	Collins
MuP 581	Flute	TBA	TBA	E 27	Drexler
MuP 581	Flute	TBA	TBA	E 27	Herby
MuP 582	Oboe	TBA	TBA	E 27	Korman
MuP 583	Clarinet	TBA	TBA	E 27	Stanford
MuP 584	Saxophone	TBA	TBA	E 27	Luedders
MuP 585	Bassoon	TBA	TBA	E 27	Eubanks
MuP 586	Trumpet	TBA	TBA	E 21	O'Banion
MuP 587	Horn	TBA	TBA	E 27	Fay
MuP 588	Trombone	TBA	TBA	E 27	Staff
MuP 589	Baritone	TBA	TBA	E 27	Eide
MuP 590	Tuba	TBA	TBA	E 27	Eide
MuP 591	Percussion	TBA	TBA	E 21	DePonte
MuP 592	Recorder	TBA	TBA	E 27	Swain
MuP 593	Koto	TBA	TBA	E 27	Gates
MuP 594	Shamisen	TBA	TBA	E 27	Gates
MuP 595	Conducting	TBA	TBA	E 27	Eide, Seeley, Luedders

Fall, Winter, Spring 1979-80

MuP 512-532 ENSEMBLES

MuP 500	Graduate Recital	1	TBA	TBA	E 27	Luedders
MuP 512	Wind Ensemble	1/3	MW&F	3:10-4:30	E 22	Walter
MuP 513	Jazz Ensemble	1/3	MW&F	4-30-6	E 22	Herreid
MuP 516	Concert Choir	1/3	M&Th	4:15-5:30	E 20	Seeley
MuP 518	Opera Workshop	1/6	TBA	TBA	E 2	Poppino
MuP 519	Collegium Musicum	1/6	TBA	TBA	E 7	Garrett-Swain
MuP 530	Symphony Orchestra	1/6	T&Th	7-9	E 20	Luedders
MuP 531	Chamber Orchestra	1/3	T&Th	3:10-4:30	E 20	Luedders
MuP 521	Chamber Music Woodwinds	1/3	TBA	TBA	E 27	Luedders
MuP 522	Chamber Music Brass	1/3	TBA	TBA	E 21	Eide
MuP 523	Chamber Music Percussion	1/3	TBA	TBA	E 21	DePonte
MuP 526	Chamber Music Jazz	1/3	TBA	TBA	E 21	Herreid
MuP 532	Chamber Music Strings	1/3	TBA	TBA	E 4	McLaughlin

Public Administration Program

Overview and Purpose

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

Students come from a variety of agencies: the federal government (e.g., the Army Corps of Engineers, Bonneville Power Administration, the U.S. Forest Service); state and local government; nonprofit organizations; quasi-public agencies; public utilities; and private firms having substantial contact with government. This mix of agencies provides a unique opportunity to share practical experiences and evaluate current theories and problem-solving procedures, enabling students to go far beyond the typical, sometimes sterile, classroom approach.

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

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

Admission

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

Enrollment

The college encourages enrollment in courses of personal and professional

interest. A person is considered enrolled when an enrollment application form is filled out. Participation on a noncredit basis is also welcomed, although payment of tuition is still required. Certificates of completion are provided upon request for each course, whether it is taken on a credit or noncredit basis.

Candidacy

Persons wishing to pursue an M.P.A. degree may file the Application to Candidacy after completing two credits (normally three courses) with a B average. They must file for candidacy after completing four credits (normally six courses) with a B average if they want additional coursework to count toward their M.P.A. degree. Courses taken for credit only are not considered as part of the three course requirement for admission, although they will count toward graduation, if taken as part of the six courses allowed before applying for candidacy.

To become a candidate the student must submit:

1. A complete record of all academic work, including evidence of a bachelor's degree, plus a record of all professional experiences of at least three years' duration.
2. Four letters of recommendation, two from academic courses and two from professional sources who have had an opportunity to evaluate the applicant's prospects for professional growth at the management level.
3. A personal statement of at least 500 words from the applicant, including professional career goals and how the Lewis & Clark program is expected to further them.
4. A proposed program of study.
5. A \$10 application fee.

A faculty committee reviews the student's Application for Candidacy and determines if the student will be formally admitted to pursue an M.P.A. degree.

Special Admissions Procedure

The M.P.A. Program has been

authorized by the Board of Trustees to consider admission for persons who do not have a B.A. degree but who have an extensive record of successful and significant practical experience in public management. Persons meeting this criterion are evaluated by a special committee of program faculty and outside reviewers established especially for this purpose.

Program

The minimum requirement for the master's degree is 11 course credits. (One Lewis & Clark course credit is equal to five quarter hours; three quarter hours are equal to .66 of a Lewis & Clark credit.) The student's program is made up of 15 courses valued at two-thirds course credit each (.66), plus a Capstone Course of one course credit which, in most cases, involves a project designed to relate the various course materials to a topic the degree candidate chooses. A maximum of two courses can be in the form of individual independent study courses. A "core" of five courses is required. These courses are offered annually. In addition, one course is required from each of six areas.

Curriculum

Specific Core Requirements (required by all degree candidates):

- PA 501 Administration in Government
- PA 502 Economic Context
- PA 503 Public Budgeting
- PA 504 Legal Aspects of Administration
- PA 505 Capstone Course (each term)

Area Requirements (choose at least one from each group).

Governmental Context

- PA 510 Studies in Politics & Administration
- PA 511 Administration & the Policy Process
- PA 512 Metropolitan Politics
- PA 513 Legislative Politics
- PA 514 Governments & Their Publics
- PA 515 National Policy Process (Washington, D.C.)
- PA 516 Comparative Public

among seven to eight courses each term, about half of them intensive seminars. A schedule of course offerings is distributed by the Public Administration Program Office each term, and faculty advisors are available.

Special Off-Campus Programs

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

An intensive one-week course held in late November and early December in Washington, D.C. The course explores the various elements of the national policy process, meeting with professional staff from the White House, Congress, administrative agencies, interest groups, and "think tanks."

Comparative Public Administration: Program in Scotland and England

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

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

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

Executive Seminar Program

An advanced study program designed for a small group of executives from industry and government who examine issues and the decision-making process relating to selected natural resource policy questions, such as the Alaska D-2 Land Allocation, Hell's Canyon, and Indian Fishing Rights on the Columbia. Admission to this program requires agency sponsorship. Director: Ted Schlapfer, formerly Regional Forester, Region 6, U.S. Forest Service.

Special Workshops and Programs

The M.P.A. Program periodically offers special workshops, programs, and management training opportunities for the U.S. Forest Service, Bonneville Power Administration, the U.S. Soil Conservation Service, and other similar governmental agencies located in the Pacific Northwest. Normally, these

programs are open only to employees acceptable to the sponsoring agencies. Academic credit can be arranged and applied toward meeting program requirements for an M.P.A. degree.

For further information on programs in public administration, contact Don Balmer or Guenter Mattersdorff, co-directors, Public Administration Program, 503-244-6161, ext. 511.

Faculty

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

On-Campus Staff

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

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

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

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

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

William S. Jensen. Associate professor of business and administrative studies. Ph.D. Oregon State University. J.D. University of California. A.B. University of Washington.

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

Richard Sorenson. Vice-president of Student Affairs and Dean of Students. M.A. Harvard. S.M. in Management Massachusetts Institute of Technology. B.A. University of Oregon.

Jean Ward. Associate professor of communications. M.S., B.S. University of Oregon.

Distinguished Visiting Professors

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

Administration: Program in Scotland and England
PA 517 Comparative Political Processes in the Pacific Northwest: Salem, Olympia, Victoria, B.C.

Content of Public Policy

PA 520 Studies in Public Policy
PA 521 Public Regulation of Business
PA 522 Natural Resource Policy
PA 523 Human Services
PA 524 Northwest Energy Policy

Personnel Relations

PA 530 Problems in Personnel Management
PA 531 Personnel Administration
PA 532 Agency Evaluation & Personnel Administration
PA 533 Communication Skills for Administrators
PA 534 Collective Bargaining
PA 535 Federal Personnel Policies

Quantitative Methods

PA 540 Public Policy Analysis
PA 541 Accounting for Administrators
PA 542 Systems Analysis/Operations Research
PA 543 Statistics & Their Uses
PA 544 Computer Applications for Administrators

Administrative Management

PA 550 Studies & Current Developments in Administrative Management
PA 551 Formal Organizations & Advanced Administrative Management
PA 552 Interpersonal Relations & Organizational Behavior
PA 553 Organizational Development
PA 554 Managing Not-for-Profit Organizations

Values and Administration

PA 560 Studies in Administrative Values
PA 561 Administrative Ethics
PA 597 Internship
PA 598 Courses offered only once
PA 599 Independent Study

This list of course offerings is incomplete. Students should not rely on it to plan their program. Normally a student can expect a choice from

1979

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

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

1978

Frederick A. Kistler. B.A. American University. Deputy Associate Director for Compensation, U.S. Office of Personnel Management, U.S. Civil Service Commission.

Henry B. Mayo. D. Litt., M.A. F.R.S.C. Professor of political science, Carleton University, Ottawa, Canada; author and frequent consultant on metropolitan and local governmental affairs in Canada.

1977

Daniel M. Ogden. Ph.D., M.A. University of Chicago. Director of Office of Power Marketing Co-ordination, U.S. Department of Energy; formerly Director of Budget for the U.S. Department of Interior and Dean of the College of Humanities and Social Sciences, Colorado State University.

C. Dwight Waldo. Ph.D. Yale University. M.A. University of Nebraska. Albert Schweitzer Chair in the Humanities, professor of public administration, Maxwell School of Public Administration, Syracuse University; former professor and director, Institute of Governmental Studies, University of California/Berkeley; former editor, *Public Administration Review*.

Phillip J. Welham. Ph.D., M.A., B.A. University of Edinburgh. Lecturer, University of Edinburgh; staff member, Scottish National Records Office; author of *The Making of Urban Scotland*.

Intensive Seminar Visiting Faculty

Each term the M.P.A. program offers courses on an intensive seminar format, which permits the use of distinguished visiting scholars who cannot be freed from prior commitments for an extended period of time. These seminars, which occur during a weekend of concentrated class work, begin with a meeting one month earlier in which the topic is introduced and reading and writing assignments are made. Among recent participants are: **Jack Byrd, Jr.** Ph.D. Engineering, M.S., B.S. Industrial Engineering West Virginia University. Visiting professor, University of North Carolina; consultant and author of a text on operations research and decision theory.

Richard Chapman. Ph.D., M.B.I.M., B.A. Reader in politics and chairman of Board of Studies in Politics, University of Durham, England; author and editor of several publications on administration and policy making.

Michael Clarke. Deputy Director of Policy Planning, Lothian Regional Council, Edinburgh, Scotland; formerly lecturer and director of studies in politics, University of Edinburgh.

Thomas R. Dye. Ph.D. University of Pennsylvania. M.A., B.A. Pennsylvania State University. Professor of political science, Florida State University; author of numerous articles and books.

George Frederickson. Ph.D. University of Southern California. M.P.A. University of California/Los Angeles. President, Eastern Washington University; national president, American Society of Public Administration (1971-77).

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

Dee W. Henderson. Ph.D. American University. M.A., A.B. Brigham Young University. Professor of management and administration, Brigham Young University; recipient of several awards for work in organizational development and management training; author of numerous articles on the subject.

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

Adjunct Faculty/Practitioners

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

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

Harold A. Grover. Ph.D., D.P.A. George Washington University. M.A. American University. B.A. University of Puget Sound. Director, Oregon Motor Vehicles Division; consultant to U.S.D.A., U.S.D.O.T., H.U.D., N.A.S.A.

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

Jim Sullivan. M.Ed., B.S. West Texas State University. Formerly on the Lewis

& Clark College staff; currently vice-president of the National Association of Independent Colleges and Universities, Washington, D.C.

Don S. Willner. LL.B., B.A. Harvard University. Partner in Portland law firm of Willner, Bennett, Bobbitt & Hartman specializing in labor law; formerly an Oregon State Senator.

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



Summer Sessions

Overview and Purpose

Lewis & Clark offers two summer sessions so that students can satisfy their master's degree requirements by attending successive summers or by attending summer sessions in conjunction with course work taken during the academic year. Courses provide students with a full range of the

core requirements in each degree program. A number of special workshops are not available during the academic year are offered, such as: **Foxfire.** A one-week introduction to cultural journalism and oral history inspired by the Foxfire Project in Rabun Gap, Georgia. **Exploring the Cultural and Natural Heritage of the Pacific Northwest.** A

four-week experienced-based humanities institute for teachers of the talented and gifted.

Live, Learn and Teach. A four-week program for teachers utilizing an Outward Bound adaptive wilderness experience to foster personal and professional renewal.

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

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

Institute for Teachers of Multi-Handicapped Children. A four-week program that includes Techniques of Individualized Instruction for the Multi-Handicapped, Program Management of Multi-Handicapped Children, and Practicum with Multi-Handicapped Children.

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

1980 Dates

The eight-week summer session consists of two four-week terms: Term I, June 23 to July 18; Term II, July 21 to August 15 and summer term graduation, August 15.

Registration day for Term I is June 20. Registration for Term II is continuous beginning June 30 at the Registrar's Office. Consult the 1980 summer sessions catalog for registration procedures.

Tuition and Fees

Summer session tuition and fees are the same as those which apply during the academic year.

Summer Sessions Catalog

Summer sessions catalog is available in mid-March. Write or call the Summer Sessions Office to request a copy. For further information contact Sid Eder director of Summer Sessions, 503-244-6161, ext. 217 or ext. 234.



Overview and Purpose

The Continuing Education Office functions year around, providing a wide variety of educational experience on and off campus for educators, counselors, public administrators, businessmen, musicians, and other professional groups. Up-to-date offerings are regularly advertised. Program details are available by calling 503-244-6161, ext. 237. Continuing education courses numbered 600-649 are applicable to Lewis & Clark degree and certification programs; those numbered 650 to 699 carry graduate credit but are not applicable to Lewis & Clark programs.

Program

Among the many continuing education programs for 1979-80 confirmed prior to the catalog deadline are the following:

Saturday Skillshops

Ed 600 Saturday Skillshops I, Winter 1980

Ed 601 Saturday Skillshops II, Winter 1980

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

Although Skillshops are not classes, as such, participants may receive credit. A selection of three skillshops may be taken for three quarter-hours of credit; a selection of five skillshops may be taken for five quarter-hours of credit. Participants not interested in credit may take any number of workshops. Lewis & Clark M.A.T. students may take any five skillshops for degree credit. These participants will be asked to take part in an orientation and wrap-up session and apply what they learn to an individual project.

SETS

Ed 605 Special Education Training Series (SETS) I, Winter 1980

Ed 606 Special Education Training Series (SETS) III, Summer 1980
Special Education Training Series (SETS) components are intensive one-day sessions, each on a single topic concerning some aspect of teaching handicapped learners, or topics relating to handicapped learners. Each component has been developed to be of interest to teachers, prospective teachers, administrators, and others involved or who will be involved with handicapped children. They are not classes or seminars. Participants are encouraged to bring their own cases and problems to the sessions for individual assistance and an interchange of ideas. Each SETS component is a "hands-on" working session intended to give participants the opportunity to develop skills which will influence their classroom strategies.

Although SETS components are not classes as such, participants may construct courses of two-thirds Lewis & Clark graduate credit (three quarter hours) or one credit (five quarter hours). Participants registering for credit are expected to apply what they learn to an individual project.

Forum Series

Ed 610 Energy and The Politics of Scarcity, Fall 1979

Ed 611 Institutional Transformations: The Agony and the Promise, Winter 1980

Ed 612 New Myths and Old Realities: Black Culture in White America, Spring 1980

The first of the 1979-80 Forum Series entitled "Energy and The Politics of Scarcity" is offered for 2/3 credit (three quarter hours). The primary instructor is Michael Ford, coordinator of the Forum Series. The course provides an opportunity to analyze several economic, environmental, and political variables confronting us in an era of growing resource scarcity. It combines readings, public lectures, small group meetings, and a one-day workshop at

the end of the term during which perspectives are synthesized on the energy dilemma through discussion and use of an energy/resource simulator from the U.S. Department of Energy.

Students direct their readings, writing, and attendance at several series lectures and seminars which are sponsored by the Associated Students of Lewis & Clark and which form the major dimension of the course. The speakers include spokespersons for and against nuclear power, an executive of a major oil company, a representative of the Department of Energy, a member of the House of Representatives committee holding hearings on Three Mile Island, an internationally recognized advocate of "soft-energy paths," a Nobel laureate chemist specializing in biomass research, and a writer and lecturer advocating a steady state political theory.

Class participants are required to attend speeches and to share reactions in small groups following them, to participate in periodic special seminars with guest speakers, to submit a research project, and to attend the final day-long workshop, led by Ed Florance, biology, and Robert Mandel, international affairs.

For details, call the Continuing Education Office, 503-244-6161, ext. 237 or Michael Ford, director of the Forum Series, ext. 578.

Talented and Gifted

Ed 648 Issues in 'Gifted and Talented' Education, Fall 1979

Ed 648 Building a Curriculum for 'Gifted and Talented Students,' Summer 1980

Lewis & Clark College is part of the resurgence of interest in programs for gifted and talented students. The college is host for Aim for Excellence: An Institute with a Difference. The institute opened during summer 1979 with a two-week program for teachers, parents, and administrators. Two courses are offered during the fall and spring of 1979-80 and a special institute is planned for summer of 1980. In addition, several nationally known educators will meet with teachers

Continuing Ed

during the year as part of the institute. Each offering is a separate program and is open to any Lewis & Clark student regardless of prior participation in Aim for Excellence.

Ed 648 Issues in Gifted and Talented Education: an examination of the major problems in developing special programs for gifted and talented students. Special attention to student responsibility, appropriate methods of instruction, pull-out programs, mainstreaming, materials selection, the roles of home and school, student identification.

Ed 648 Building a Curriculum for Gifted and Talented Students: devoted primarily to developing segments of instruction for gifted and talented students individually or in groups. Includes planning goals and objectives, evaluation design, materials, instructional strategies, and rationale.

Several other Aim for Excellence programs will be offered during summer session 1980.

The Northwest Regional Conference of the National Council of Teachers of English

This three-day conference for elementary, secondary, and college teachers of language arts and reading will be held at the Portland Marriott Hotel, April 10-12, 1980. Graduate degree credit in education (in varying quantities) will be awarded for conference attendance, session participation, and a written paper or project. Details are available in the Continuing Education Office and from the Oregon Council of Teachers of English, 503-244-6161, ext. 237.

Math Learning Center

Over the past several summers the Math Learning Center has offered math workshops in the tri-county area as well as in Eugene, Bend, Prineville, Klamath Falls, Pendleton, and Anchorage. Characteristics of these workshops, as identified by past participants, include: relevant, responsive to teacher needs, quality instruction provided by

classroom teachers who know what works, invigorating and stimulating math in a positive nonthreatening environment, and time and materials for make-and-take. During summer 1979, the Math Learning Center offered the four workshops listed below, all on campus with Lewis & Clark credit available. Instructional staff include Judy Johnson, Wally Rogelstad, Allyn Snider, Jan Stanfield (England), Jerzy Cwirko-Godycki (Poland), and MLC staff. Similar courses will be offered throughout the 1979-80 academic year.

Elementary School Mathematics, A Humanistic Approach: for teachers of grades 3-9; 3 graduate credits.

Teaching Math to the Disadvantaged Child: for Title I teachers and aides; 2

hours graduate credit.

Mathematics for the Primary Grades: a "Mathematics Their Way" and "Workjob II" workshop for teachers of grades K-2; 3 graduate credits.

Mathematics for the Talented and Gifted Child: for teachers of TAG through grade 8; 2 hours graduate credit.

For additional information on Math Learning Center offerings during 1979-80, contact the Math Learning Center, P.O. Box 3364, Salem, Oregon 97302, 503-370-8130. For further information on continuing education programs, contact Paul Magnusson, assistant director of Graduate Studies, 503-244-6161, ext. 237.



1979-80 Course Schedule

Graduate Studies

**Lewis & Clark College
Portland, Oregon 97219**

503 244-6161

Calendar

1979-80 Academic Year	FALL	WINTER	SPRING
Registration	Sept 10	Jan 7	March 31
Classes begin	Sept 11	Jan 8	April 1
Late registration fee \$5 applies	Sept 11	Jan 8	April 1
Free change day	Sept 17	Jan 14	April 7
Late change fee \$5 applies	Sept 18	Jan 15	April 8
Last day to register 4pm	Sept 21	Jan 21	April 11
Last day to petition for a grade	Sept 21	Jan 21	April 11
Degree application deadlines	Oct 1	Jan 15	Feb 1
Last day to make up incompletes	Oct 29	Feb 8	May 9
Last day to withdraw	Nov 2	March 3	May 23
Last day of classes	Nov 21	March 21	June 3
Commencement			June 15

1980 Summer Sessions

Degree application deadline May 15

TERM I

Registration day June 20
 Last day to register June 27
 Classes begin June 23
 Holiday July 4
 Last day of classes July 18

TERM II

Registration June 30-July 18
 Classes begin July 21
 Last day of classes August 15
 Commencement August 15

Preface

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

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

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

GRADUATE STUDIES General, admissions, & registration information.	Ext. 234
MAT/POST BACCALAUREATE PROGRAMS General, admissions, & registration information.	Ext. 235
COUNSELOR EDUCATION PROGRAM Program, admissions, & registration information.	Ext. 236
CONTINUING EDUCATION PROGRAM Course offerings & registration information.	Ext. 237
SPECIAL EDUCATION--HEARING IMPAIRED Program, admissions, & registration information.	Ext. 244
MUSIC PROGRAM Program, admissions, & registration information.	Ext. 295
PUBLIC ADMINISTRATION PROGRAM Program, admissions, & registration information.	Ext. 509
SUMMER SESSIONS Course offering & registration information.	Ext. 217

Registration Information

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

Tuition	
1 credit (5 qtr hr) course	\$248
2/3 credit (3 qtr hr) course	166
1/2 credit (2½ qtr hr) course	124
1/3 credit (1½/5 hr) course	83
Fees	
Application to graduate study	\$ 10
Graduate fee	25
Teacher placement service (optional)	10
Late registration	5

Course Schedule: Fall 1979

DEPT/NO	CODE#	TITLE	CR	DAYS	TIME	ROOM	INSTRUCTOR
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ART	400G	5700	Calligraphy	1	W	6:30-9:30	P-10	Getty
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Counselor Education

COUN	509	5000	Principles of Counseling	1	Th	5-9	Alb-201	McIlroy
COUN	550	5001	Interpersonal Relations	1	Th	5-9	Alb-120	Stark

COUN	551	5002	Counseling Philosophy & Theory	1	W	5-9	Alb-201	McIlroy
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COUN	552	5003	Individual Differences & Assessment	1	M	5-9	BPB-104	Lindbloom
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COUN	553	5004	Career Counseling	1	T	5-9	Alb-201	McIlroy
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COUN	554	5005	Counseling Practicum I	1	Th	5-8	Alb-111	McCubbin
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COUN	555	5006	Counseling Practicum II	1	Th	5-8	Alb-104	Bolstad
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COUN	560	5007	Individual Testing	1	W	5-9	Alb-104	Dombroff
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COUN	561	5008	The Exceptional Counselor	1	Th	5-9	BPB-104	Weber
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COUN	562	5009	Group Counseling	1	S	9-3	Alb-201	McCubbin
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COUN	564	5010	Family Counseling	1/2	S	9-3	Alb-111	Bolstad
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COUN	565	5011	Gestalt Process	1/2	S	9-3	Alb-111	Nickerson
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COUN	566	5012	Counseling Practicum III	1	T	5-9	Alb-120	Sebastian
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COUN	567	5013	Counseling Practicum IV	1	T	5-9	BPB-104	Lindbloom
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*First 5 weeks
**Second 5 weeks

Education

ED	500	5401	Research Methods	1	Th	6:30-9:30	BTh-1	Arch
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ED	501	5402	Guidance and Counseling Skills for the Educator	1	M	6-9	BTh-1	Welle
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ED	510	5403	Advanced Teaching Strategies/Elementary	1	T	6-9:30	Alb-104	Clark
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ED	520	5404	Advanced Teaching Strategies/Secondary	1	W	6:30-9:30	BTh-1	Conrath
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ED	530	5405	Basic Skills in Reading	1	M	7-10	Alb-120	McClain
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ED	535	5406	Supervision	1	W	7-10	Alb-111	Ziegelman
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ED	543	5407	The Law and Public Education	1	M	6:30-9:30	BTh-3	Gathercoal
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ED	600	5408	Saturday Skillshops I	1	S	9-5	Alb-104	Clark
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ED	610	5409	Energy and the Politics of Scarcity	2/3	TBA	TBA	ARR	Ford
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Foreign Languages

GER	421	1428	Phonetics and Applied Linguistics: German	1	TuF	1:10-3	Co E-12	Bender
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Health & Physical Education

HPE	431	4643	Coaching Basketball	1	Th	6:30-10	PSC-10	Sempert
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HPE	500	4400	Applied Aspects of Exercise	1	T	6:30-10	Edm-8	Evans
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Language Arts

LA	507	4700	Images of the American West	1	Th	6:30-9:30	Lib/Tom	Tuska
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LA	507	4701	The Pursuit of Happiness in American Fiction	1	M	7-9	Edm-9	Callahan
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Hearing Impaired

TTD	505	5300	Communication Systems I	1	TBA	TBA	TBA	Scroggs
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Course Schedule: Winter 1980

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

ART 400G	5701	Weaving	1	M	6-9:30	Art-30	Fawkes
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Counselor Education

COUN 509	5014	Principles of Counseling	1	Th	5-9	Alb-201	McIlroy
COUN 550	5015	Interpersonal Relations	1	Th	5-9	Alb-104	McIlroy

Note: Because the majority of the above courses are open only to students admitted to the Program in Special Education - Hearing Impaired class times and locations are best scheduled during each preceding term.

Social Science

PSY 524	4200	Psychology of Classroom Management: K-6	1	M	6:30-9:30	Thr-5	Jones
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PSY 524	4201	Psychology of Classroom Management: 7-12	1	W	7-10	BPB-104	Faw
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*First 5 weeks
**Second 5 weeks

Education

ED 500	5410	Research Methods	1	T	6-9	Alb-104	Clark
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ED 502	5411	Guidance Skills for the Elementary Educator	1	M	6-9	SAC-1	Welle
ED 504	5412	The Exceptional Child	1	Th	6:30-9:30	BTh-4	Brelje
ED 505	5413	Advanced Teaching of Reading and Writing in Secondary Schools	1	T	6-9	BTh-3	Staff
ED 572	5414	Curriculum: Language Arts	1	T	6:30-9:30	BTh-4	Magnusson
ED 523	5415	Advanced Teaching Strategies: Teaching Literature to Adolescents	1	W	6:30-9:30	BTh-3	Staff
ED 531	5416	Preventing Reading Failures	1	M	7-10	Alb-120	McClain
ED 532	5417	Innovations in Reading Methods and Materials	1	W	7-10	BTh-1	MacDougall
ED 537	5418	Curriculum Development and Evaluation in Reading	1	W	7-10	BTh-4	Staff
ED 598	5419	Young Adolescence: Social Concerns	1	S	9-5	Thr 6	Clark
ED 601	5420	Saturday Skill-shops II	1	S	9-5	Alb-104	Clark
ED 605	5421	SETS I	1	S	9-5	Bth-1	Spieler
ED 611		Institutional Transformation	2/3	TBA	TBA	ARR	Ford

Foreign Languages

FR 422	1238	French Culture and Civilization	1	M&Th	6-8	Edm-9	Aas
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Health & Physical Education

HPE 530	4402	Evaluation in Health and Physical Education	1	Th	6:30-10	PSC-116	McNally
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Hearing Impaired

TTD 506	5304	Communication Systems II - Elementary	1	TBA	TBA	TBA	Scroggs
TTD 507	5305	Communication Systems II - Secondary	1	TBA	TBA	TBA	Scroggs
TTD 516	5306	Methods of Developing Language for the Hearing Impaired II	1	TBA	TBA	TBA	McCarr
TTD 517	5307	Methods of Developing Language for the Hearing Impaired	1	TBA	TBA	TBA	McCarr
TTD 525	5308	Audiology II: Audiological Testing	2/3	TBA	TBA	TBA	Young
TTD 536	5309	Special Methods of Teaching Reading and School Subjects to the Hearing Impaired - Elem.	2/3	TBA	TBA	TBA	Trevathen
TTD 537	5310	Special Methods of Teaching Reading and School Subjects to the Hearing Impaired - Secondary	2/3	TBA	TBA	TBA	Scroggs

Note: Because the majority of the above courses are open only to students admitted to the Program in Special Education - Hearing Impaired class times and locations are best scheduled during each preceding term.

Language Arts

LA 507	4702	Children's Writing	1	Th	6:30-9:30	Bth-1	Staff
LA 507	4703	Tolkien and Lewis: For Youth	1	T	7-9	Eng-Sem	Jacobus

LA 507	4704	Propaganda	1	W	6:30-9:30	Eng-Sem	Staff
LA 507		Applied Linguistics for Teachers of English and Foreign Language	1	TBA			Bender

Social Science

SS 507	4903	Community and Family History	1	M	6:30-9:30	BTh-1	Willingham
SS 507	4904	Contemporary World Issues	1	W	6:30-9:30	Thr-5	Costi

Course Schedule: Spring 1980

DEPT/NO	CODE#	TITLE	CR	DAYS	TIME	ROOM	INSTRUCTOR
Art							
ART 400G	5702	Printmaking/ Etching	1	M	6-9:30	P-18	Portland

ED 503	5424	Guidance and Counseling Skills for the Secondary Educator	1	M	6-9		SAC-1 Welle
ED 505	5425	Advanced Teaching of Reading and Writing in Sec- ondary Schools	1	T	6-9		Bth-1 Staff

Biology

BIO 507	5800	Ending the Science Phobia: Science for Ele- mentary Teachers	1	T	6-9	ARR	Clark
				S	TBA	ARR	

ED 510	5426	Advanced Teaching Strategies - Ele- mentary	1	Th	6-9		Bth-1 Staff
ED 520	5427	Advanced Teaching Strategies - Sec- ondary	1	W	6:30-9:30		Bth-1 Conrath

BIO 507	5801	Food and Its Origins	1	S	TBA	ARR	Trudeau
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ED 522	5428	Advanced Teaching Strategies: Teach- ing Writing to Adolescents	1	T	6-9		Bth-3 Staff
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Counselor Education

COUN 509	5028	Principles of Counseling	1	Th	5-9	Alb-201 McIlroy	
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ED 533	5429	Critical Reading Skills	1	W	7-10		Bth-3 Staff
ED 538	5430	Advanced Practicum in Reading	1	M	7-10		Alb-104 Ziegel- man

COUN 552	5029	Individual Differ- ences and Assess- ment	1	M	5-9	BPB-104 Lindbloom	
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ED 543	5431	The Law and Public Education	1	M	6:30-9:30		Bth-3 Gather- coal
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COUN 553	5030	Career Counseling	1	T	5-9	Alb-201 McIlroy	
COUN 554	5031	Practicum I	1	Th	5-8	Alb-111 McCubbin	

ED 551	5432	Adolescent Psych- ology	1	Th	6:30-9:30		Bth-4 Jones
ED 560	5433	Individualization of Instruction	1	T	4:30-7:30		Alb-111 Steiner

COUN 555	5032	Practicum II	1	Th	5-9	Alb-104 Bolstad	
COUN 560	5033	Individual Test- ing	1	W	5-9	Alb-120 Dombroff	

ED 563	5434	The Use of Media in the Classroom	1	Th	6:30-9:30		THR-5 Staff
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COUN 562	5034	Group Counseling	1	S	9-3	Alb-201 McCubbin	
COUN 563	5035	Behavioral Counseling (½ unit)	1/2	Th	5-7	BPB-104 Lindbloom	

ED 606	5435	SETS II	1	S	9-5		Bth-1 Spier
ED 612		Black Cultural Heritage	2/3	TBA	TBA		ARR Ford

Foreign Languages

COUN 564	5036	Family Counsel- ing (1 unit)	1	M	5-9	Alb-201 Nelson	
COUN 566	5037	Practicum III	1	T	5-9	Alb-104 Weber	
COUN 567	5038	Practicum IV	1	T	5-9	BPB-104 Lindbloom	

FR 420	1237	History of the French Language	1	M&Th	6-8		Edm-9 Andereggen
SP 422	3931	History of the Spanish Culture and Civilization	1	M&Th	6-8		THR-6 Hulse

Education

ED 500	5422	Research Methods	1	W	6-9	Alb-104 Clark	
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FL 507		Applied Linguistics for Teachers of English and Foreign Language	1	TBA			TBA Bender
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Health & Physical Education

HPE 510	4403	Adaptive and Corrective Physi- can Education	1	Th	6:30-10	Edm-8	Evans
HPE 520	4404	Lifetime Sports Laboratory	1	S	9-5 (Six all day sessions)	PSC	Haack
HPE 550	4405	School Health Organization and Administration	1	M	6:30-10	Edm-8	Miller

Hearing Impaired

TTD 540	5311	Directed Obser- vation	1/3	TBA	TBA	TBA	TBA
TTD 546	5312	Student Teaching Elementary	3	TBA	TBA	TBA	Staff
TTD 547	5313	Student Teaching Secondary	3	TBA	TBA	TBA	Staff

Note: Because the majority of the above courses are open only to students admitted to the Program in Special Education - Hearing Impaired, class times and locations are best scheduled during each preceding term.

Language Arts

LA 507	4705	Children's liter- ature	1	M	7-10	Alb-120	McClain
LA 507	4706	The Modern Short Novel	1	T	6:30-9:30	Eng-Sem	Braun

LA 507	4707	Group Processes in the Classroom	1	W	6:30-9:30	Alb-201	Staff
LA 507		Applied Linguistics for Teachers of English and Foreign Language	1	TBA	TBA		Bender

Social Science

SS 507	4905	Leaders and Leadership	1	W	6:30-9:30	Bth-4	Costi
SS 507	4906	People on the Land: 10,000 years of Northwest pre- history	1	M	6:30-9:30	PSC-10	Wildesen

Course Descriptions

Art

ART 400G CALLIGRAPHY
Development of several basic letter forms and writing skills through study and studio practice. Students develop an appreciation of books by creating a small volume as a final project, learning principles of book design, and improving writing.

ART 400G WEAVING
Development of a technical facility, or vocabulary, for pattern weave and casement construction. Students make aesthetic choices for weaving projects of their choice. For beginning and advanced students.

ART 400G PRINTMAKING/LITHOGRAPHY
Introduction to the process of lithography, rudimentary control over the medium.

Biology

BIO 507 ENDING THE SCIENCE PHOBIA: SCIENCE FOR ELEMENTARY TEACHERS
Examination of some basic functionings and forces in universes and exploration of sources of science background for crucial societal decision-making.

BIO 507 FOOD AND THE LAND OF ITS ORIGIN
Examination of concerns about the present and future dynamics of planet earth. How will its population be supported--nutritionally and spiritually? What are some practical strategies for intensive gardening? What is the experience and responsibility of food production?

Counselor Education

COUN 509 PRINCIPLES OF COUNSELING
Overview of basic counseling concepts and practice in applying those concepts in counseling situations within class.

COUN 550 INTERPERSONAL RELATIONS
Group experiences to improve the participants' learning and abilities in leadership and interpersonal communication with emphasis on self-concept as product and producer of experience.

COUN 551 COUNSELING PHILOSOPHY AND THEORY
Investigation of seven individual and group counseling theories with emphasis on developing a balanced view for practical application and implementation of techniques used in the therapeutic process.

COUN 552	INDIVIDUAL DIFFERENCES AND ASSESSMENT Study of basic statistics related to test construction; validation and interpretation, individual differences in intelligence, aptitude, achievement, interests, and personality; group tests for assessing these differences; examination of major forces influencing individual development.	COUN 565	GESTALT PROCESS Combination of didactic and experiential approaches to Gestalt to develop self-awareness; to utilize self-awareness for personal growth and larger human sensitivity; and to equip participants with basic counselor skills in use of the Gestalt method.
COUN 553	CAREER COUNSELING Theories of career development, career resources, current career trends, concerns and programs, the facilitation of life style awareness, choice and action through career counseling.	COUN 566	COUNSELING PRACTICUM III Experience in counseling and related activities in schools and agencies with extensive use of audio/video tape recordings and review; concentration on group and family counseling; continued development of individual counseling skills.
COUN 554	COUNSELING PRACTICUM I Experience in individual counseling and related professional conduct in schools, agencies, or other institutions with extensive use of on-site audio/video tape recordings, group workshops, peer triad meetings, and counselor-trainee conferences with the supervising professor.	COUN 567	COUNSELING PRACTICUM IV Experience in counseling and related activities with emphasis on integration of counseling skills, strategies, and philosophy as they apply to the setting, population, and problems with which the counselor or trainee is choosing to work.
COUN 555	COUNSELING PRACTICUM II Experience in individual counseling and related professional conduct in schools, agencies, or other institutions with extensive use of on-site audio/video tape recordings, group seminars, peer triad meetings, and counselor-trainee conferences with the supervising professor.	Education	
COUN 560	INDIVIDUAL TESTING Overview of the primary individual Intelligence Tests, the Wechsler Scales, and the Stanford-Binet; lectures on the use of the instruments, interpretation, and reporting of the test results; practicum involving administration and write-up of the test results; practicum involving administration and write-up of the WAIS, WISC, and Stanford-Binet.	ED 500	RESEARCH METHODS Focus on reading research critically, and making decisions about implementation based on research findings. Participants will be asked to examine some of the research affecting their particular professional fields.
COUN 561	THE EXCEPTIONAL COUNSELEE Survey of characteristics of children and adults who deviate from average in mental, sensory, physical, emotional, and social abilities, with specific emphasis on counseling exceptional individuals.	ED 501	GUIDANCE AND COUNSELING SKILLS FOR THE EDUCATOR Awareness and understanding of the helping relationships in the school setting. Exploration of basic concepts of counseling and guidance through practical applications for educators.
COUN 562	GROUP COUNSELING Application of encounter, structured group exercises, and laboratory training for use in schools, agencies, and institutions.	ED 502	GUIDANCE AND COUNSELING SKILLS FOR THE ELEMENTARY EDUCATOR Awareness and understanding of the helping relationships in the school setting. Exploration of basic concepts of counseling and guidance through practical applications for elementary educators.
COUN 563	BEHAVIORAL COUNSELING Strategies for personal change--cognitive, affective, behavioral--based on social learning theory and supported by evidence of effectiveness, applicable in schools, agencies, group, and individual settings.	ED 503	GUIDANCE AND COUNSELING SKILLS FOR THE SECONDARY EDUCATOR Awareness and understanding of the helping relationships in the school setting. Exploration of basic concepts of counseling and guidance through practical applications for secondary educators.
COUN 564	SEMINAR IN FAMILY COUNSELING Development of a family systems orientation of counseling; application of counseling skills and techniques to family counseling.	ED 504	EXCEPTIONAL CHILD Study of the psychological, social, and educational implications of all areas of exceptionality, including common terminology, characteristic behaviors, teaching strategies, and school programs. Provides educators in all areas with a background in exceptionality. Emphasizes procedures necessary for compliance with PL94-142.
		ED 505	ADVANCED TEACHING OF READING AND WRITING IN SECONDARY SCHOOLS Study of strategies for diagnosing and assisting students' reading and writing difficulties in various content areas.

- ED 510 ADVANCED TEACHING STRATEGIES/ELEMENTARY
Exploration of alternate teaching/learning styles and continued development processes of goal setting, diagnosis, prescription and evaluation.
- ED 520 ADVANCED TEACHING STRATEGIES/SECONDARY
Study of skills used in developing curriculum that addresses basic skills and interdisciplinary problem-solving, course goal setting, alternative methods of reporting and grading, career education, teaching as a political act, and the role of the teacher in the sometimes conflict between credits, classes, and competencies.
- ED 522 ADVANCED TEACHING STRATEGIES/SECONDARY: TEACHING WRITING TO ADOLESCENTS
Consideration of several issues: various methods of teaching writing, organizing writing instructions, making assignments, evaluative writing, using sentence-combining activities, and designing a comprehensive writing curriculum.
- ED 523 ADVANCED TEACHING STRATEGIES/SECONDARY: TEACHING LITERATURE TO ADOLESCENTS
Investigation methods of literary analysis, optional means for integrating literature study with the language arts curriculum, and a variety of teaching strategies with stories and poems. Students experiment in their classrooms with new methods and materials if possible and report their results to the class.
- ED 530 BASIC SKILLS IN READING
Examination of basic developmental factors in learning to read with emphasis on language development, beginning reading skills, and basic communication skills.
- ED 531 PREVENTING READING FAILURES
Overview of the reading environment at the elementary level and examination of the basis of reading failure within that environment.
- ED 532 INNOVATIONS IN READING: METHODS AND MATERIALS
Survey and examination of current instructional materials, methods, and approaches used in individualized and group reading programs.
- ED 533 CRITICAL READING SKILLS
Review and examination of reading comprehension skills. Emphasis on questioning strategies and critical comprehension skills.
- ED 535 SUPERVISION
Examination of a) self-assessment skills and techniques for the "self-contained" teacher; b) systematic procedures for the teacher who supervises peers in a team, department, or grade level; c) an objective analysis of instruction for those employed in school management.
- ED 537 CURRICULUM DEVELOPMENT AND EVALUATION IN READING
Examination, development, implementation and evaluation of reading curriculum in the public schools from grades K-12, and the rationale, validation and school use of individual and group tests with emphasis on tests of mental ability and reading.
- ED 538 ADVANCED PRACTICUM IN READING
Supervised experience in reading systems, evaluation, resource centers. Major emphasis on the training and use of support personnel, and in-service education for classroom teachers and pre-service teachers.
- ED 543 THE LAW AND PUBLIC EDUCATION
Examination of the law as it affects school boards, administrators, teachers, and students in education. Casebook, lecture, and discussion concentrates on the legal rights and responsibilities of all attending or employed by the public schools. Course content also meets TSPC's requirement of demonstrating knowledge of Title VI, Title IX, and federal and state laws prohibiting discrimination.
- ED 551 ADOLESCENT PSYCHOLOGY
Study of the physical, mental, social, and emotional development during pre-adolescence and adolescence, as well as maturity. Significance of adjustments by the adolescent in the home, school, and community during the developmental stages. Emphasis on the theoretical and conceptual frameworks used in the study of adolescence and their educational implications.
- ED 560 INDIVIDUALIZATION OF INSTRUCTION
Workshop providing teachers with skills to create systematic and individualized learning activities. Participants create a major study package suitable for classroom use.
- ED 563 THE USE OF MEDIA IN TEACHING
Overview of many media formats or concentrated activity in one area. Hands-on experience in production, presentation, design, and acquisition and evaluation of materials in graphics, sound, film, video, slides, filmstrips, computers, and overhead projectors.
- ED 572 CURRICULUM: LANGUAGE ARTS
Focus on language activities, materials and teaching units. Subjects include: language and sex, language and public policy, propaganda, language history and modern English dialects.
- ED 598 YOUNG ADOLESCENCE: SOCIAL CONCERNS
Examination of all the transitional states experienced by the young adolescent: physical, emotional, motivational and social. The understanding of the forces will be applied in development of more appropriate curriculum.
- ED 600 SATURDAY SKILLSHOPS FOR TEACHERS I
Each skillshop is a one-day training session in a specific area of teaching to provide teachers with experiences that can be applied to their classrooms. Skillshops run from 9am to 5pm with an hour for lunch. Brochures will be attained by writing Skillshops Coordination, Graduate Studies, or call 503/244-6161X234)

ED 601

SATURDAY SKILLSHOPS FOR TEACHERS II

The winter series of skillshops utilize the structure described for Saturday Skillshops I, fall. Topics include: grading and discipline, problem solving and archiology in the city. (Brochures may be attained by writing Skillshops Coordination, Graduate Studies, or call 503/244-6161X234)

ED 605

SETS(SPECIAL EDUCATION TRAINING SERIES) I

Development of areas of expertise without repetition of previous courses; components allowing the student flexibility and diversity in selecting a given number of components for university credit. For the administrator, regular educator, lay person, and the special educator wishing to renew or upgrade skills.

ED 606

SETS(SPECIAL EDUCATION TRAINING SERIES) II

Development of areas of expertise without repetition of previous courses; components allowing the student flexibility and diversity in selecting a given number of components for university credit. For the administrator, regular educator, lay person, and the special educator wishing to renew or upgrade skills.

Foreign Languages

GER 421

PHONETICS AND APPLIED LINGUISTICS: GERMAN

Contrastive analysis of the language dealing with phonetics and phonology, introduction to the origins and his history of the language, structural analysis of grammar and its use and application in the classroom.

FRE 422

FRENCH CULTURE AND CIVILIZATIONS

Study of French culture and civilization. Historical study of the social, cultural, political, and religious aspects of France.

SPA 421

PHONETICS AND LINGUISTICS IN SPANISH

Contrastive analysis of the respective language dealing with phonetics and phonology; discussion and practical demonstration of the language laboratory; introduction to the origins and history of the language; structural analysis of grammar and its use and application in the classroom.

FL 507

APPLIED LINGUISTICS FOR TEACHERS OF ENGLISH AND FOREIGN LANGUAGE

Also can be taken as LA 507

Health & Physical Education

HPE 431

COACHING OF BASKETBALL

Lectures, visiting coaches and trainers from the area, films, practical court demonstrations help prepare students in the numerous study areas of the game of basketball.

HPE 500

APPLIED ASPECTS OF EXERCISE

Aspects of exercise as they relate to program development in health and physical education; how exercise affects specific systems in the body. Topics such as circuit training, women in athletics, heat vs. cold in treatment of athletic injuries, fitness and posture, the effects of warm up, specificity in exercise.

HPE 510

ADAPTIVE PHYSICAL EDUCATION

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

HPE 520

LIFETIME SPORTS LAB

Development of the students' ability and knowledge in sports that have carryover value after the student leaves school. \$10 lab fee.

HPE 530

EVALUATION IN HEALTH AND PHYSICAL EDUCATION

Study and practical application of the recognized fitness tests, skill tests, and other evaluation techniques.

HPE 550

SCHOOL HEALTH ORGANIZATION AND ADMINISTRATION

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

Hearing Impaired

TTD 505

COMMUNICATION SYSTEMS I

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

TTD 506

COMMUNICATION SYSTEMS II--ELEMENTARY

Continuation of TTD 505; a study of speech development and auditory learning and of various methods used to communicate with the deaf.

TTD 507

COMMUNICATION SYSTEMS II--SECONDARY

Continuation of TTD 505; a study of speech development and auditory learning and of various methods used to communicate with the deaf.

TTD 515

METHODS OF DEVELOPING LANGUAGE FOR THE HEARING IMPAIRED I

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

TTD 516

METHODS OF DEVELOPING LANGUAGE FOR THE HEARING IMPAIRED II--ELEMENTARY

A continuation of TTD 515; a study of patterns of language development of the deaf and of methods and materials used to teach the deaf; practicum experience.

TTD 517 METHODS OF DEVELOPING LANGUAGE FOR THE HEARING IMPAIRED II--
SECONDARY

Continuation of TTD 515; a study of patterns of language development of the deaf and of methods and materials used to teach the deaf; practicum experience.

Language Arts

LA 507 IMAGES OF THE AMERICAN WEST

A combination of selected reading of Western United States history and Western fiction, the screening of selected motion pictures from 1903 to 1975, video tapes of interviews and documentaries, along with group discussion that provides a critical guide to the massive literature, film, and popular mythology propounded about the American West. Guidelines will be established by which this mass of material can best be approached and by which means it can be properly evaluated. Among the films screened will be many rare Westerns, including William S. Hart in TUMBLEWEEDS (United Artists, 1925), STAGE-COACH (United Artists, 1939) directed by John Ford, and JEREMIAH JOHNSON (Warner's, 1972). The literature surveyed will include examples from Zane Grey to modern literary classics by Will Henry and Vardis Fisher.

TTD 520 AUDIOLOGY I: ANATOMY AND PHYSIOLOGY OF THE SPEECH AND HEARING MECHANISMS

Study of the nature of sound and the hearing process, the anatomy and function of the ear, conductive and sensory-neural hearing losses, and medical and surgical aspects of hearing impairment.

TTD 525 AUDIOLOGY II: AUDIOLOGICAL TESTING

Students conduct pure tone, bone conduction, speech reception and discrimination evaluations; included is hearing aid use, construction and evaluation.

TTD 530 CURRICULUM AND GENERAL METHODS OF TEACHING THE HEARING IMPAIRED;

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

LA 507

APPLIED LINGUISTICS FOR TEACHERS OF ENGLISH AND FOREIGN LANGUAGES
Also can be taken as FL 507.

LA 507

THE PURSUIT OF HAPPINESS IN AMERICAN FICTION
Thematic exploration of the theme and idea of happiness in American literature. Study of selected texts from the Declaration of Independence and Washington Irving's "Rip Van Winkle" to contemporary works such as Ernest Gaines' The Autobiography of Miss Jane Pittman.

TTD 536 SPECIAL METHODS OF TEACHING READING AND SCHOOL SUBJECTS TO THE HEARING IMPAIRED--ELEMENTARY

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

LA 507

CHILDREN'S WRITING
Introduction by doing to teaching writing to children through language experience approaches that foster student creativity as well as the acquisition and application of basic skills.

TTD 537 SPECIAL METHODS OF TEACHING READING AND SCHOOL SUBJECTS TO THE HEARING IMPAIRED--SECONDARY

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

LA 507

TOLKIEN AND LEWIS: WRITINGS FOR YOUTH

C. S. Lewis and J. R. R. Tolkien embarked upon their celebrated "second careers" rather early in their professional lives. Both were medievalists at Oxford, both charter members of "The Inklings." This course will compare several of The Chronicles of Narnia and The Screwtape Letters with The Hobbit, Silmarillion, et al, to explore the message and artistry of the two.

TTD 540

DIRECTED OBSERVATION

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

TTD 546

STUDENT TEACHING--ELEMENTARY

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

LA 507

PROPAGANDA
Examination of the theory and practice of manipulative communication. Attention will focus on both verbal and non-verbal dimensions of how individuals and institutions affect our lives.

TTD 547

STUDENT TEACHING--SECONDARY

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

LA 507

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

LA 507

THE MODERN SHORT NOVEL
Study of five short novels from among works of Conrad, Mann, Kafka, Bellow, Solzhenitsyn, and others.

LA 507

GROUP PROCESSES IN THE CLASSROOM

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

Social Science

SS 507

COMMUNITY AND FAMILY HISTORY IN THE SOCIAL STUDIES

Investigation of community and family history with three goals: understanding the nature of community and family history and their change over time in American history; familiarization with materials for doing local and family history; and demonstration of how to apply such techniques and materials to the social studies curriculum and the teaching of the gifted and talented. Appropriate for Elementary/Middle/and Secondary School teachers.

SS 507

PEOPLE ON THE LAND: 10,000 YEARS OF NORTHWEST PREHISTORY

Study of the peoples who lived in the Northwest from the end of the Ice Age to the present. The methods of archaeology, cultural anthropology, and various natural sciences have been used to discover who these people were, how they lived, and how their cultures changed with the changing environment. Course explores in lectures, films, and readings, some of the "secrets of the past" which modern scientific archaeology and allied discipline have revealed about our predecessors, and the land on which they relied.

SS 508

LEADERS AND LEADERSHIP IN AMERICAN HISTORY

An investigation of the qualities of leadership through the examination of a number of 18th, 19th and 20th century American political and social leaders. Emphasis, however, will be given to contemporary leaders such as Martin Luther King, Eleanor Roosevelt, Joseph McCarthy, John Kennedy and Harry Truman. This course, primarily directed toward elementary, middle and senior high school educators.

SS 510

CONTEMPORARY WORLD ISSUES: U.S. FOREIGN POLICY, CHINA AND OIL

In today's rapidly changing world, a number of major issues exist. Three critical ones are America's international status, the role of Communist China and oil. These topics will be carefully examined through readings, independent study and reports.

SS 524

PSYCHOLOGY OF CLASSROOM MANAGEMENT K-6

Examination of why students misbehave and how teachers can create classroom environments which minimize inappropriate student behavior. Focus on methods enabling teachers to work effectively with elementary school students whose behavior remains inappropriate or unproductive within a positive learning environment.

SS 524

PSYCHOLOGY OF CLASSROOM MANAGEMENT 7-12

Examination of adolescent misbehavior and ways teachers can create classroom environments which minimize inappropriate student behavior. Focus on methods enabling teachers to work effectively with adolescents whose behavior remains inappropriate or unproductive within a positive learning environment.

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