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

COURSE DESCRIPTIONS MAY BE FOUND IN EITHER SECTION.
Graduate Programs & Policies

Lewis & Clark currently enrolls 1,700 students in its graduate division. The college conferred its first degree—Master of Education for teachers—in 1948. Since then it has added masters programs in music, music education, special education/hearing-impaired, counseling education, and public administration. Degrees now focus on eleven fields, and students may pursue nondegree certification in eight specializations.

**GRADUATE DEGREE PROGRAMS**

1. The Master of Arts in Counseling Psychology (M.A.) for students who wish to become mental health counselors in a variety of community service settings.
2. The Master of Arts in Counseling Psychology (M.A.) with a specialization in school counseling for students seeking endorsement as school counselors in Oregon.
3. The Master of Science in Counseling Psychology (M.S.) for students who have demonstrated interest and potential in psychological research and who ultimately wish to pursue advanced graduate training.
4. The Master of Arts in Counseling Psychology (M.A.) with a specialization in school psychology for students seeking endorsement as school psychologists in Oregon.
5. The Master of Arts in Teaching (M.A.T.) for elementary school teachers seeking standard teaching certification (fifth year).
8. The Master of Music Education (M.M.E.) for elementary and secondary teachers specializing in music instruction.
9. The Master of Music (M.M.) in Performance or Composition.
10. The Master of Public Administration (M.P.A.) for mid-career officials in government, nonprofit organizations, and private industry.

**GRADUATE NONDEGREE PROGRAMS**

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

Basic Administrative Certification programs are available to students seeking vice-principal, principal, or superintendent endorsement. Standard Administrative Certification programs will be available in 1982-83. See Educational Administration section for details.

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

**SEQUENTIAL RESPONSIBILITIES OF CANDIDATES IN A MASTER'S DEGREE PROGRAM**

These steps apply for all degree programs.

1. **Apply for admission to graduate study.**
   Applicants should complete graduate study admission requirements before registering for any coursework at the college, unless permission is granted by the appropriate program director. If, for valid reasons a student is unable to complete application prior to the opening of the term, the student will be granted Special Student status (see section on student status). All Public Administration Program students retain the Special Student status until the application for admission to candidacy is begun, upon completion of three courses in the program. See Public Administration section on admission.
2. **Design a formal study program with an advisor.**
   a. Students should design a formal program with a graduate advisor before registering for any coursework but no later than the end of the first term of study, except in the Public Administration Program. The formal program in public administration is filed with the application for admission to candidacy.
   b. A copy of the formal program must be approved by the appropriate graduate program director.
3. **Apply for the degree.**
   a. Students must complete the degree application according to the following schedule.
   - Fall graduation: September 15
   - Winter graduation: November 15
   - Spring graduation: February 1
   - Summer graduation: May 15
Graduate Programs & Policies

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

STUDENT STATUS

Special Student

A Special Student is defined as:

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

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

Degree/Certificate Seeking Student

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

ADMISSION TO GRADUATE STUDY

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

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

The Miller Analogies Test may be taken by appointment at the Lewis & Clark Student Counseling Center, 503-244-6161 x555, or at Smith Memorial Center, 2125 S.W. Broadway, Room M-342, 503-229-4428, Portland 97209.

Application forms for graduate study are available on request at each program office.

ADVANCEMENT TO DEGREE CANDIDACY

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

The following steps are taken during the review:

1. Course grades are examined to determine whether a 3.0 grade point average is being maintained, whether more than two grades of C have been earned, or whether any grade lower than C has been earned.
2. The courses taken are compared to those listed on the student's formal program to ensure that the student is progressing as planned.
3. Information relevant to each degree/certificate program is solicited from advisor(s), professors, and other sources.

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

GRADUATE TUITION & FEES FOR 1981-82

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

1. Graduate credit: $303 (5 quarter hours)
2. Graduate credit: $302 (3 1/3 quarter hours)
3. Graduate credit: $152 (2 1/2 quarter hours)
4. Graduate credit: $101 (1 2/3 quarter hours)

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

The following fees apply only to graduate students:

- Application to graduate study: $15
- Graduation fee: $25
- Registration with Teacher Placement Bureau (optional): $10
- Late registration: $5

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

REGISTRATION

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

LIBRARY

The Aubrey R. Watsek Library is open from 8am to midnight, Monday through Thursday, when school is in session. It is also open Friday from 8am to 10pm, Saturday from 9am to 10pm, and Sunday from 1pm to midnight. Interlibrary loans can be arranged with the reference librarian.

BOOKSTORE

The bookstore is located mid-campus in Templeton College Center next to the Trail Room. It is open from 8:30am to 4:30pm Monday through Friday; from 6 to 9pm Monday evenings; and from 6 to 9pm Wednesday, Thursday of registration week each term except Summer Sessions. Students may return textbooks for a full refund upon presentation of a sales slip and a drop course slip during the first two weeks of each term.

TRANSFER OF CREDIT

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

Transferrable coursework will be determined at the time a degree program is formally designed with a graduate advisor. The advisor evaluates and authorizes transfer credit.
### Financial Assistance
The college does not offer teaching assistantships for graduate students. A limited number of federally funded graduate stipends are available to students in the Special Education - Hearing Impaired Program. The college participates in the National Direct Student Loan Program and Guaranteed Student Loan Program (GSL). Several other types of financial aid are also available.

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

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

Under special circumstances, courses can be taken for Credit Only (CR), but no more than three credits of coursework taken for Credit Only may be applied toward a graduate degree program.

Students in a graduate nondegree program in teacher education must maintain a 2.5 GPA. Students in administrative certification programs must maintain a 3.0 GPA.

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

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

### Course Waivers
A student pursuing teacher, administrator, or counselor certification, or an endorsement, may waive a course or course requirement in one or more of these ways:
1. By a written or oral examination by a professor in the area in which competence is to be tested.
2. By demonstration of skill, behavior, or other knowledge which clearly reveals mastery in the area in which competence is to be tested.
3. By a written recommendation from an outside authority recognized by the college, e.g., a certified principal or superintendent, followed by a thorough review of the recommendation by a professor in the area in which competence is to be tested.

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

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

### Residence
To establish residence in the M.A.T., M.A.T.-L.S., M.M., M.M.E., M.P.A., and nondegree programs, all coursework must be completed at Lewis & Clark College, except for a maximum of 15 quarter hours of transfer credit. In the hearing-impaired program, full-time continuous enrollment is required during the academic year and summer sessions. The Counseling Psychology Program requires course enrollment during the academic year with optional enrollment in summer sessions. See Master of Music - Performance section on program for specific requirements unique to that degree.

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

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

Degrees are conferred at commencement in June and at summer commencement in August.
**Graduate Programs & Policies**

**FURTHER INFORMATION**
For additional information on graduate programs, contact the appropriate program director or Paul Magnusson, associate dean of faculty for graduate studies, x350.
Lewis & Clark College
0615 S.W. Palatine Hill Road
Portland, Oregon 97219
503-244-6161

- **Master of Arts in Counseling Psychology**
- **Master of Science in Counseling Psychology**
- **School Counseling and School Psychology Specializations**
  - Michael J. Stark, director, x295

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

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

- **Master of Public Administration**
  - Donald G. Balmer, co-director, x511
  - Guenter Mattersdorf, co-director, x511

- **Master of Education - Special Education**
- **Hearing Impaired**
  - H. William Breije, director, x476

- **Basic & Standard Administrative Certification**
  - Daniel Duke, director, x345

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

- **Reading Endorsements**
  - Anita McClain, director, Reading Program, x283

- **Summer Sessions/Continuing Education**
  - Sid Eder, director, x217

**CALENDAR**

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<th>Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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<td>Sept. 14</td>
<td>Jan. 4</td>
<td>March 29</td>
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<tr>
<td>Registration</td>
<td>Sept. 15</td>
<td>Jan. 5</td>
<td>March 30</td>
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<tr>
<td>Classes begin</td>
<td>Sept. 15</td>
<td>Jan. 5</td>
<td>April 5</td>
</tr>
<tr>
<td>Late registration fee ($5) applies</td>
<td>Sept. 21-25</td>
<td>Jan. 11-15</td>
<td>April 5-9</td>
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<td>Sept. 25</td>
<td>Jan. 15</td>
<td>April 9</td>
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<td>Last day to register, 4 pm</td>
<td>Sept. 25</td>
<td>Jan. 15</td>
<td>April 9</td>
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<td>Last day to select CR/NR or grade</td>
<td>Sept. 25</td>
<td>Nov. 15</td>
<td>Feb. 7</td>
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<td>Oct. 23</td>
<td>Feb. 12</td>
<td>May 7</td>
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<td>Nov. 6</td>
<td>Feb. 26</td>
<td>May 21</td>
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<td>Nov. 26</td>
<td>March 18</td>
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The graduate degree and specialization programs in counseling psychology educate qualified mental health counselors for employment in the community and train counselors and psychologists for work in school settings. Courses in the graduate program encourage the integration of theory and practice by emphasizing academic and experiential dimensions of counseling psychology. Curricular options are designed for students who are primarily interested in research and ultimately wish to pursue additional graduate training.

The graduate courses in counseling psychology are offered mainly during evenings. Although the majority of courses are open only to students admitted to a degree or specialization program, some courses are open to non-degree students on a space available basis by consent of the instructor. Please refer to the course list for this information. Persons interested in enrolling in these courses should contact instructors prior to registration.

**WAIVERS & TRANSFERS**

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

Students seeking master’s degrees may petition to transfer credits from another institution. The maximum transfer allowed to replace program requirements includes all of the preparatory courses plus an additional 16 quarter hours. The restriction on transfers does not apply to those students in school psychology or school counseling certification programs who are not seeking master’s degrees.

**ORIENTATION**

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

**ADMISSION**

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

1. A baccalaureate degree from an accredited institution. Applicants should have a sufficient background in psychology, as demonstrated by undergraduate course work or by a score above the 50th percentile on the Graduate Record Examination. Applicants for the master of science program must also submit scores on the Graduate Record Examination.
2. Completion of the application form including three academic or professional references, a personal statement of philosophy and purpose, and a resume or vita.
3. Admission to the Master of Arts program is based on a minimum G.P.A. of 2.75. Admission to the Master of Science program requires a minimum G.P.A. of 3.0. Two official transcripts from each institution attended (undergraduate and graduate) must be sent as a part of the application process.

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

**PROGRAMS**

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

**MASTER OF ARTS IN COUNSELING PSYCHOLOGY**

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

**Degree Requirements**

A minimum of fourteen credits distributed as follows:

- Psy 501 Advanced General Psychology, 1 cr.
- Psy 502 Introduction to Assessment, ½ cr.
- Psy 503 Introduction to Counseling Psychology, 1 cr.
Counseling
Psychology

Pay 511 Philosophy and Theory of Counseling Psychology, 1 cr.
Pay 519 Techniques of Counseling Psychology I, ½ cr.
Pay 520 Techniques of Counseling Psychology II, ½ cr.
Pay 535 Counseling Psychology Professional Seminar I, ½ cr.
Pay 536 Counseling Psychology Professional Seminar II, ½ cr.
Pay 540 Strategies for Behavior Change, 1 cr.
Pay 542 Career Development and Life Style Counseling, 1 cr.
Pay 546 Group Counseling, 1 cr.
Pay 574-575 Practicum in Adult Development and Psychopathology I & II, 1 cr.
Pay 570-571 Practicum in Child & Adolescent Development I & II or Pay 575-577 Practicum in Marriage & Family Counseling I & II, 1 cr.
Pay 590 Special Issues in Counseling Psychology, ½ cr.
Elective courses: A minimum of 3 credits of electives is required.

MASTER OF ARTS IN COUNSELING PSYCHOLOGY:
SCHOOL COUNSELING
This option is required for students seeking endorsement as school counselors in Oregon. The program has been approved by the Oregon Teachers Standards and Practices Commission and the National Council for the Accreditation of Teacher Education. Note: One Lewis & Clark credit is equivalent to five quarter hours.

Eligibility for Basic Certification:
Degree Requirements: A minimum of seven and one-half credits distributed as follows.
Pay 501 Advanced General Psychology, 1 cr.
Pay 502 Introduction to Assessment, ½ cr.
Pay 503 Introduction to Counseling Psychology, 1 cr.
Pay 511 Philosophy and Theory of Counseling Psychology, 1 cr.
Pay 519 Techniques of Counseling Psychology I, ½ cr.
Pay 520 Techniques of Counseling Psychology II, ½ cr.
Pay 521 Program Planning and Evaluation, ½ cr.
Pay 524 Psychosocial Assessment, ½ cr.
Pay 530 Professional Seminar in School Counseling I, ½ cr.
Pay 531 Professional Seminar in School Counseling II, ½ cr.
Pay 540 Strategies for Behavior Change, 1 cr.
Pay 542 Career Development and Life Style Counseling, 1 cr.
Pay 545 The Psychology of Exceptional Children, 1 cr.
Pay 546 Group Counseling, 1 cr.
Pay 547 Family Counseling, ½ cr.
Pay 570-571 Practicum in Child & Adolescent Development I & II, 1 cr.
Pay 572-573 Practicum in School Counseling I & II, 1 cr.
Pay 590 Special Issues in Counseling Psychology, ½ cr.
Elective courses: A minimum of ½ credit of electives is required.

MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY
This curriculum is designed for students who have demonstrated interest and potential in psychological research and who ultimately wish to pursue a doctorate in psychology. Note: One Lewis & Clark credit is equivalent to five quarter hours.

Degree Requirements: A minimum of fourteen credits distributed as follows.
Pay 501 Advanced General Psychology, 1 cr.
Pay 502 Introduction to Assessment, ½ cr.
Pay 503 Introduction to Counseling Psychology, 1 cr.
Pay 511 Philosophy and Theory of Counseling Psychology, 1 cr.
Pay 519 Techniques of Counseling Psychology I, ½ cr.
Pay 520 Techniques of Counseling Psychology II, ½ cr.
Pay 521 Program Planning and Evaluation, ½ cr.
Pay 524 Psychosocial Assessment, ½ cr.
Pay 530 Professional Seminar in School Counseling I, ½ cr.
Pay 531 Professional Seminar in School Counseling II, ½ cr.
Pay 540 Strategies for Behavior Change, 1 cr.
Pay 542 Career Development and Life Style Counseling, 1 cr.
Pay 545 The Psychology of Exceptional Children, 1 cr.
Pay 546 Group Counseling, 1 cr.
Pay 547 Family Counseling, ½ cr.
Pay 570-571 Practicum in Child & Adolescent Development I & II, 1 cr.
Pay 572-573 Practicum in School Counseling I & II, 1 cr.
Pay 590 Special Issues in Counseling Psychology, ½ cr.
Elective courses: A minimum of 2 credits of electives is required.

SCHOOL PSYCHOLOGY
Students may enter the program in school psychology with or without previous graduate training. Students who have had little or no related graduate work may earn a Master of Arts in Counseling Psychology as they complete their specialization in school psychology. Students who enter the program with a master's degree in a related graduate field may complete a specialization without the course work necessary for a new master's degree. Transcripts of previous graduate work will be evaluated by a faculty committee to determine the amount and kind of credit a student will receive toward the requirements of the Lewis & Clark program in school psychology. Note: One Lewis & Clark credit is equivalent to five quarter hours.
Program Requirements:
A minimum of eighteen credits distributed as follows,

PsY 501 Advanced General Psychology, 1 cr.
PsY 502 Introduction to Assessment, ¼ cr.
PsY 503 Introduction to Counseling Psychology, 1 cr.
PsY 511 Philosophy and Theory of Counseling Psychology, 1 cr.
PsY 519 Techniques of Counseling Psychology I, ½ cr.
PsY 520 Techniques of Counseling Psychology II, ½ cr.
PsY 521 Program Planning and Evaluation, ½ cr.
PsY 524 Psychoeducational Assessment, ½ cr.
PsY 545 Psychology of Exceptional Children, 1 cr.
PsY 546 Group Counseling, 1 cr.
PsY 547 Family Counseling, ½ cr.
PsY 548-549 Behavioral Consultation I & II, 1 cr.
PsY 560 Advanced Statistics, 1 cr.
PsY 567 Special Issues in Developmental Psychology: Learning Disabilities, 1 cr.
PsY 570-571 Practicum in Child & Adolescent Development I & II, 1 cr.
PsY 578-579 Internship in School Psychology I & II, 1 cr.
PsY 580 Intellectual Assessment, 1 cr.
PsY 581 Personality Assessment and Intervention Strategies, 1 cr.
PsY 582 Assessment and Intervention Approaches with Exceptional Children, 1 cr.

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

CURRICULUM

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

PsY 501 Advanced General Psychology, 1 credit*
PsY 502 Introduction to Assessment, ¼ credit*
PsY 503 Introduction to Counseling Psychology, 1 credit
PsY 511 Philosophy & Theory of Counseling Psychology, 1 credit
Prerequisite: PsY 501, 503.
PsY 512 Values & Counseling, ½ credit
Prerequisites: PsY 501, 503.
PsY 519 Techniques of Counseling Psychology I, ½ credit
Prerequisite: PsY 503.
PsY 521 Program Planning & Evaluation, ½ credit*
Prerequisite: PsY 552.
PsY 524 Psychoeducational Assessment, ½ credit*
Prerequisite: PsY 502.
PsY 530-531 School Counseling Professional Seminar I & II, ½ credit each
Prerequisite: PsY 511.
PsY 535-536 Counseling Psychology Professional Seminar I & II, ½ credit each
Prerequisite: PsY 511.
PsY 540 Strategies for Behavior Change, 1 credit
Prerequisites: PsY 511, 519, 520.
PsY 542 Career Development & Life Style Counseling, 1 credit
Prerequisites: PsY 511.
PsY 545 Psychology of Exceptional Children, 1 credit
Prerequisites: PsY 501, 502, 503.
PsY 546 Group Counseling, 1 credit
Prerequisites: PsY 511, 519, 520.
PsY 547 Family Counseling, ½ credit
Prerequisites: PsY 511, 519, 520.
PsY 548 Behavioral Consultation I, ¼ credit
Prerequisite: PsY 501.
PsY 549 Behavioral Consultation II, ¼ credit
Prerequisite: PsY 548.
PsY 550 Gestalt Therapy, ¼ credit
Prerequisite: PsY 519, 520.
PsY 552 Adult Development & Gerontological Counseling, 1 credit
Prerequisites: PsY 501, 503.
PsY 554 Advanced Personality Theory, 1 credit*
Prerequisite: PsY 501.
PsY 555 Drugs & Behavior, 1 credit*
Prerequisite: PsY 501.
PsY 559 The Theory & Treatment of Depression, 1 credit*
Prerequisite: PsY 501.
PsY 560 Advanced Statistics, 1 credit*
Prerequisites: one recent undergraduate statistics course.
PsY 564 Advanced Community Psychology, 1 credit*
Prerequisite: PsY 501.
PsY 565 Perception & Thought, 1 credit*
Prerequisite: PsY 501.
PsY 567 Special Issues in Developmental Psychology, 1 credit*
Prerequisite: PsY 501.
PsY 569 Research Design, 1 credit
Prerequisite: PsY 560.
PsY 570-571 Practicum in Child & Adolescent Development I & II, ½ credit each
Prerequisites: PsY 501, 502, 503, 519, 520.
PsY 572-573 Practicum in School Counseling I & II, ½ credit each
Prerequisites: PsY 501, 502, 503, 519, 520.
PsY 574-575 Practicum in Adult Development & Psychopathology I & II, ½ credit each
Prerequisites: PsY 501, 502, 503, 519, 520.
PsY 576-577 Practicum in Marriage & Family Counseling I & II, ½ credit each
Prerequisites: PsY 519, 520, 547.
PsY 578-579 Internship in School Psychology I & II, 1½ credits each
Prerequisites: PsY 519, 520, 548, 549, 580, 581, 582, and consent of instructor.
PsY 580 Intellectual Assessment, 1 credit*
Prerequisites: PsY 502, 504, one practicum series.
PsY 581 Personality Assessment & Intervention Strategies, 1 credit*
Prerequisites: PsY 580.
PsY 582 Assessment & Intervention Approaches with Exceptional Children, 1 credit*
Prerequisite: PsY 580, consent of instructor.
PsY 586 Master's Thesis Research, ½ credit each term
Note: This course may be repeated for a maximum of one credit.
PsY 596 The Psychology of Classroom Management, 1 credit
PsY 597 The Psychology of Classroom Management, 1 credit
PsY 598 Preventing Reading Failures, 1 credit
PsY 599 Innovations in Reading: Methods & Materials, 1 credit
ED 504 Diagnosis & Correction, 1 credit
ED 537 Curriculum Development & Evaluation in Reading, 1 credit
ED 543 The Law & Public Education, 1 credit
ED 648 Issues in Gifted & Talented, 2/3 credit
PA 505 Interpersonal Relations & Organizational Behavior, 1 credit
PA 550 Studies & Current Developments in Administrative Management, 1 credit

FULL-TIME FACULTY
Michael J. Stark, director, associate professor, counseling psychology and psychology, Ph.D., M.A. University of California at Los Angeles. A.B. Michigan State University.
Gordon Lindblom, associate professor, counseling psychology, Ph.D., M.A. University of Oregon. B.A. Northwest Nazarene College.
Joan Hartzke McIlroy, associate professor, counseling psychology, Ph.D., M.A. University of Colorado. B.A. Fontbonne College.
Rebecca Probst, assistant professor, counseling psychology, Ph.D. Vanderbilt University. B.A. West Virginia University.
Steve Waksman, assistant professor, counseling psychology, Ph.D. University of Oregon. M.S. Oregon College of Education. B.B.A. City University of New York.

ADJUNCT FACULTY
Helena Carlson, associate professor, psychology, Lewis & Clark College. Ph.D., M.A. University of California/Riverside. B.A. California State University/Long Beach.
Gary Dombroff, Ph.D., M.A. Peabody College. B.A. University of Rochester.
Terry Paw, associate professor, psychology, Lewis & Clark College. Ph.D., M.A. Vanderbilt University. B.S. Lewis & Clark College.

Karen La Pointe, assistant professor, psychology, Lewis & Clark College. Ph.D., M.A. Southern Illinois University. B.A. University of Illinois.
Glenn Meyer, assistant professor, psychology, Lewis & Clark College. Ph.D., M.A. State University of New York/Buffalo. B.S. Brooklyn College.
Judy Walker Weber, Ph.D., M.A. University of Southern California. B.A. Simmons College.
The certification program in educational administration prepares candidates for positions as school principals and superintendents, basing its curriculum on current theory, research, and practice. Coursework leads to the Basic Administrative Certificate with the principal, vice-principal, or superintendent endorsement. In 1982 the curriculum will include courses leading to the Standard Administrative Certificate with principal or superintendent endorsement.

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

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

### ADMISSION

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

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

Applications should be completed by the following deadlines:
- **Fall 1981 admission:** Apply by August 15, 1981.
- **Winter 1982 admission:** Apply by November 1, 1981.
- **Spring 1982 admission:** Apply by February 15, 1982.
- **Summer 1982 admission:** Apply by May 7, 1982.

### ELIGIBILITY FOR BASIC CERTIFICATION

Lewis & Clark will recommend for Basic Administrative Certificate (vice-principal, principal, or superintendent) those candidates who fulfill the following requirements:
1. Completion of a master's degree from an approved teacher education institution.
2. Admission to the Lewis & Clark Educational Administration Program and approved formal program of study on file.
3. Completion of the required hours of graduate coursework appropriate to the desired certificate and completion of the approved competencies established by Lewis & Clark for administrator preparation. (See "Application for Transfer of Credit" and "Petition for Waiver of Required Course" for additional details.)
4. Possession of a valid First Aid card.
5. Demonstration of knowledge of antidiscrimination statutes.

### CURRICULUM

**Basic Vice-Principal Endorsement**

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

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

EdAd 503 The School & Its Communities 1/2

EdAd 543 The Law & Public Education 2/3

EdAd 505 Formal Organizations & Advanced Administrative Management 2/3

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

**Total:** 2.5/6 or 3 1/3 credits. Approximate equivalent is 13.5 or 16 quarter hours.

### Basic Principal Endorsement

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

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

EdAd 504 Management of Financial Resources 1/2

EdAd 543 The Law & Public Education 2/3

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

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

The major practicum is an elective course, set up under a learning contract, in a 1/2-credit time block. The major practicum, EdAd 509, usually involves an extensive commitment of time and energy either in the student's normal work site (but focusing on new job skills) or at a complementary work site in which the student learns new tasks and the ambience of a different setting. Ideally, this site is one in which the student ultimately wishes to be employed. The major practicum is considered a highly desirable way to use an elective opportunity, but it is not a program requirement under normal circumstances. (See "Transfer of Credit" form.)

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

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

FACULTY

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

Full-Time Faculty


Adjunct Faculty

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


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

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

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


At the time of this writing, adjunct faculty/practitioners have not been selected for 1981-82.
The Master of Arts in Teaching degree at Lewis & Clark College is for elementary and secondary teachers who wish to acquire greater knowledge of subject matter, to develop greater competence in their teaching, and, optionally, to receive the Oregon Standard Teaching Certificate. The elementary program focuses on educational coursework and experience appropriate for the teacher of the self-contained classroom, grades pre-primary through nine, and encourages an interdisciplinary examination of subject matter. The objective of the secondary program is to develop exceptional competence in the classroom teaching of one of several academic disciplines, grades five through twelve.

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

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

**ADMISSION**

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

**Admission to Graduate Study**

Applicants to the Master of Arts in Teaching program must meet these requirements prior to seeking admission to graduate study:
1. Hold a baccalaureate degree from an accredited college or university recognized by the Oregon Board of Education.
2. Hold, be eligible for, or be a candidate for an Oregon Basic Teaching Certificate or its equivalent.
3. Possess an undergraduate grade point average of 2.75.

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

**General admission procedures**

Applications are accepted year around. The Graduate Admissions Committee reviews completed admission files each month. Detailed directions and application materials are available in the Master of Arts in Teaching Program office. Candidates must submit the following materials:
1. A completed application form, including a personal statement of goals and objectives requested on the back side of the form.
2. A $15 nonrefundable application fee.
3. Two separate official transcripts from each college attended, undergraduate and graduate.
4. Scores from either the Miller Analogies Test or the Aptitude Section of the Graduate Record Examination.
5. Three letters of reference from people who can assess the candidate's qualifications for advanced study and potential as a teacher.

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

Special Student Status
Applicants who for valid reasons have been unable to supply complete admission information prior to the opening of the term may be given Special Student status. This status permits a student to study for one term only taking a maximum of two Lewis & Clark course credits (ten quarter hours) and is not renewable. Special Student Status is in no way guarantees admission to full graduate standing.

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

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

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

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

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

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

OFFICES & HOURS
The Master of Arts in Teaching Program office is located on the first floor of BoDine Hall. The office is open from 9am to 7pm Monday through Thursday and 9am to 5pm on Fridays. Offices are not open on holidays, Saturdays, or Sundays. Persons desiring appointments should call Delores Sharp, administrative secretary, 503-244-6181 x234.

CERTIFICATION
Students seeking Oregon certification who successfully complete the Master of Arts in Teaching Program receive institutional recommendation to the Teacher Standards and Practices Commission for the standard certificate. Certification programs are identified in the program descriptions in this catalog. Students should note that they must individually apply to the TSPC by submitting a completed C-2 form to Carol Cooper, director of the Teacher Certification Placement Office, located in Albion Quadrangle, 503-244-6181 x283.

Washington teachers who need a Washington fifth year certificate must submit their Lewis & Clark planned programs of study to the Washington State Department of Public Instruction in Olympia or, if they received the bachelor’s degree from a Washington college or university, to the education program from which they graduated.

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

MASTER OF ARTS IN TEACHING AND OREGON ELEMENTARY STANDARD CERTIFICATION (PP-9)
Students in this program complete the required core education courses, education electives, subject matter courses, and open electives for a minimum of nine and two-thirds course credits (48 1/3 quarter hours) for the degree.

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

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

A. Professional Education Courses
Minimum of four course credits required (20 quarter hours).

1. Required Core Courses
   ED 500 Research Methods, 2/3 credit
   ED 501 Guidance and Counseling Skills for the Educator, 2/3 credit
   ED 504 The Exceptional Child, 2/3 credit
   ED 510-519 Advanced Teaching Strategies: Elementary, 1 credit (or choose from the other elementary ATS courses offered).

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

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

Open Electives
A minimum of one and two-thirds credits required (more than 8 quarter hours), chosen from education courses numbered 501 to 649 or subject matter courses numbered 505 to 599.

MASTER OF ARTS IN TEACHING AND OREGON SECONDARY STANDARD CERTIFICATION (5-12)
Students in this program complete the required core education courses, education electives, subject matter courses for a minimum of nine and two-thirds course credits (48 1/3 quarter hours) for the degree.

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

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

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

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

1. Required Core Courses
   ED 500 Research Methods, 2/3 credit
   ED 501 Guidance and Counseling Skills for the Educator, 2/3 credit
   ED 504 The Exceptional Child, 2/3 credit
   ED 505 Advanced Reading and Writing in Secondary Schools, 2/3 credit
   ED 520-529 Advanced Teaching Strategies: Secondary, 1 credit (or choose from the other ATS courses offered)

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

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

1. Complete a minimum of five course credits in the area of your basic subject matter endorsement. These courses have no education numbers.

2. Complete a second basic subject matter endorsement, with at least three credits of graduate level work, in one of the following disciplines: art, foreign language, health, language arts, mathematics, music, physical education, science, or social studies. Note: Basic endorsements in combined health, basic mathematics, and reading do not satisfy the requirements of this option.

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

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

1. The Basic Teacher Certification Program leads to the Oregon Basic Teaching Certificate, elementary or secondary, for those students holding a bachelor's degree but no teaching credentials. This is the only graduate education program administered by the Education Department, x283. Contact Bernard Wolff, chairman, Education Department, for admission and elementary basic program information, and Richard Steiner for secondary basic program information.

2. The Standard Teaching Certification Program, administered by the Master of Arts in Teaching Program, is for elementary and secondary teachers wishing to obtain an Oregon Standard Teaching Certificate but not an advanced degree.
MAT & Nondegree Programs

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

4. The Basic Reading Endorsement Program is offered by the Master of Arts in Teaching Program as an additional program in conjunction with basic and standard teacher certification. Contact Anita McClain, director of graduate programs, Educational Leadership, for program information and initial advising.

Admission

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

Program

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

Programs leading to Basic Subject Matter Endorsement are offered in art, biology, foreign language, health education, health education, physical science, reading, social studies, speech, and drama. Consult a graduate advisor in the MAT Program to determine specific endorsement requirements. Reading endorsement information is available in the Master of Arts in Teaching Program office and from Anita McClain, Education Department.

For additional information on all graduate nondegree programs in teacher education, contact Mary Kay Tetreault, director, Master of Arts in Teaching Program.

FULL-TIME FACULTY


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


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

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

ADJUNCT FACULTY


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


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

Deiores Jacobs, adjunct instructor, Master of Arts in Teaching Program. B.A. University of Washington. Arts degree, Bard School of Fine Arts.


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

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


The School of Music offers three graduate degree programs:
1. Master of Music Education (M.M.E.)
2. Master of Music, major in performance (M.M.)
3. Master of Music, major in composition (M.M.)

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

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

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

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

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

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

**PLACEMENT EXAMINATIONS**
Placement examinations in music history and music theory are given to M.M.

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

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

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

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<tr>
<th><strong>COMPREHENSIVE EXAMINATIONS AND MASTER THESIS</strong></th>
<th><strong>MAJOR: MUSIC</strong></th>
<th><strong>PROGRAM: MASTER OF MUSIC IN PERFORMANCE</strong></th>
</tr>
</thead>
</table>
| All graduate students of the School of Music are required to pass a comprehensive examination or submit a master's thesis. Comprehensive examinations are limited in scope to material pertinent to the student's major field of concentration. The decision, design, administration, and evaluation of both the master's thesis and the comprehensive examination rest with the graduate advisor and the student's Graduate Committee in consultation with the student. It is the student's responsibility to make the necessary arrangements for the thesis or examination with the graduate advisor a minimum of one term prior to graduation. The thesis option is most applicable for Master of Music Education candidates. | 1. **MUS 581 Introduction to Research in Music Education**, 1/2 credit.  
3. Pedagogical studies in area, 1 credit.  
4. Applied lessons (major instrument or voice), 1 credit.  
5. **MUS 511 Music Theory Seminar**, 1 credit.  
7. **MUS 564 Seminar in Music Education**, 1 credit.  
8. MUS elective(s), freely chosen, 1 credit. | 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 for further artistic and technical development. |
| **PROGRAM: MASTER OF MUSIC COMPOSITION** |  | **Admission Requirements** |
| The Master of Music Composition emphasizes contemporary compositional approaches and techniques and requires the production of works. A recital is required made up principally of music composed while in the graduate program and demonstrating facility with musical gesture and continuity on a larger scale. The student is expected to deal with all aspects of concert production. | 1. **B.M. in performance or demonstrated equivalent**  
2. **Entrance audition**: Tapes of senior recital or equivalent may be submitted by students living great distances from Lewis & Clark. Students who submit tapes initially, however, receive conditional admission. |

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<th><strong>ADMISSION REQUIREMENTS</strong></th>
<th><strong>RESIDENCE REQUIREMENT</strong></th>
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| a. have already been publicly represented  
b. represent a total performance time of at least 60 minutes  
c. use designs of larger scope  
d. indicate superior compositional abilities. | At least one year of residence after unconditional admission is required of all candidates for the Master of Music Performance. A year of residence is defined as being enrolled as a full-time student for each of three consecutive terms (a minimum of 1 1/2 credits per term) and participating actively in the musical life of the Lewis & Clark School of Music as a performer, listener, or composer. The curriculum varies slightly for each instrument. Precise requirements for each student are determined after admission by the student’s graduate advisor and graduate committee. The program listed here, however, is typical. |

| **MAJOR: COMPOSITION** | **MUS 501 Guidance and Counseling Skills for the Educator**, 2/3 credit.  
3. **ED 504 The Exceptional Child**, 2/3 credit.  
4. **ED 505 Advanced Teaching of Reading and Writing in Secondary Schools**, 2/3 credit.  
5. Elective(s) from graduate education offerings, 2/3 credit. | Total program credits required: 10 2/3. |

| **MUS 501 Guidance and Counseling Skills for the Educator**, 2/3 credit.  
3. **ED 504 The Exceptional Child**, 2/3 credit.  
4. **ED 505 Advanced Teaching of Reading and Writing in Secondary Schools**, 2/3 credit.  
5. Elective(s) from graduate education offerings, 2/3 credit. | Total program credits required: 11. |
Major: Composition
1. Composition, 3 credits.
2. Recital, 1 credit.
Cognate Field
1. Studies in music theory, history, and applied areas — Western and non-Western — that will develop technical skills and knowledge about composition and its relation to other musical areas and cultural ideas, 5 credits.
2. Electives, 2 credits.
Total program credits required: 11.

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

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

FULL-TIME FACULTY
Jerry D. Luedders, director, School of Music, M.M. Indiana University, B.M.E. University of Michigan. Additional study Harvard University; Paris Conservatory.
Keith Elde, associate professor, M.M., B.A. University of South Dakota. President, Oregon Music Educators Association.
# Master of Music & Music Education

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Institution</th>
<th>Position/Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ann Schaffert Miller</td>
<td>M.M., B.M.</td>
<td>Drake University</td>
<td>Formerly chairman of Music Department, College of St. Benedict.</td>
</tr>
<tr>
<td>Robert Coburn</td>
<td>M.A.</td>
<td>University of California/Berkeley</td>
<td>Electronic music, director of the Group for New Music, founding director in 1975.</td>
</tr>
<tr>
<td>Katherine Anne George</td>
<td>piano</td>
<td>Royal College of Music, University</td>
<td>Orchestral pianist with the Oregon Symphony since 1984.</td>
</tr>
<tr>
<td>Ian Mitchell</td>
<td>guitar</td>
<td>Western Washington University</td>
<td>California State University. Studied with Michael Lurimer and John Mills.</td>
</tr>
<tr>
<td>Nancy Nickel</td>
<td>organ</td>
<td>M.M. University of Portland, B.M.</td>
<td>University. Studied in Paris with André Marchal.</td>
</tr>
<tr>
<td>James O'Banion</td>
<td>trumpet</td>
<td>M.M. Indiana University, B.M.</td>
<td>Washington State University. Studied with Gerald Webster and William Adam. Section trumpet with Boots Randolph and The Spinners.</td>
</tr>
<tr>
<td>Nellie Tholen</td>
<td>professor</td>
<td>piano and pedagogy, graduate of St. Louis Institute of Music.</td>
<td>Studied with Gottfried Haas, associate of Busoni. Author of A Modern Method of Piano Instruction.</td>
</tr>
<tr>
<td>Douglas Walter</td>
<td>conductor</td>
<td>Wind Ensemble, M.M. University of Michigan, B.M. North Texas State University.</td>
<td></td>
</tr>
<tr>
<td>India Zerbe</td>
<td>cello</td>
<td>Author of Advanced Technical Formulas for Cello, Advanced Formulas Scale Studies for Cello, String Art, and Book of Bowings for Cello.</td>
<td></td>
</tr>
</tbody>
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**Adjunct Faculty**


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**Music Faculty**

- **Mark Eubanks**, bassoon, woodwind pedagogy. B.A. University of Washington. Former assistant principal bassoon of the Seattle Symphony; member of the Seattle Opera and Pacific Northwest Ballet orchestras from 1986-78. Principal bassoon with the Oregon Symphony Orchestra.

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**Faculty Emeriti**

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

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

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

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

**Accelerated MPA Program**

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

**ADMISSION**

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

**ENROLLMENT**

The college encourages enrollment in courses of personal and professional interest. Students are enrolled when they fill out the enrollment application form. Students may participate on a noncredit basis, although payment of tuition is still required. A certificate of completion will be provided upon request for each course, whether it is taken on a credit or noncredit basis.
CANDIDACY
Individuals wishing to pursue an MPA degree may file the Application for Candidacy after completing three courses but no more than six. At least three of these courses must be taken for grades rather than credit (CR), and a B average must be maintained.

To become a candidate the student must submit:
1. A complete record of all academic work, including evidence of a bachelor’s degree, plus a record of all professional experiences of at least three years duration.
2. Four letters of recommendation—two from academic courses and two from professional sources who have had an opportunity to evaluate the applicant’s prospects for professional growth at the management level.
3. A personal statement of at least 500 words from the applicant, including professional career goals and how the Lewis & Clark program is expected to further them.
4. A proposed program of study.
5. A $15 application fee.

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

SPECIAL ADMISSIONS PROCEDURES
The Board of Trustees has authorized the MPA Program to consider admission for persons who do not have a bachelor’s degree but who have an extensive record of successful and significant practical experience in public management. Persons meeting this criterion are evaluated by a special committee of program faculty and outside reviewers established especially for this purpose.

PROGRAM
The minimum requirement for the master’s degree is 11 course credits. (One Lewis & Clark course credit is equal to five quarter hours; three quarter hours are equal to .66 of a Lewis & Clark credit.) The student’s program is composed of 15 courses valued at two-thirds course credit each (.66), plus a Capstone Course of one course credit, which usually involves a project to relate the various course materials to a topic the degree candidate chooses. A maximum of two courses can be in the form of individual independent study courses. A “core” of seven courses is required. In addition, one course is required from each of six curricular areas.

CURRICULUM
Specific Core Requirements
(required of all degree candidates)
PA 501 Administration in Government
PA 502 Economic Context of Administration
PA 503 Public Budgeting
PA 504 Administrative Law
PA 505 Formal Organizations and Advanced Administrative Management
PA 506 Interpersonal Relations and Organizational Behavior
PA 509 Capstone Course

Area Requirements
(choose at least one from each area)
Governmental Context
PA 510 Studies in Politics & Administration
PA 511 Administration & the Policy Process
PA 512 Metropolitan Politics
PA 513 Legislative Politics
PA 514 Governments & Their Publics
PA 515 National Policy Process (Washington, D.C.)
PA 516 Comparative Public Administration: Program in Scotland & England
PA 517 Comparative Political Processes in the Pacific Northwest: Salem, Olympia, Victoria, B.C.
Content of Public Policy
PA 520 Studies in Public Policy
PA 521 Public Regulation of Business
PA 522 Natural Resource Policy
PA 523 Human Services
PA 524 Northwest Energy Policy
Personnel Relations
PA 530 Problems in Personnel Management
PA 531 Personnel Administration
PA 532 Agency Evaluation & Personnel Administration
PA 533 Communication Skills for Administrators
PA 534 Collective Bargaining
PA 535 Federal Personnel Policies
QUANTITATIVE METHODS
PA 540 Public Policy Analysis
PA 541 Accounting for Administrators
PA 542 Systems Analysis; Operations Research
PA 543 Statistics & Their Uses
PA 544 Computer Applications for Administrators
ADMINISTRATIVE MANAGEMENT
PA 550 Studies & Current Developments in Administrative Management
PA 553 Organization Development
PA 554 Managing Not-for-Profit Organizations
VALUES & ADMINISTRATION
PA 560 Studies in Administrative Values
PA 561 Administrative Ethics
PA 597 Internship
PA 598 Courses offered only once
PA 599 Independent Study

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

SPECIAL OFF-CAMPUS PROGRAMS
Washington, D.C. Seminar: The National Policy Process
An intensive one-week course conducted in late November and early December in Washington, D.C. The course explores the various elements of the national policy process, meeting with professional staff from the White House, Congress, administrative agencies, interest groups, and "think tanks."

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

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

EXECUTIVE SEMINAR PROGRAM
An advanced study program for a small group of executives from industry and government who examine issues and the decision-making process relating to selected natural resource policy questions. The 1981-82 seminar series focuses on 1) exploration and potential mining of coal around the north fork of the Flathead River; 2) identification of physical, sociological, and political perimeters surrounding the strip mining of coal in western Wyoming and eastern Montana; and 3) historical and current review of forces at work to classify and modify the management of the international Boundary, Waters Canoe Area north of Duluth, Minnesota.

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

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

For further information on programs in public administration, contact Donald Balmer or Guenter Mattersdorf, co-directors, Public Administration Program, 503-244-6161 x511.

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

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

Guenter Mattersdorf, co-director of the MPA Program and professor of economics, Ph.D., M.A., B.A. Harvard University.

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

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

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

Michael Flanagan, associate professor of business and administrative studies, Ph.D., M.S. Purdue University, B.S. St. Norbert College.
Distinguished Visiting Professors
The program brings to campus, as resident distinguished visiting faculty, a variety of internationally renowned scholars and experts. Some of those who have taught in the past several years are:

1981
Dee W. Henderson, Ph.D. American University. B.A., M.A. Brigham Young University. Professor of public management and administration, Brigham Young University. Conducts management development programs for public and private agencies and has written numerous articles on management, decision making, and supervising.

1980
Neely Gardner, faculty chairman of the Center for Training and Development, University of Southern California School of Public Administration, and professor of applied science.

1979
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

Henry B. Mayo, D. Litt., D. Phil., M.A.F.R.S.C. Professor of political science, Carleton University, Ottawa, Canada. 1977
C. Dwight Waldo, Ph.D. Yale University. M.A. University of Nebraska. Albert Schweitzer Professor Emeritus, Syracuse University.
Philip J. Welham, Ph.D., M.A., B.A. University of Edinburgh. Lecturer, Heriot-Watt University.

Each term the MPA program offers courses on an intensive seminar format, which permits the use of distinguished visiting scholars who cannot be freed from prior commitments for an extended period of time. These seminars, which occur during a weekend of concentrated class work, begin with a meeting one month earlier in which the topic is introduced and reading and writing assignments are made. Among recent participants are:

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


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, Williamette University.

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

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

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


Barbara Safriet, J.D. University of Maryland. B.A. Goucher College. Associate professor of law, Lewis & Clark Law School.
Jim Sullivan, J.D., B.S. West Texas State University. Formerly on the Lewis & Clark College staff; currently lobbyist Portland School District #1.

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

David Yaden, Ph.D. candidate Claremont College. A.B. Portland State University. Formerly special assistant to the Secretary of Transportation; formerly president of Yaden Associates, Inc., a public opinion research firm; formerly legislative assistant to former U.S. Senator Maurice B. Neuberger and U.S. Congressman Don Bonner.
Lewis & Clark offers a program which prepares qualified graduate students to become elementary and secondary teachers of hearing impaired students, and, in conjunction with Infant Hearing Resource at Good Samaritan Hospital, a program to prepare parent-infant specialists.

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

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

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

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

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

PROGRAM
The sequence of specialized coursework begins in June. Completion of requirements may be achieved in June of the following year or may require an additional enrollment, depending on the educational background of the student. A program is planned individually with each participant. If any of the required coursework has been completed during the last five years, approved courses may be substituted. Practicum opportunities are varied. Observation, teacher-aide experiences, tutoring, micro-teaching, and the student teaching experiences are available with infant through high school and college-age hearing-impaired students. Practicum centers include the Washington, Oregon, and Idaho State Schools for the Deaf; various educational settings in Vancouver, Tacoma, Spokane, Seattle, Yakima, Longview, and other cities in Washington; various educational settings in Portland, Salem, Eugene, and other cities in Oregon; and in Anchorage, Alaska.

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

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

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

CORE CURRICULUM
Elementary and Secondary Tracks
TTD 501 Psycho-Social and Educational Foundations of Deafness, 1 cr.
Study of the psychological, social, and educational implications of deafness and the history of the education of the deaf.
TTD 505 Communications Systems I: 1 cr. Study of methods of developing speech, speech reading abilities, and existing residual hearing.
TTD 506 or 507 Communication Systems II: Elementary or Secondary; 1 cr each. A continuation of TTD 505; study of speech development and auditory learning and of various methods used to communicate with the deaf.
## Special Education

### Hearing Impaired

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Description</th>
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<tr>
<td>TTD 516</td>
<td>Methods of Developing Language for the Hearing Impaired II: Elementary - Secondary</td>
<td>1 cr</td>
<td>A continuation of TTD 515; a study of patterns of language development and of methods and materials used to teach the deaf; practicum experience.</td>
</tr>
<tr>
<td>TTD 520</td>
<td>Audiology I: Anatomy and Physiology of the Speech and Hearing Mechanisms</td>
<td>2/3 cr</td>
<td>Study of the nature of sound and the function of the ear, conductive and sensory-neural hearing losses, and medical and surgical aspects of hearing impairment.</td>
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<tr>
<td>TTD 525</td>
<td>Audiology II: Audiological Testing</td>
<td>2/3 cr</td>
<td>Students conduct pure tone, bone conduction, speech reception and discrimination evaluations; included is hearing aid use, construction, and evaluation.</td>
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<tr>
<td>TTD 530</td>
<td>Curriculum and General Methods of Teaching the Hearing Impaired</td>
<td>2/3 cr</td>
<td>Study of task analysis and general methods of the programming process including the various philosophies and their practical applications.</td>
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<tr>
<td>TTD 536 or 537</td>
<td>Special Methods of Teaching Reading and School Subjects to the Hearing Impaired: Elementary or Secondary</td>
<td>2/3 cr each</td>
<td>A study of the various methods and materials used in teaching reading and other subject matter areas to hearing impaired students.</td>
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<tr>
<td>TTD 540</td>
<td>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.</td>
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<tr>
<td>TTD 546 or 547</td>
<td>Student Teaching; Elementary or Secondary; 3 cr each.</td>
<td>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.</td>
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<tr>
<td>TTD 550</td>
<td>Counseling Parents of Hearing Impaired Children II</td>
<td>2/3 cr</td>
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<tr>
<td>TTD 551</td>
<td>Pediatric Audiology</td>
<td>2/3 cr</td>
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<tr>
<td>TTD 552</td>
<td>Seminar in Parent-Infant Habilitation I</td>
<td>1/2 cr</td>
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<tr>
<td>TTD 553</td>
<td>Seminar in Parent-Infant Habilitation II</td>
<td>1/2 cr</td>
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<tr>
<td>TTD 554</td>
<td>Extended Practicum: Skills of Parent-Infant Specialist; 2/3 cr. (offered three consecutive terms as a series)</td>
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<tr>
<td>TTD 555</td>
<td>Counseling Parents of Hearing Impaired Children II</td>
<td>1/2 cr</td>
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<tr>
<td>TTD 556</td>
<td>Observation and Practicum</td>
<td>1/2 cr</td>
<td></td>
</tr>
<tr>
<td>TTD 557</td>
<td>Observation and Practicum</td>
<td>1/2 cr</td>
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<tr>
<td>TTD 558</td>
<td>Hearing Aid Amplification</td>
<td>1/2 cr</td>
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<tr>
<td>TTD 559</td>
<td>Counseling Parents of Hearing Impaired Children II</td>
<td>1/2 cr</td>
<td></td>
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<tr>
<td>TTD 560</td>
<td>Infant Development/Developmental Disorders</td>
<td>2/3 cr</td>
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**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 Breije, program director, Program in Special Education-Hearing Impaired, 503-244-6161, ext 476.

### FULL-TIME FACULTY

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

### ADJUNCT FACULTY

- **Peter A. Chukna**, instructor. M.A., B.A. Western Washington University.
- **Larry Peterson**, instructor. M.A. California State University/Northridge. B.A. Gallaudet College.
**SUMMER SESSIONS**
Lewis & Clark Summer Sessions offers a one-week mini-term, two four-week terms, and a six-week term, so students can satisfy their master's degree requirements by attending successive summers or by attending Summer Sessions in conjunction with courses taken during the academic year. Courses provide students with a full range of the core requirements in each degree program. In addition, a number of special programs, institutes, and workshops not available during the academic year are offered. Included are programs such as:

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

**Live, Learn and Teach**
A program for teachers using an Outward Bound adaptive wilderness experience to foster personal and professional renewal.

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

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

**Children's Writing Workshop**
An intensive workshop designed to meet the recognized need to improve student writing skills. Using a combination of laboratory and workshop formats, it provides participants with writing techniques and strategies effective in fostering student writing as well as opportunities to develop and improve their own writing skills.

**INSTITUTE ON RESPONSIBLE CLASSROOM DISCIPLINE**
A one-week institute for elementary and middle school teachers that presents a comprehensive examination of classroom discipline.

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

**1982 Summer Schedule**
The 1982 Summer Sessions schedule is:
- Mini-Term: June 14-18
- Term I: June 12-July 16
- Term II: July 19-August 13
- Six-Week Term: June 21-July 30

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

**Tuition & Fees**
Summer Sessions tuition and fees are the same as those which apply during the 1981-82 academic year.

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

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

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

Typical of the many continuing education programs for 1981-82 is: **Saturday Skills Shops**
ED 600 Fall 1981/Winter 1981
Skills shops 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 Skills shop is designed as a "hands on" working session intended to give participants the opportunity to develop skills which will improve their classroom strategies.

Although Skills shops are not classes as such, participants may receive credit. A selection of four Skills shops may be taken to the equivalent of three quarter hours of credit; a selection of six Skills shops may be taken for the equivalent of five quarter hours of credit. Participants not interested in credit may take any number of workshops.

For specific information about 1981-82 Lewis & Clark continuing studies courses, workshops, and conferences, write or call the Continuing Studies Office, 503-244-6161 x217.
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Lewis & Clark College does not discriminate on the basis of race, color, age, religion, sex, national origin, or physical handicap in its educational programs, activities, and employment policies, in keeping with the letter and spirit of all equal opportunity and civil rights laws.
Graduate Studies

Course Schedule
1981-82

Lewis & Clark College

Counseling Psychology
Educational Administration
Master of Arts in Teaching
Music & Music Performance
Public Administration
Special Education-Hearing Impaired
This schedule book provides Lewis & Clark College graduate students with information to plan for an academic year's program. It contains a master schedule for fall, winter, and spring terms, as well as course descriptions listed by departments or programs.

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

**Registration**

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

**Tuition & Fees**

- 1 credit (5 quarter hours): $303
- 2/3 credit (3-1/3 quarter hours): $202
- 1/2 credit (2-1/2 quarter hours): $152
- 1/3 credit (1-2/3 quarter hours): $101

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

**Administration**

President: James Gardner
Provost & Dean of Faculty: John Brown
Associate Dean of Faculty for Graduate Studies: Paul Magnusson
Director of the Counseling Psychology Program: Michael Stark
Director of the Educational Administration Program: Daniel Duke
Director of the Master of Arts in Teaching Program: Mary Kay Tetreault
Co-directors of the Public Administration Program: Donald Balmer and Guenter Mattersdorf
Director of the School of Music: Jerry Luedders
Director of the Special Education-Hearing Impaired Program: William Breije
Director of Summer Sessions/Continuing Studies: Sid Eder

**Bad Weather Emergency Procedures**

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

**Summer Sessions**

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

**Continuing Studies**

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

**Key to Buildings**

Aan: Albany Annex
Ab: Albany Quadrangle
App: Appalachia II
Art: Art Building
B: BoDine
BA: Biology Annex
BPB: Biology-Psychology Building
BTH: Thaxter Classrooms
CC: Council Chamber
E: Evans Music Building
Edm: Edmonds Classrooms
Eng Sem: English Seminar Room
FAT: Fire Acres Theatre
FOB: Faculty Office Building
HF: Huston Field
OM: O dell Manor
OPC: Olin Physics-Chemistry Laboratory Building
P: Peebles Art Building
PSC or PC: PAMPLIN Sports Center
Sac: Sacajawea
TCC: Templeton College Center
Thr: Throckmorton Classrooms
W: Watzek Library

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

Lewis & Clark College does not discriminate on the basis of race, color, age, religion, national origin, or physical handicap in its educational programs, activities, and employment policies, in keeping with the letter and spirit of all equal opportunity and civil rights laws.
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Department: Educational Administration
Chairman: Daniel Duke, Ed.D.
Office: BoDine

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NOTE:
ALL PRIVATE INSTRUMENT &
VOICE LESSONS NORMALLY GIVEN
IN THE UNDERGRADUATE CURRICULUM
ARE AVAILABLE TO GRADUATE
STUDENTS. THESE COURSES ARE
NUMBERED MUP 571-591.
CONTACT THE MUSIC DEPT FOR INFORMATION.

Department: Public Administration
Chairman: Donald Balmer, Ph.D.
Office: FOB 7

PARTIAL SCHEDULE
CALL THE PUBLIC ADMINISTRATION PROGRAM,
244-6161, EXT. 511 FOR ADDITIONAL COURSE
LISTINGS AND TIMES.

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* Indicates the course is an intensive seminar with times to be announced.

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**Department: Special Ed - Hearing Impaired**  
**Chairman: William Brelje, Ed.D.**  
**Office: TTD**
COUNSELING PSYCHOLOGY

PSYCHOLOGY *501
Advanced General Psychology
Stark
This course will consider the theory and research essential to the understanding of human behavior. Areas covered will be principles of human learning, physiological bases of behavior, social interaction, development and adjustment, and abnormal behavior. The concepts and data will be examined with special emphasis on their applicability to counseling theory and techniques.

PSYCHOLOGY *502
Introduction to Assessment
Lindblom
This course introduces students to basic procedures for assessment in counseling, with emphasis on understanding and using standardized tests. Included are a survey of basic statistics, intelligence testing, multiple aptitude tests, career interest inventories, personality tests, and newer means for assessing competence and person-situation interactions. These specific topics will be addressed in a broad context of counseling goals and personal development.

PSYCHOLOGY *503
Introduction to Counseling Psychology
Mclower
An overview of the basic concepts of counseling psychology and practice in applying those concepts in counseling situations in class. Emphasis will be on conditions for an effective helping relationship, intrapersonal and interpersonal responsibility, self-disclosure, feedback, and basic concepts from major counseling theories.

PSYCHOLOGY 511
Philosophy and Theory of Counseling Psychology
Mclower
Systematic study of several major counseling theories (existential, logotherapy, client-centered, gestalt, rational-emotive, behavioral, psychoanalytic). Emphasis will be on clarifying personal philosophical and theoretical views and on developing a balanced counseling view for practical application and implementation of therapeutic techniques.

PSYCHOLOGY 512
Values and Counseling
Probst
This course is intended to help students examine a variety of belief and value systems that are held by individuals and pertain to the counseling situation. Topics to be considered are drawn from philosophy, religion, and psychology and concern questions of the nature of self, self-acceptance and self-transformation and the individual's relation to the universal.

PSYCHOLOGY 519
Techniques of Counseling Psychology I
Stark
Students will learn constructive intervention procedures in a large group setting. They will explore their own personality in order to become more effective counselors. Students will also become familiar with the research literature regarding the effectiveness of psychotherapy in general and the relationship between particular counseling techniques and outcomes for specific client populations.

PSYCHOLOGY 520
Techniques of Counseling Psychology II
Hossack
This course will focus on facilitative communication in helping relationships. Developing mastery of skills necessary to communicate respect, genuineness, and understanding, and the ability to begin focused problem solving will be emphasized. Theoretical, constructive helping relationships will be examined.

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

PSYCHOLOGY *521
Program Planning and Evaluation
Staff
This course will focus on the application of scientific methodology to the identification, description, conceptualization, and assessment of those variables which are crucial to the effective delivery of human services. Topics covered will be evaluation of intervention strategies, evaluation of agency effectiveness, legal and ethical issues, and inter- and intra-agency problems in the development and implementation of evaluation procedures.

PSYCHOLOGY *524
Psychoeducational Assessment
Dombroff
A concentrated overview of theory, techniques and contemporary issues regarding intellectual and personality assessment. The course will involve lecture, discussion and practice experiences which focus upon the use of specific assessment devices and procedures in the school setting, methods for the development and implementation of psychoeducational recommendations, and professional ethics.

PSYCHOLOGY 530
School Counseling Professional Seminar I
Staff
This course will provide students with an introduction to several important professional concerns and issues they will confront in the role of school counselor. These will include 1) legal and ethical issues, 2) consultation methods, 3) use of community resources, 4) program administration, 5) crisis intervention, and 6) writing skills necessary for the school counselor.

PSYCHOLOGY 531
School Counseling Professional Seminar II
Staff
This course will provide an opportunity for students nearing completion of their Standard School Counselor Certificate program to explore professional concerns and issues that have surfaced during their coursework and field experiences. The seminar will examine the issue of self-care among professional counselors as well as the topic of teaching strategies that can be employed in making professional presentations. The remainder of the seminar will be devoted to student-initiated topics.

PSYCHOLOGY 535
Counseling Psychology Professional Seminar I
Weber
This seminar is designed as a forum for the consideration of issues which confront the professional in an agency setting. Issues addressed will include: legal and ethical issues, community resources and referral, program administration, and crisis intervention. Attention will also be given to the development of writing skills needed in community settings.

PSYCHOLOGY 536
Counseling Psychology Professional Seminar II
Weber
This seminar will be taken in the second year and will consider more advanced topics. The course will have a multiple focus. Topics covered will be prevention, self-care skills, teaching strategies for organizing and presenting to groups, and special topics. Special topics might include such things as sex or minority issues but specific content will be determined by the group.
PSYCHOLOGY 540
Strategies For Behavior Change
Lindbloom
This course will focus on strategies for overcoming self-defeating behavior and emotional reactions. Contingency management for children and adults, parent training, desensitization, behavior rehearsal, cognitive restructuring, multi-modality assessment and intervention, and related ethical and professional issues will be included.

PSYCHOLOGY 542
Career Development and Life Style Counseling
Mclroy
A study of career development theories; career resources; current career trends, concerns and programs; and the facilitation of life style awareness, choice and action. Emphasis will be on developing a broad view of career as lifestyle and on practical application of theoretical models.

PSYCHOLOGY *545
The Psychology of Exceptional Children
Waksman
This course will include an introduction to the major categories of exceptionalities found in public school settings. These will include the emotionally handicapped, learning disabled, gifted, educable mentally retarded, hearing impaired, visually impaired, and non-English speaking students. Students will examine the methods schools employ to delineate the various exceptionalities and will become familiar with the resources available for assisting these children to function effectively in regular school classrooms. The examination of resources will focus on both methods counselors can recommend for regular classroom teachers and strategies for contacting and making optimal use of the resource personnel available in districts of various sizes.

PSYCHOLOGY 546
Group Counseling
Staff
A study of the following areas of knowledge related to group work: major theoretical approaches, dynamics, ethical issues, research modes, process components, and impact of personal characteristics on others. Emphasis will be on acquisition of group leader skill competencies, such as: assessing readiness of clients, diagnosing self-defeating behaviors of group members, operationalizing a group counseling model, interpreting non-verbal behavior, pacing, dealing with problem group members, facilitation of group therapeutic forces, use of leader interventions. The course is designed to give practical experience in applying group knowledge and skills.

PSYCHOLOGY 547
Family Counseling
Propest
The focus of this class is to become familiar with the significant schools of family therapy, their theoretical bases, implications for diagnosis and treatment, and outcomes. Reading will focus on structural, behavioral, analytic, experiential family therapies. Class members will be expected to participate in role-playing of families over the duration of the course with this role-played family to be a model of differential treatment strategies, diagnostic procedures, and therapeutic interventions. Attention will also be directed to developing a developmental model of family growth, to dealing with resistant families, and to the role that the therapist's family of origin may exert in his/her own therapy.

PSYCHOLOGY 548
Behavioral Consultation I
Staff
This course is designed for students who have had a basic background in applied behavior analysis and will offer practicum experience in the application of advanced social learning procedures. The course will combine practicum experience and seminar sessions in the implementation of social-learning based interventions involving parents and teachers through a consultation delivery mode. Each student will implement and evaluate one intervention program for a primary school child with behavior and/or learning problems in an educational setting.

PSYCHOLOGY 549
Behavioral Consultation II
Staff
This course is a continuation of Psychology 548 and will consider the issues begun in the first part of the sequence.

PSYCHOLOGY 550
Gestalt Therapy
Staff
Combination of didactic and experiential approaches to Gestalt to develop self-awareness; to utilize self-awareness for personal growth and larger human sensitivity; and to equip participants with the basic counseling skills used in the Gestalt method.

PSYCHOLOGY *554
Advanced Personality Theory
Staff
This course involves a comprehensive coverage of personality theory: its relationship to the theorist, its historical significance, its core assumptions, the therapy to which it gives rise, and the research it generates. In addition, current issues and new directions in personality are considered. Theories are compared and contrasted in their core assumptions.

PSYCHOLOGY *555
Drugs and Behavior
Weber
The course examines the effects of drugs on personality, behavior and physiology. Topics that will be considered include alcohol and alcoholism, depressants and barbiturates, opiate addiction, stimulants, marijuana, cocaine, and the hallucinogens. In addition, there will be a focus on the uses and abuses of psychoactive prescription drugs such as tranquilizers, anti-depressants, and the anti-psychotic substances. The effects of nutritional imbalance on behavior will also be explored.

PSYCHOLOGY *559
The Theory and Treatment of Depression and Stress
Propest
This course examines the diagnosis, etiology, and treatment of depression. Both bipolar and unipolar depressions are considered. Etiology is considered from a biological, cognitive, behavioral, and sociological perspective. Treatment includes somatic, cognitive, and behavioral therapies and psychotherapy. Special attention is given to women and depression.

PSYCHOLOGY *560
Advanced Statistics
Meyer
This course will cover the advanced statistical principles in experimental design. Topics shall include the design and analysis of factorial experiments, single and multiple analysis of variance, and analysis of covariance. Students will also be expected to attain familiarity with the common computer languages and competence in using the major statistical packages for computers.

PSYCHOLOGY 569
Research Design
Meyer
This course is a continuation of Psy 560 and will examine advanced experimental design and techniques. Students will learn the use of computer applications in the analysis of complex sets of data.

PSYCHOLOGY 570-571
Practicum: Child and Adolescent Psychology
Waksman
This course consists of didactic class instruction, practicum placement, and clinical training. The clinical and practical
applications of available data on the psychological, social, and physical development of children and adolescents will be presented. Research and practice regarding child-rearing, learning, socialization, behavior change techniques, and social skill training will be covered. Students will be required to provide video tape examples of their practicum interview and therapy sessions for supervision.

PSYCHOLOGY 572-573
Practicum in School Counseling I & II
Hossack
This course will combine a school counseling placement with a seminar involving both didactic presentations and casework analysis. The course will provide students with skills in implementing a variety of preventative and corrective techniques appropriate to school settings. Specifically, students will be introduced to strategies for improving teacher-student and peer relationships and for assisting teachers to develop functional classroom norms. Students will also develop skills for assisting teachers in analyzing their instructional methods as a means to increase appropriate student behavior. Students will also explore approaches for working with families within the context of the school environment.

PSYCHOLOGY 574-575
Practicum in Adult Development and Psychopathology I & II
Staff
Students enrolled in this course will be required to do a practicum in a community setting which serves clients in need of mental health intervention. The practicum requires actual on-site counseling and participation in related professional responsibilities at the placement site. Students will write reports on their clients, prepare case histories, and submit audio and video tapes of their counseling for supervisory review. Whenever possible, the focus will be on the application of theory to actual cases and techniques for intervention will be emphasized.

PSYCHOLOGY 576-577
Practicum in Marriage and Family Counseling I & II
Probst
This practicum includes placement in a community setting and didactic presentations focusing on critical issues in counseling couples and families. As much as possible, students' current cases will be used as a basis for identifying central problems and effective means for responding to them. Methods of teaching will include lectures, presentations, seminar presentations, case reviews and direct supervision. Content will vary depending on student need and interest but will include refinement of skills in assessing strengths, competencies and dysfunctions, identifying their individual and systemic impact and planning appropriate interventions accordingly. Specific topics will include sexuality, conflict management, joint problem solving, dealing with reluctant participants, and means for enriching marriage and family life.

PSYCHOLOGY 578-579
Internship in School Psychology I & II
Waksman
The course will offer intensive supervision of students' in-situ experiences involving assessment and intervention with normal and exceptional children in a public school. This internship would require full-time participation by students in the role of a school psychologist under the direct supervision of a certified school psychologist.

PSYCHOLOGY 580
Intellectual Assessment
Dombroff
A concentrated overview of theory, techniques and contemporary issues regarding intellectual assessment. The course will focus upon familiarizing the student with a variety of assessment devices (e.g., developmental scales, individual intelligence tests) and procedures (e.g., classroom observation, parent/teacher consultation), through lecture, discussion and demonstration.

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

PSYCHOLOGY 581
Personality Assessment and Intervention Strategies
Dombroff
A focused overview of theory, techniques and contemporary issues regarding personality assessment. The course will focus upon familiarizing the student with a variety of assessment devices (e.g., empirically based and projective tests) and procedures (e.g., play and classroom observation, diagnostic interviewing, collateral information gathering). Intensive training with selected personality tests, involving practice administrations, test interpretation and report writing.

PSYCHOLOGY 582
Assessment and Intervention Approaches with Exceptional Children
Waksman
An integrative review of theory, techniques and contemporary issues regarding intellectual and personality assessment. The course will focus upon the decision processes involved in selecting and utilizing an appropriate battery of assessment devices (e.g., intelligence and personality tests) and procedures (e.g., observation, interviewing consultation). Intensive training, to include role-play, test administration and interpretation, and report writing, will be combined with the study of intervention strategies and professional ethics, to prepare the student for in-situ, supervised experiences in the role of a school psychologist. (Supervision of in-situ intellectual and personality assessments may be arranged.)

PSYCHOLOGY 590
Special Issues in Counseling Psychology
Staff
This course requires that students execute an individual study project under the supervision of a faculty member in counseling psychology. Students planning to take this course should contact the faculty member they wish to work with prior to taking the course in order to obtain approval for the proposed project. The nature of the project may vary considerably and might include experimental or empirical research, a library paper, the design and implementation of a new program or the evaluation of an ongoing program. This course may be taken twice for a total of 1 credit.

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

PSYCHOLOGY 648
Clinical Work with Women: Theory and Practice
Resnick
This course will present contemporary models of working with women in counseling. The focus will be on theoretical material regarding gender identity, "consciousness-raising" and on the clinical skills appropriate to the disorders of high prevalence among women.

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

EDUCATIONAL ADMINISTRATION 501
Program and Personnel Development I: Program Development, Monitoring and Assessment
Duke
This is the first of a two-part basic course in the program for Basic Vice-Principal and Principal Certification. It should be taken prior to, but in tandem with, Program and Personnel Development II. Program and Personnel Development I will examine the strengths, weaknesses of various curricular models, the processes and structures for their implementation, and methods for assessing their effectiveness. The course includes a minor practicum component.

EDUCATIONAL ADMINISTRATION 502
Program and Personnel Development II: Personnel Supervision, Evaluation and Renewal
Duke
This is the second of a two-part basic course in the program for Basic Vice-Principal and Principal Certification. It should be taken after, but in tandem with, Program and Personnel Development I. Program and Personnel Development II will examine the various problems of making maximum use of staff resources to achieve the goals of curricular programs and will explore various solutions to these problems. The course includes a minor practicum component.

EDUCATIONAL ADMINISTRATION 503
The School and Its Communities
Staff
This course is concerned with developing understanding and awareness of the administrator's role in initiating and maintaining reciprocal growth relationships with various communities in school districts. Particular stress is given to consciously applying theories and models of school-community relations to the development and/or improvement of administrators' knowledge base, self-understanding and interpersonal skills.

EDUCATIONAL ADMINISTRATION 504
Management of Financial Resources
Staff
This course examines the budgeting process used in public school financing. After exploring problems of revenue and expenditure forecasting, students will examine the strengths and weaknesses of various approaches to budgetary techniques and formats. The course will be organized around a simulation format, in which students will be given all of the data, past and present, for a city with a school population of approximately 3000. Students will prepare a budget.

EDUCATIONAL ADMINISTRATION 505
Formal Organizations and Advanced Administrative Management
Egan
An examination of the theory of complex organizations with primary focus on individual and group behavior, organizational processes, and organizational change. (Cross-listed as PA 505.)

EDUCATIONAL ADMINISTRATION 506
Negotiation and Collective Bargaining
Staff
This course is concerned with the management of the collective bargaining process as it applies to public employees. It is designed for administrators who will have responsibilities for negotiations or administration of negotiated contracts. Particular emphasis will be placed on the influence of Oregon's Collective Bargaining Law. The course includes a minor practicum component.

EDUCATIONAL ADMINISTRATION 507
Personnel Management in Schools
Staff
This course is concerned with the management of school district employees with emphasis on the selection, appraisal, development and maintenance of their individual needs. It is designed for administrators who will have personnel and program responsibilities. Particular emphasis will be placed on the personnel management responsibilities of the building administrator.

EDUCATIONAL ADMINISTRATION 509
Practicum for Principals/Superintendents
Duke
This course combines a supervised, on-site, pre-designed administrative experience with a campus seminar involving discussions, student presentations and task analyses. Students will examine their understandings of administrative theory in light of their field application of the theory, synthesizing the theory and experience into a holistic interpretation of educational administration. Activities will vary depending on the site chosen, student interests, and the desired skill development.

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

MASTER OF ARTS IN TEACHING

ART 400
Printmaking—Woodcut & Linocut
Portland
An introductory class covering wood block and linoleum block prints. Emphasis will be placed on technical development.

ART 400
Weaving
Fawkes
Development of a technical facility, or vocabulary, for on-the-loom and off-the-loom weaving. Students make aesthetic choices for weaving projects of their choice. For teachers, beginning and advanced students.

EDUCATION 500
Research Methods
Clark
Examine research studies on the interaction of learning and teaching styles, the relationship of style to success in learning, and the effectiveness of presenting instruction in styles appropriate to different individuals. Critique studies for validity of purpose and methodology. Participate in a corporate project, examining styles of your students. (Fall term.)

EDUCATION 500
Research Methods
Arch
Focus on reading research critically and making decisions about implementation based on research findings. Participants will be asked to examine some of the research affecting their particular professional fields. (Winter and spring terms.)

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EDUCATION 501
Guidance and Counseling Skills for the Educator
Welle
Awareness and understanding of the helping relationships in the school setting. Exploration of basic concepts of counseling and guidance through practical applications for educators.

EDUCATION 504
The Exceptional Child
Breij
Study of the psychological, social, and educational implications of all areas of exceptionality, including common terminology, characteristic behaviors, teaching strategies, and school programs. Provides educators in all areas with a background in exceptionality. Emphasizes procedures necessary for compliance with PL 94-142.

EDUCATION 505
Advanced Teaching of Reading and Writing in Secondary Schools
Staff
Study of strategies for diagnosing and assisting students' reading and writing difficulties in various content areas.

EDUCATION 510
Advanced Teaching Strategies/Elementary
Urzua
Exploration of alternate teaching/learning styles and their relation to goal setting, diagnosis, prescription, and evaluation. (Fall term.)

EDUCATION 510/520
Advanced Teaching Strategies/Elementary and Secondary
Clark
Cognitive development studies of Piaget and others challenge the approaches we use in teaching students at various ages. Other psychologists/educators interpret developmental learning abilities of students in terms of levels of conceptual complexity utilized. Examine your curricula and strategies, adapting these to levels appropriate to the development of your students. (Spring term.)

EDUCATION 518
Advanced Teaching Strategies/Elementary: Language Arts
Urzua
This course will help teachers develop a framework, based on a wide range of research findings, from which to make informed decisions concerning curriculum and methodology in listening, speaking, reading, and writing. Other elementary curriculum disciplines will also be examined to see how language can be developed in those areas. (Cross-listed as LA 598.)

EDUCATION 520
Advanced Teaching Strategies/Secondary: Models of Teaching
Clark
This course will focus on the underlying models for the instructional methods teachers use. By using and diversifying methods appropriate to one's subject matter, the learning needs of a greater number of students will be met. (Winter term.)

EDUCATION 522
Advanced Teaching Strategies/Secondary: Teaching Writing to Adolescents
Magnusson
Consideration of several issues: various methods of teaching writing, organizing writing instruction, making assignments, evaluative writing, using sentence-combining activities, and designing a comprehensive writing curriculum. Central to the course is a practicum integrating theory and practice. (Cross-listed as LA 523.)

EDUCATION 530
Basic Skills in Reading
McClain
Examination of basic developmental factors in learning to read with emphasis on language development, beginning reading skills, and basic communication skills.

EDUCATION 531
Preventing Reading Failures
Urzua
Overview of the reading environment at the elementary level and examination of the basis of reading failure within that environment.

EDUCATION 533
Critical Reading Skills
Dutton
Review and examination of reading comprehension skills. Emphasis on questioning strategies and critical comprehension skills.

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

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

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

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

EDUCATION 598
Language Acquisition and Development
Urzua
This course will help teachers gain a better understanding of how human beings learn their native language, and what it is people know when they have learned a language. This understanding will be used to formulate a school environment which will maximize language learning potential, identifying both the learner's and the teacher's role. (Cross-listed as LA 598.)
HEALTH/PHYSICAL EDUCATION 431
Coaching of Basketball
Semper
The "classroom" will consist of lectures, basketball court sessions, and an appearance at a basketball officials' clinic. Guest appearances will include representatives from the sporting goods industry; a trainer; elementary, high school, and college coaches; officials' association; women's basketball; and a basketball shoe company.

HEALTH/PHYSICAL EDUCATION 510
Adaptive Physical Education
Evans
For graduate students interested in working with exceptional children and obtaining theoretical information and practical experience in working with such children.

HEALTH/PHYSICAL EDUCATION 511
Applied Kinesiology
Evans
Study of the science of human motion, including the study of mechanical, physical, and physiological principles of movement involving basic human skills.

HEALTH/PHYSICAL EDUCATION 514
Fitness Evaluation
Evans
The course assures acceptance of the concept that physical fitness is a significant component of health. To be able to effectively establish sound developmental programs in physical fitness, it is important to understand the techniques and significance of physical fitness testing. The course will discuss the present status of physical fitness testing and provide opportunities for students to learn a variety of testing procedures and techniques.

HEALTH/PHYSICAL EDUCATION 550
School Health Organization and Administration
Flora
Contemporary curriculum patterns and theories of organization and administration as they relate to the health education program.

HEALTH/PHYSICAL EDUCATION 554
Methods of Teaching Health Education
Flora
Analysis of current teaching methods within the context of learning theory and new strategies in health education.

LANGUAGE ARTS 523
Teaching Writing to Adolescents
Magnusson
Consideration of several issues: various methods of teaching writing, organizing writing instruction, making assignments, evaluative writing, using sentence-combining activities, and designing a comprehensive writing curriculum. Central to the course is a practicum integrating theory and practice. (Cross-listed as ED 522.)

LANGUAGE ARTS 530
Children's Writing
Urzuza
Introduction to teaching writing to children through language experience approaches that foster student creativity as well as the acquisition and application of basic skills.

LANGUAGE ARTS 548
Images of the American West
Tuska
Combination of selected readings of Western United States history and Western fiction, the screening of selected motion pictures from 1903 to 1975, video tapes of interviews and documentaries, along with group discussion that provides a critical guide to the massive literature, film, and popular mythology propounded about the American West.

LANGUAGE ARTS 598
Elementary Language Arts
Urzuza
This course will help teachers develop a framework, based on a wide range of research findings, from which to make informed decisions concerning curriculum and methodology in listening, speaking, reading, and writing. Other elementary curriculum disciplines will also be examined to see how language can be developed in those areas. (Cross-listed as ED 518.)

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

LANGUAGE ARTS 598
The Lure of the Fantastic
Jacobs/Jacobs
Writings by C.S. Lewis, Tolkien, LeGuin, Bradbury, Asimov, et. al., will be examined to define some rather different uses of the fantasy mode: e.g., to Utopian, nostalgic, satiric ends. These writers, particularly popular with young people, present possibilities for wonder denied author and audience alike under realism.

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

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

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

SOCIAL STUDIES 354
History/Culture of American Indian
Beckham
The ethnohistory of North America north of Mexico—thories of migration, linguistic distribution, Indian-White relations, and the American Indian today.

SOCIAL STUDIES 598
The Era of the American Revolution, 1763-1789
Willingham
Examination of the society, economy, and politics of
Revolutionary America and of the effort to create a viable republic through the drafting and adoption of the Constitution. Events will be analyzed through the concepts of ideology and social change. A case study of a revolutionary community will illustrate teaching strategies for use in the social studies curriculum.

SOCIAL STUDIES 598
Introduction to Law-Related Education
Falkenstein
Introduction to the rationale, content, methods and materials associated with law-related education. A key feature of the course will be its involvement of students in direct experience with topics and methods, for example, mock trial, case study and role playing.

SOCIAL STUDIES 598
Political Economy of Latin America
Dunn
An introduction to the political economy of Latin America. Political and economic structures, cultural and historical patterns, colonial legacies, class differences, dependency, international structural components of underdevelopment, and social changes will be examined. The course provides an analytical framework for understanding underdevelopment and dependency in Latin America. Films, a novel, and readings in the social sciences provide the materials for a theoretical analysis. The course will be conducted as a seminar.

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

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

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

MUSIC
MUSIC 421, 422, 423
Advanced Composition
McDermott
Free composition. Compose pieces of small to large dimensions for various ensembles. Preparation and rehearsals for a graduate recital and study of contemporary trends.

MUSIC 431
Psychology of Conducting
Luedders
Improve techniques as related to the conductor's role in rehearsal and performance. Study of instrumental and choral scores stressing those problems relating to conducting and interpretation. Emphasis is on interpersonal dynamics of the conductor and the group. Performance laboratory with students conducting scores prepared in class.

MUSIC 461
Baroque Music
Kilbuck
Study of representative compositions from Monteverdi to Bach and Handel, to understand style qualities, performance practices, and the environment in which Baroque music was performed.

MUSIC 462
Music in the Classical Period
Kilbuck
To develop ability to understand classic style principles, achieving familiarity with major types of music in vogue during this period by studying music of Haydn, Mozart, Beethoven, and contemporaries; musical life of the age.

MUSIC 469
Seminar in Music Research
Ernest
To acquire basic research techniques from the study of major reference materials. Preparation and discussion of individual research projects.

MUSIC 494
Organ Literature and Service Playing
Garrett
Survey of organ music from 1600 through the twentieth century, focusing on masterworks and smaller pieces suitable for teaching and church use. Techniques of effective hymn playing, anthem, and solo accompaniments.

MUSIC 495
Piano Pedagogy
Tholen
Stresses the relationship of theoretical knowledge and expressive technique to the art of making music and the communication of clear musical thought. Fundamentals of harmony necessary for analysis of music, basic technical exercises, sight reading and listening skills, general principles of pedagogy.

MUSIC 599
Independent Study
All music faculty
Provides opportunities for advanced students to work in areas and on projects not normally included in scheduled courses. A well-defined study project carried out under regular supervision by a faculty member.

MuP 511 through 517
Chamber Music
Music Faculty
Woodwinds
Brass
Percussion
Jazz
Keyboard
Strings
Guitar

MuP 571 through 591
Applied Music Lessons
Music Faculty
Piano
Harpsichord
Organ
Voice
Viola
Cello
Bassoon
Trumpet
Horn
Trombone
Baritone
Tuba
Bass
Harp
Guitar
Flute
Oboe
Clarinet
Saxophone
PUBLIC ADMINISTRATION

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

PUBLIC ADMINISTRATION 501
Administration in Government
Balmer
Introductory overview of the role of administration in society: form, structure, theory. Reorganization, leadership, decision making, budgeting process, personnel management, administrative rule-making, and administrative ethics are discussed.

PUBLIC ADMINISTRATION 502
Economic Context of Administration
TBA
A schematic presentation of a national economy, spotlighting both how economic institutions and programs relate to macro-economic policy goals, and how changes in overall business activity impact the scope and pace of individual government agencies and programs.

PUBLIC ADMINISTRATION 503
Public Budgeting
Morgan
Introduction to the history and literature of the public budgeting process; examines the reasons for budgeting, the kinds of budgets used by public agencies, and strategies for budget planning and presentation.

PUBLIC ADMINISTRATION 504
Administrative Law
TBA
An exploration of the constitutional basis for administrative law, regulations and the rule making process, administrative decision making, adjudication, and current administrative law problems.

PUBLIC ADMINISTRATION 505
Formal Organizations and Advanced Administrative Management
Egan
An examination of the theory of complex organizations with primary focus on individual and group behavior, organizational processes, and organizational change. (Cross-listed as EdAd 505.)

PUBLIC ADMINISTRATION 506
Organizational Behavior
Flanagan
The nature of individuals and organizations—the interaction, selection, and accommodation of each other. The study of organizational design, appraisal systems, reward systems, group behavior, and organizational change.

PUBLIC ADMINISTRATION 509
Capstone
Morgan
This is the final course for all degree candidates in the program in which students undertake an in-depth research project under close faculty supervision.

PUBLIC ADMINISTRATION 515 - Intensive Seminar
Balmer
Intensive, on-the-scene seminars with key professional staff from Congress, the executive branch, interest groups, "think tanks," and the press.

PUBLIC ADMINISTRATION 516 - Intensive Seminar
Comparative Public Administration: Program in Edinburgh, Scotland
Balmer
An intensive on-the-scene look at government in Edinburgh, Scotland, with an emphasis on comparative studies in economics, budgeting, local governments, education, the judicial system, and the social services.

PUBLIC ADMINISTRATION 517
Legislative Process: Northwest Politics
Balmer
An in-depth look at the legislative process in the Pacific Northwest. Field trips to Salem, Olympia, and Victoria, B.C. are arranged to include conversations with legislators, staff, executives, lobbyists, and journalists.

PUBLIC ADMINISTRATION 530
Problems in Personnel Management: Work Motivation
Flanagan
A study of work motivation that includes defining the nature and importance of work, discussing work-related issues such as sex discrimination, alienation, and motivation in organizational settings, and developing solutions to work motivation problems.

PUBLIC ADMINISTRATION 540
Public Policy Analysis: Quantitative Methods
TBA
This course provides the basic tools that a public administrator needs to be able to evaluate the effectiveness of his agency's programs, such as research design, methods of data collection, data analysis, and planning and presenting evaluation.

PUBLIC ADMINISTRATION 541
Accounting for Administrators
TBA
Introduction and discussion of the basic principles of fund accounting. A case study approach is used with an emphasis on application of principles, especially for practicing administrators.

PUBLIC ADMINISTRATION 545
Computer Applications for Administrators
Borunda
The course will provide students with a general understanding of information systems as background to topics specific to public administration. These latter topics will include the sources of computing capability and common means of organizing computing resources in the public sector.

PUBLIC ADMINISTRATION 544 - Intensive Seminar
Managing Not-for-Profit Organizations
Ogden
A look at the not-for-profit human service agency setting that includes working with a policy board, volunteer/staff relations, personnel administration, budgeting, fund raising, public relations, and the need for long-range planning.

PUBLIC ADMINISTRATION 546
Administrative Ethics
Morgan
An in-depth examination of public morality—its basis, its enforcement and the need for discretion. Discussions focus on the use of discretion to promote basic regime values such as liberty, equality, and property rights.

PUBLIC ADMINISTRATION 598 - Intensive Seminar
Applied Budgeting
Morgan
A public budgeting simulation laboratory that will give the student practical experience in estimating revenues for a governmental agency, forecasting expenditures, and preparing and submitting a budget using several different types of budgeting formats.
SPECIAL EDUCATION-
HEARING IMPAIRED

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

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

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

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

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

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

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

TTD 536
Special Methods of Teaching Reading and School Subjects to the Hearing Impaired: Elementary
McAllister/Kerman
A study of the various methods and materials used in teaching reading and other subject matter areas to elementary hearing impaired students.

TTD 537
Special Methods of Teaching Reading and School Subjects to the Hearing Impaired: Secondary
Lorenzen
A study of the various methods and materials used in teaching reading and other subject matter areas to secondary hearing impaired students.

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

TTD 544
Extended Practicum: Skills of Parent-Infant Specialist
Staff
Participation in various practicum activities designed to develop skills in screening the hearing of infants, providing in-service to medical personnel and professional colleagues, teaching sign language to parents of hearing impaired children, and working as part of an interdisciplinary team. Offered three consecutive terms as a series.

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

TTD 550
Counseling Parents of Hearing Impaired Children I
Fuller
A study of counseling techniques designed to develop empathetic listening skills and other basic counseling skills to be used with parents attempting to resolve emotional conflicts about their child's hearing loss and to accept the implications of hearing loss.

TTD 551
Pediatric Audiology
Pelson
A study of audiologic information and testing techniques specific to hearing impaired infants and young children.

TTD 552, 555, 554
Seminar in Parent-Infant Habilitation I, II, III
Schuyler
Seminars designed to integrate coursework and practicum experiences for the development of techniques used in evaluating and teaching hearing impaired infants and their parents. Offered three consecutive terms as a series.

TTD 555, 556, 557
Observation and Practicum I, II, III
Rushmer
One to one supervised practicum with a variety of families of hearing impaired infants in order to gain competencies in the following areas: use of a sequential curriculum of auditory and language development, planning and execution of lessons appropriate to the age and interests of infants, incorporation of parents into the teaching process. Offered three consecutive terms as a series.

TTD 558
Hearing Aid Amplification
Pelson
A study of hearing aids and amplification systems designed to familiarize students with all the parameters of hearing aid amplification, with hearing aid trial use procedures, and with the hearing aid selection process.
TTD 559
Counseling Parents of Hearing Impaired Children II
Fuller
A continuation of TTD 550, with emphasis on developing skills necessary to teach parents behavior management techniques and to help parents who are resistive to techniques used in habilitation of their infant.

TTD 560
Infant Development/Developmental Disorders
Staff
A study of the sequence of normal developmental stages in all areas of infant growth, of developmental disorders, and of the process of differential diagnosis; development of skills needed to follow normal child development in habilitation with hearing impaired infants and to teach multi-handicapped hearing impaired infants.
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