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, counselor education, and public administration. Degrees now focus on eleven fields, and students may pursue a degree certification in five specializations.

GRADUATE DEGREE PROGRAMS
1. The Master of Arts in Counseling Psychology (M.A.) for students who wish to become mental health counselors in a variety of community service settings.
2. The Master of Arts in Counseling Psychology (M.A.) with a specialization in school counseling for students seeking endorsement as school counselors in Oregon.
3. The Master of Science in Counseling Psychology (M.S.) for students who have demonstrated interest and potential in psychological research and who ultimately wish to pursue advanced graduate training.
4. The Master of Arts in Counseling Psychology (M.A.) with a specialization in school psychology for students seeking endorsement as school psychologists in Oregon.
5. The Master of Arts in Teaching (M.A.T.) for elementary school teachers seeking standard teaching certification (fifth year).
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.

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

SEQUENTIAL RESPONSIBILITIES OF CANDIDATES IN A MASTER'S DEGREE PROGRAM
These steps apply for all degree programs.

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

2. Design a formal study program with an advisor.
   a. A formal program should be designed with a graduate advisor before registering for any coursework but no later than the end of the first term of study, except in the Public Administration Program. The formal program in public administration is filed with the application for admission to candidacy.
   b. A copy of the formal program must be approved by the appropriate graduate program director.

3. Apply for the degree.
   a. Complete the degree application according to the following schedule:
      - Fall graduation: October 1
      - Winter graduation: January 15
      - Spring graduation: February 1
      - Summer graduation: May 15
   b. Degree applications are available in the office of each graduate program.
# Graduate Programs & Policies

## Student Status

**Special Student**

A Special Student is defined as:

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

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

### Degree/Certificate Seeking Student

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

### Admission to Graduate Study

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

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

The Miller Analogies Test may be taken by appointment at the Lewis & Clark Student Counseling Center, 503-244-6161 x555, or at Smith Memorial Center, 1825 S.W. Broadway, Room M-342, 503-229-4428, Portland 97201.

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

### Advancement to Degree Candidacy

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

The following steps are taken during the review:

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

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

## Graduate Tuition & Fees for 1980-81

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

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

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

The following fees apply only to graduate students:

- Application to graduate study: $15
- Graduation fee: $25
- Late registration: $5
- Teacher Certification Bureau of the Oregon Teacher Standards and Practices Commission charges a separate fee for teachers and counselors applying for new certificates and endorsements and the renewal of current certificates.

## Registration

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

## Library

The Aubrey R. Watzek Library is open from 8am to midnight, Monday through Thursday, when school is in session. It is also open Friday from 8am to 10pm, Saturday from 8am 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 8 to 9pm Monday evenings, and from 8 to 9pm Tuesday, Wednesday, and Thursday of registration week each term except Summer Sessions. Students may return textbooks for a full refund upon presentation of a sales slip and a drop course slip during the first two weeks of each term.

## Transfer of Credit

Transfer of credit from other institutions is evaluated on an individual basis. Credit transfer is limited to the equivalent of 15 quarter hours under normal circumstances. Only courses with a grade of A or B are considered for transfer, and only those courses which carry letter grades may be transferred. Transfer credit is not granted for correspondence coursework. Transferable coursework will be determined at the time a degree program is formally designed with a graduate advisor. The advisor evaluates and authorizes transfer credit.
Graduate Programs & Policies

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

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

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

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

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

Students in a graduate nondegree program in teacher education must maintain a 2.5 GPA.

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

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

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

1. By a written or oral examination by a professor in the area in which competence is to be tested.
2. By demonstration of skill, behavior, or other knowledge which clearly reveals mastery in the area in which competence is to be tested.
3. By a written recommendation from an outside 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 for 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 plan is planned and approved.

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

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

DEGREE APPLICATION & CONFERRAL
The Application for Degree, together with the graduation fee of $25, should be filed with the appropriate program director before the applicable deadline. See sequential responsibilities section for dates.

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

Lewis & Clark College does not discriminate on the basis of race, color, age, religion, sex, national origin, or physical handicap in its educational programs, activities, and employment policies, in keeping with the letter and spirit of all equal opportunity laws.
**FURTHER INFORMATION**
For additional information on graduate programs, contact the appropriate program director or Paul Magnusson, associate dean of faculty for graduate studies, x234 or x350.
Lewis & Clark College
0615 S.W. Palatine Hill Road
Portland, Oregon 97219
503-244-6161

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

**Master of Arts in Teaching**
**Master of Arts in Teaching-Liberal Studies**
**Standard Teacher Certification**
**Subject Matter Endorsements**
Sid Eder, director, x234

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

**Master of Public Administration**
Donald G. Balmer, co-director, x511
Guenther Mattersdorff, co-director, x511

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

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

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

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

**CALENDAR**

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<th>Year</th>
<th>Fall</th>
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<td>Sept. 15</td>
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**1981 Summer Sessions**
Degree application deadline: May 15
Registration:
- Classes begin: June 19
- Last day to register: June 22
- Last day of classes: June 26
- Commencement: July 17

**Term I**
- Classes begin: June 19
- Last day to register: June 22
- Last day of classes: June 26
- Commencement: July 17

**Term II**
- Classes begin: July 24
- Last day to register: August 14
- Last day of classes: August 14
- Commencement: August 14
Counseling Psychology

The graduate degree and specialization programs in counseling psychology educate qualified mental health counselors for employment in the community and train counselors and psychologists for work in school settings. Courses in the graduate program encourage the integration of theory and practice by emphasizing academic and experiential dimensions of counseling psychology. Curricular options also exist for students who are primarily interested in research and ultimately wish to pursue additional graduate training.

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

**WAIVERS & TRANSFERS**

Students seeking master's degrees may petition to waive the preparatory courses (PSY 501, 502, 503). Preparatory courses that are waived do not need replacement. All other required or elective courses that are waived must be replaced.

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

**ORIENTATION**

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

**ADMISSION**

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

1. A baccalaureate degree from an accredited institution. Applicants should have a sufficient background in psychology, as demonstrated by undergraduate course work or by a score above the 50th percentile on the Graduate Record Examination Advanced Test in Psychology. Minimum standards for admission to the Master of Arts program are an undergraduate G.P.A. of 2.75. Admission to the Master of Science program requires a minimum G.P.A. of 3.0. Two official transcripts from each institution attended (undergraduate and graduate) must be sent as a part of the application process.

2. Satisfactory scores (within 5 years) on the Graduate Record Examination or the Miller Analogies Test. Applicants for the Master of Arts program can elect to take either the Aptitude Section or the Graduate Record Examination of the Miller Analogies Test. Applicants for the Master of Science program must submit scores on the Graduate Record Examination Aptitude Section and the Graduate Record Examination Advanced Test in Psychology.

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

4. Admission schedule. Applications must be completed by the following deadlines:
   - **Fall 1980 admission:** apply by July 15, 1980.
   - **Winter 1981 admission:** apply by November 1, 1980.
   - **Spring 1981 admission:** apply by February 15, 1980.
   - **Summer 1981 admission:** apply by May 7, 1981.
### Counseling Psychology

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

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

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

**Degree Requirements**
A minimum of fourteen credits distributed as follows:
2. Five and one-half credits in clinical skills: PSY 511, 512, 520, 540, 542, 546.
3. Two credits in practica and internships: PSY 570-571 or 576-577, 574-575.
4. One credit in additional electives: PSY 535-536.
5. One-half credit in assessment, measurement, and research: PSY 590.
6. A minimum of three elective credits.

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

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

**Eligibility for Basic Certification:**
**Degree Requirements**
A minimum of six credits distributed as follows:
2. Three and one-half credits in clinical skills: PSY 511, 512, 520, 542, (545).
3. One-half credit in assessment, measurement, and research: PSY 524.
4. One-half credit in professional seminars: PSY 530.
5. One credit in practica and internships: PSY 572-573.
6. A minimum of one-half credit chosen from PSY 546, 550, 552, 554, 555, 559, 560, 564, 567, 580, 581, 582.

**Eligibility for Standard Certification:**
**Degree Requirements**
A minimum of fourteen credits distributed as follows:
2. Two credits in practica and internships: PSY 570-571 or 576-577.
4. One-half credit in assessment, measurement, and research: PSY 521.
5. One credit in learning problems and exceptionalities: PSY 545.
6. One credit in assessment, measurement, and research: PSY 524, 590.
7. Two credits in professional seminars, practica, and internships: PSY 570-571, 572-573.
8. One credit in professional seminars: PSY 530-531.
9. A minimum of one-half credit chosen from PSY 546, 550, 552, 554, 555, 559, 560, 564, 567, 580, 581, 582.
10. Two credits in additional electives.

**Master of Science in Counseling Psychology**
This curriculum is designed for students who have demonstrated interest and potential in psychological research and who ultimately wish to pursue a doctorate in psychology.

**Note:** Two Lewis & Clark credits are equivalent to five quarter hours.

**Degree Requirements**
A minimum of fourteen credits distributed as follows:
2. Two credits in clinical skills: PSY 511, 520, 540.
3. Three and one-half credits in assessment, measurement, and research: PSY 560, 569, 585.
4. Two credits in practica and internships: PSY 574-575, 576-577.
5. One-half credit in assessment, measurement, and research: PSY 545.
6. One credit in learning problems and exceptionalities: PSY 535.
7. Two credits in professional seminars, practica, and internships: PSY 570-571, 572-573.
8. One credit in additional electives.

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

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

**Program Requirements:**
A minimum of eighteen credits distributed as follows:
1. A minimum of three credits in clinical skills: PSY 511, 512, 520, 546 or 547.
2. Two credits in learning problems and exceptionalities: PSY 545, 547.
3. One and one-half credits in general psychology: PSY 501 plus one elective chosen from PSY 554, 555, 564, 565.
4. Four credits in assessment, measurement, and research: PSY 502, 524, 580, 582; one recent course (2/3 credit minimum) in statistics.
5. One and one-half credits in consultation: PSY 521, 541.
7. Two credits chosen from learning problems and exceptionalities, consultation, or both.
# Counseling Psychology

## CURRICULUM

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Notes</th>
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<tbody>
<tr>
<td>PSY 501</td>
<td>Advanced General Psychology</td>
<td>½ credit</td>
<td>Prerequisite: PSY 501.</td>
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<tr>
<td>PSY 554</td>
<td>Advanced Personality Theory, 1 credit</td>
<td>½ credit</td>
<td>Prerequisite: PSY 501.</td>
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<tr>
<td>PSY 555</td>
<td>Drugs &amp; Behavior, 1 credit</td>
<td>½ credit</td>
<td>Prerequisite: PSY 501.</td>
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<tr>
<td>PSY 564</td>
<td>Advanced Community Psychology, 1 credit</td>
<td>½ credit</td>
<td>Prerequisite: PSY 501.</td>
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<tr>
<td>PSY 565</td>
<td>Perception &amp; Thought, 1 credit</td>
<td>½ credit</td>
<td>Prerequisite: PSY 501.</td>
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<tr>
<td>PSY 570</td>
<td>Introduction to Counseling Psychology, 1 credit</td>
<td>½ credit</td>
<td>Prerequisite: PSY 501, 503.</td>
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<tr>
<td>PSY 511</td>
<td>Philosophy &amp; Theory of Counseling Psychology, 1 credit</td>
<td>½ credit</td>
<td>Prerequisite: PSY 501, 503.</td>
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<tr>
<td>PSY 512</td>
<td>Values &amp; Counseling: Models of the Nature of Human Fulfillment, 1 credit</td>
<td>½ credit</td>
<td>Prerequisite: PSY 501, 503.</td>
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<td>PSY 520</td>
<td>Techniques of Counseling Psychology, ½ credit</td>
<td>½ credit</td>
<td>Prerequisite: PSY 503.</td>
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<tr>
<td>PSY 540</td>
<td>Strategies for Behavior Change, 1 credit</td>
<td>½ credit</td>
<td>Prerequisite: PSY 511, 512, 520.</td>
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<td>PSY 542</td>
<td>Career Development &amp; Life Style Counseling, 1 credit</td>
<td>½ credit</td>
<td>Prerequisite: PSY 511, 512.</td>
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<td>PSY 546</td>
<td>Group Counseling, ½ credit</td>
<td>½ credit</td>
<td>Prerequisite: PSY 511, 512, 520.</td>
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<td>PSY 547</td>
<td>Family Counseling, ½ credit</td>
<td>½ credit</td>
<td>Prerequisite: PSY 511, 512, 520.</td>
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<td>PSY 550</td>
<td>Gestalt Therapy, ½ credit</td>
<td>½ credit</td>
<td>Prerequisite: PSY 520.</td>
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<td>PSY 552</td>
<td>Adult Development &amp; Gerontological Counseling, 1 credit</td>
<td>½ credit</td>
<td>Prerequisite: PSY 501, 503.</td>
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<td>PSY 559</td>
<td>The Theory &amp; Treatment of Depression, 1 credit</td>
<td>½ credit</td>
<td>Prerequisite: PSY 501, 503.</td>
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<td>PSY 560</td>
<td>Advanced Statistics, 1 credit</td>
<td>½ credit</td>
<td>Prerequisite: one recent undergraduate statistics course.</td>
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<td>PSY 569</td>
<td>Research Design, 1 credit</td>
<td>1 credit</td>
<td>Prerequisite: PSY 560.</td>
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<td>PSY 570</td>
<td>Intellectual Assessment, 1 credit</td>
<td>1 credit</td>
<td>Prerequisite: PSY 502, one practicum series.</td>
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<td>PSY 580</td>
<td>Personality Assessment &amp; Intervention Strategies, 1 credit</td>
<td>1 credit</td>
<td>Prerequisite: PSY 575, 580.</td>
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<td>PSY 582</td>
<td>Assessment &amp; Intervention Approaches with Exceptional Children, 1 credit</td>
<td>½ credit</td>
<td>Prerequisite: PSY 580.</td>
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<tr>
<td>PSY 590</td>
<td>Special Issues in Counseling Psychology, ½ credit</td>
<td>1 credit</td>
<td>Note: This course may be repeated for a maximum of one credit.</td>
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<tr>
<td>PSY 595</td>
<td>Master's Thesis Research, ½ credit</td>
<td>½ credit</td>
<td>Note: Students normally enroll for three terms for a total to 1½ credits.</td>
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<td>PSY 596</td>
<td>Psychoeducational Assessment, ½ credit</td>
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<td>Prerequisite: PSY 569, consent of instructor.</td>
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<td>PSY 597</td>
<td>Learning Problems &amp; Exceptionality</td>
<td>1 credit</td>
<td>TTD 501 Psycho-Social &amp; Educational Foundations of Deafness, 1 credit</td>
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<td>TTD 500</td>
<td>Curriculum &amp; General Methods of Teaching the Hearing Impaired, 2/3 credit</td>
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<td>TTD 530</td>
<td>Preventing Reading Failures, 1 credit</td>
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<td>TTD 531</td>
<td>Innovations in Reading: Methods &amp; Materials, 1 credit</td>
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<td>TTD 532</td>
<td>Curriculum Development &amp; Evaluation in Reading, 1 credit</td>
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<td>PSY 545 Psychology of Exceptional Children, 1 credit</td>
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<td>TTD 533</td>
<td>Diagnosis &amp; Correction, 1 credit</td>
<td>1 credit</td>
<td>Prerequisite: PSY 501, 502, 503.</td>
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<tr>
<td>TTD 550</td>
<td>Curriculum Development &amp; Evaluation in Reading, 1 credit</td>
<td>1 credit</td>
<td>PSY 567 Special Issues in Developmental Psychology, 1 credit</td>
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<tr>
<td>TTD 568</td>
<td>Issues in Gifted &amp; Talented, 2/3 credit</td>
<td>2/3 credit</td>
<td>Prerequisite: PSY 501.</td>
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</tr>
</tbody>
</table>

## Consultation

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 521</td>
<td>Program Planning &amp; Evaluation, ½ credit</td>
<td>½ credit</td>
<td>Prerequisite: PSY 502.</td>
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<tr>
<td>ED 524</td>
<td>The Psychology of Classroom Management, 1 credit</td>
<td>1 credit</td>
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<tr>
<td>PSY 541</td>
<td>Behavioral Consultation, 1 credit</td>
<td>1 credit</td>
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<tr>
<td>ED 543</td>
<td>The Law &amp; Public Education, 1 credit</td>
<td>1 credit</td>
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<tr>
<td>PA 505</td>
<td>Interpersonal Relations &amp; Organizational Behavior, 1 credit</td>
<td>1 credit</td>
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<tr>
<td>PA 550</td>
<td>Studies &amp; Current Developments in Administrative Management, 1 credit</td>
<td>1 credit</td>
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</tbody>
</table>

## Professional Skills

- PSY 530-531 School Counseling Professional Seminar I & II, ½ credit each
- PSY 535-536 Counseling Psychology Professional Seminar I & II, ½ credit each
- PSY 570-571 Practicum in Child & Adolescent Development I & II, ½ credit each
- ED 531 Preventing Reading Failures, 1 credit
- ED 532 Innovations in Reading: Methods & Materials, 1 credit
- ED 534 Diagnosis & Correction, 1 credit
- ED 537 Curriculum Development & Evaluation in Reading, 1 credit
- PSY 545 Psychology of Exceptional Children, 1 credit
- PSY 567 Special Issues in Developmental Psychology, 1 credit
- PSY 568 Issues in Gifted & Talented, 2/3 credit
- PSY 570-571 Practicum in Marriage & Family Counseling I & II, ½ credit each
- PSY 576-577 Practicum in School Counseling I & II, ½ credit each
Counseling Psychology

FULL-TIME FACULTY
Michael J. Stark, director, associate professor, counseling psychology and psychology, Ph.D., M.A. University of California at Los Angeles, A.B. Michigan State University.
Vernon F. Jones, associate professor, education and counseling psychology, Ph.D., University of Texas at Austin, B.A. Lewis & Clark College (on leave 1980-81).
Gordon Lindblom, assistant professor, counseling psychology, Ph.D., M.A. University of Oregon, B.A. Northwest Nazarene College.
Joan Hartke McIlroy, associate professor, counseling psychology, Ph.D., M.A. University of Colorado, B.A. Fontbonne College.
Rebecca Propst, assistant professor, counseling psychology, Ph.D. Vanderbilt University, B.A. West Virginia University.
Steve Waksman, assistant professor, counseling psychology, Ph.D. University of Oregon, M.S. Oregon College of Education, B.B.A. City University of New York.

ADJUNCT FACULTY
Catherine Bolstad, Ph.D., M.A. University of Oregon, B.A. Radcliffe College.
Helena Carlson, associate professor, psychology, Lewis & Clark College, Ph.D., M.A. University of California/Long Beach.
Gary Dombrot, Ph.D., M.A. Peabody College, B.A. University of Rochester.
Terry Faw, associate professor, psychology, Lewis & Clark College, Ph.D., M.A. Vanderbilt University, B.S. Lewis & Clark College.

Karen La Pointe, assistant professor, psychology, Lewis & Clark College, Ph.D., M.A. Southern Illinois University, B.A. University of Illinois.
Glenn Meyer, assistant professor, psychology, Lewis & Clark College, Ph.D., M.A. State University of New York Buffalo, B.S. Brooklyn College.
Judy Walker Weber, Ph.D., M.A. University of Southern California, B.A. Simmons College.
MAT & Nondegree Programs

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

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

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

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

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

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

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

Candidates are responsible for completing their files. When an application file is complete, the Graduate Admissions Committee considers the application at its monthly meeting. Within a week after a file is considered, the applicant receives a letter approving or denying admission. The letter to admitted candidates includes the name of a graduate advisor and a request to make an appointment to plan a degree program. This should be done as soon as possible.
Special Student Status
Applicants who for valid reasons have been unable to supply complete admission information prior to the opening of the term may be given Special Student status. This status permits a student to study for one term only taking a maximum of two Lewis & Clark course credits (ten quarter hours) and is not renewable. Special Student Status in no way guarantees subsequent admission to full graduate standing.

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

ADVANCEMENT TO DEGREE CANDIDACY
After completing not more than six courses, each student will be evaluated by the program director to determine whether the student will be allowed to advance to candidacy for the degree. The candidacy advancement application procedure provides an opportunity for the student's advisor to review progress and determine if the student is moving satisfactorily toward completion of degree requirements.

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

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

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

OFFICES & HOURS
The Master of Arts in Teaching Program office is located on the first floor of BoDine Hall. The office is open from 9am to 7pm Monday through Thursday and 9am to 5pm on Fridays. Offices are not open on holidays, Saturdays, or Sundays. Persons desiring appointments should call Delores Sharp, administrative secretary, 503-244-6161 x234.

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

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

| 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 coursework with essentially the same content as that of any required course may substitute education electives with the consent of their advisors. |
| Students choose other education electives and subject matter courses to meet professional needs. Programs of study are planned in consultation with a graduate education advisor. |
| It should be noted that degree credit requirements represent minimum target goals rather than precise figures that must be reached exactly. |
| Note: One Lewis & Clark course credit is equivalent to five quarter hours. Two-thirds course credit is equivalent to 3 1/3 quarter hours. |

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

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

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

B. Subject Matter Courses
Minimum of four course credits required (20 quarter hours), chosen from art, health, language arts, mathematics, music, physical education, science, and social studies. Note: These courses have non-education numbers.

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

| MASTER OF ARTS IN TEACHING AND OREGON SECONDARY STANDARD CERTIFICATION (5-12) |
| Students in this program complete the required core education courses, education electives, and subject matter courses for a minimum of nine and two-thirds course credits (48 1/3 quarter hours) for the degree. |
| The program satisfies Oregon requirements for a Standard Secondary Teaching Certificate. |
| Students who have already completed graduate education coursework with essentially the same content as that of any required course may substitute education electives. Students choose other education electives and subject matter courses to meet professional needs. Each student plans a program and makes course selections in consultation with a graduate education advisor. |
| It should be noted that degree credit requirements represent minimum target goals rather than precise figures that must be reached exactly. |
| Note: One Lewis & Clark course credit is equivalent to five quarter hours. Two-thirds course credit is equivalent to 3 1/3 quarter hours. |

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

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<td>ED 510 Advanced Teaching Strategies: Elementary, 1 credit (or choose from the other elementary ATS courses offered)</td>
</tr>
</tbody>
</table>

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

B. Subject Matter Courses
Minimum of four course credits required (20 quarter hours), chosen from art, health, language arts, mathematics, music, physical education, science, and social studies. Note: These courses have non-education numbers.

C. Open Electives
A minimum of one and two-thirds credits required (more than 8 quarter hours), chosen from education courses numbered 501 to 649 or subject matter courses numbered 500 to 599.
than precise figures that must be reached exactly.

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

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

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

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

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

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

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

**A. Professional Education**
Minimum of four and two-thirds course credits required (more than 23 quarter hours), including education electives.

1. **Required Core Courses**
   - ED 500 Research Methods, 2/3 credit

2. **Education Electives**
   Four credits chosen from education courses numbered 501 to 649.

**B. Subject Matter Courses**
Minimum of five credits required (25 quarter hours).

**Elementary Teachers**
Select courses to total five credits, with at least three credits at the graduate level, from the following disciplines: art, foreign language, health, language arts, mathematics, music, physical education, science, and social studies.

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

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

1. The Basic Teacher Certification Program leads to the Oregon Basic Teaching Certificate, elementary or secondary, for those students holding a bachelor's degree but no teaching credentials. This is the only graduate education program administered by the Education Department. Contact James Wallace, chairman, Education Department, for admission and program information.
2. The Standard Teaching Certification Program, administered by the Master of Arts in Teaching Program, is for elementary and secondary teachers wishing to obtain an Oregon Standard Teaching Certificate but not an advanced degree.
MAT & Nondegree Programs

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

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

Admission

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

Program

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

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

Reading endorsement information is available in the Master of Arts in Teaching Program office and from Anita McClain, Education Department.

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

FULL-TIME FACULTY

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

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


ADJUNCT FACULTY


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


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

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


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


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


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


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

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


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


John Tuska, 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) and the Advanced Test in Music or the Miller Analogies Test. The Miller Analogies Test is preferred for the M.M.E. program. They also must supply the School of Music with two official complete transcripts of their undergraduate study.

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

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

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

Test: Music History.
The test consists of short answer questions with a few brief essay questions. Score identification is usually included. Recommended preparation: review of Grout's A History of Western Music (W.W. Norton, 2nd edition). Candidates who receive unsatisfactory test results are required to take the appropriate Music History course or courses, which will not carry degree credit.

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

### Comprehensive Examination and Master Thesis
All graduate students of the School of Music are required to pass a comprehensive examination or submit a masters thesis. Comprehensive examinations are limited in scope to material pertinent to the student's major field of concentration. The decision, design, administration, and evaluation of both the masters thesis and the comprehensive examination rest with the graduate advisor and the Graduate Committee in consultation with the students. It is the student's responsibility to make the necessary arrangements for the thesis or examination with the graduate advisor at least one term prior to graduation.

### Program: Master of Music Education
This program gives the candidate extended knowledge, understanding, and skills which contribute to professional effectiveness as a teacher-musician in elementary and secondary schools. A Master of Music Education fulfills all requirements for Oregon standard certification.

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

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

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

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

### Major: Composition
1. Composition, 3 credits.
2. Recital, 1 credit.

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

**Total program credits required:** 11.
Master of Music & Music Education

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

CORRESPONDENCE
For further information on music and music education programs, contact Jerry Luedders, director, School of Music, 500-244-6161 x298.

FULL-TIME FACULTY
Jerry D. Luedders, director, School of Music. M.M. Indiana University, B.M.E. University of Michigan. Additional study Harvard University, Academie Internationale d'Ete, Paris.
Gary McLaughlin, assistant professor. M.B.A. California State University. Nor- thridge. First violin with the Kansas City Philharmonic Orchestra.
Ann Schaffert Miller, associate professor. M.M., B.M. Drake University. Formerly chairman of Music Department, College of St. Benedict. Appears nationally as recitalist, soloist, and accompanist, including solo performance with the St. Paul Chamber Orchestra and a shared debut recital at Carnegie Hall.
**ADJUNCT 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 1968-78. Principal bassoon with the Oregon Symphony Orchestra.  
Patrick Fay, French horn. B.M. University of Indiana. Studied with Philip Farkas. Principal horn with the Oregon Symphony, Quebec Symphony, and Portland Opera, and soloist at Peter Britt Festival.  
Katherine Ann George, piano. A.R.C.M. Royal College of Music, University. Orchestral pianist with the Oregon Symphony since 1964.  
Herman Jobelman, string bass. Principal bass and orchestra manager of the Metropolitan Opera National Company and the Sarah Caldwell American National Opera Company of Boston. Member of the Oregon Symphony Orchestra for 25 years and principal bass at 12.  
Frederick Korman, oboe. Studied with John Mack, principal oboe with the Cleveland Orchestra. Recorded for Oregon Records and Opus I. Member of the New Orleans Philharmonic for 10 seasons. Principal oboe with the Oregon Symphony.  
The Public Administration Program is for mid-career administrators who find that they need further skills and a more sophisticated understanding of large, complex organizations. It includes courses in budgeting, personnel relations, operations research, administrative management, policy analysis, organization development, and computer uses. The curriculum seeks to accomplish three objectives: to improve managerial skills; to provide exposure to several disciplinary approaches and mastery of the major bodies of knowledge in the field of administration; and to integrate classroom theory with personal administrative practices.

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

Despite the enriching diversity that characterizes MPA students, several important elements are shared. Typical degree candidates are either undertaking a career transition that involves the exercise of increasing amounts of managerial responsibilities or returning to the labor market. In addition to regularly enrolled degree candidates, a number of nondegree students enroll in courses on a "credit only" basis because of a specific job-related need that a particular course can meet.

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

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

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

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

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

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

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

Area Requirements  
(choose at least one from each area)
Governmental Context
PA 510 Studies in Politics & Administration
PA 511 Administration & the Policy Process
PA 512 Metropolitan Politics
PA 513 Legislative Politics
PA 514 Governments & Their Publics
PA 515 National Policy Process (Washington, D.C.)
PA 516 Comparative Public Administration: Program in Scotland & England
PA 517 Comparative Political Processes in the Pacific Northwest: Salem, Olympia, Victoria, B.C.

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

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

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

#### ADMINISTRATIVE MANAGEMENT
- PA 550 Studies & Current Developments in Administrative Management
- PA 553 Organization Development
- PA 554 Managing Not-for-Profit Organizations

#### VALUES & ADMINISTRATION
- PA 560 Studies in Administrative Values
- PA 561 Administrative Ethics

#### INTERNSHIP
- PA 597 Internship
- PA 598 Courses offered only once

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

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

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

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

#### EXECUTIVE SEMINAR PROGRAM
An advanced study program for a small group of executives from industry and government who examine issues and the decision-making process relating to selected natural resource policy questions. The 1980-81 seminar series focuses on the Columbia River allocation, Indian fishing rights controversy, and water rights.

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

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

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

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

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

#### On-Campus Staff
- **Donald G. Balmer,** co-director of the MPA Program and professor of political science. Ph.D., M.A., B.S. University of Washington.
- **G.H. Mattersdorff,** co-director of the MPA Program and professor of economics. Ph.D., M.A., B.A. Harvard University.
- **Douglas F. Morgan,** assistant director of the MPA Program. Ph.D., M.A. University of Chicago. A.B. London School of Economics and Claremont Men’s College.
- **Helena M. Carlson,** associate professor of psychology. Ph.D., M.A. University of California/Riverside.
- **Michael Flanagan,** associate professor of business and administrative studies. Ph.D., M.S. Purdue University. B.S. St. Norbert College.
- **Mari Malvey,** assistant professor of business and administrative studies. Ph.D., M.A., B.A. University of California/Berkeley.
Distinguished Visiting Professors
The program brings to campus, as resident distinguished visiting faculty, a variety of internationally renowned scholars and experts. Some of those who have taught in the past several years are:
1980
Neely Gardner, faculty chairman of the Center for Training and Development, University of Southern California School of Public Administration, and professor of applied science.


York Willborn, 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.


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

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

Dee W. Henderson, Ph.D. American University. M.A., A.B. Brigham Young University. Professor of management and administration, Brigham Young University.

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

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

Paul S. Gilberg, 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 Saffert, J.D. University of Maryland. B.A. Goucher College. Associate professor of law, Lewis & Clark Law School.

Jim Sullivan, J.D., B.S. West Texas State University. Formerly on the Lewis & Clark College staff; currently lobbyist for Multnomah County.

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

David Yaden, Ph.D. Candidate Claremont College. A.B. Portland State University. Special assistant to the Secretary of Transportation; formerly president of Yaden Associates, Inc., public opinion research firm; formerly legislative assistant to former U.S. Senator Mau- rimine B. Neuberger and U.S. Congressman Don Bonker.
Special Education Hearing Impaired

Lewis & Clark offers a program which prepares qualified graduate students to become elementary and secondary teachers of hearing impaired students, and, in conjunction with Infant Hearing Resource at Good Samaritan Hospital, a program to prepare parent-infant specialists.

The Program in Special Education-Hearing Impaired has been in operation since 1963 and is fully accredited by the Committee on Teacher Training and Certification of the National Council on the Education of the Deaf, by the Oregon State Board of Education, and by the National Council for Accreditation of Teacher Education (N.C.A.T.E.).

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

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

A limited number of federally-funded graduate scholarships is available.

Acceptance into the program automatically qualifies the student for a scholarship.

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

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

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

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

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

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

CORE CURRICULUM
Elementary and Secondary Tracks
TTD 501 Psycho-Social and Educational Foundations of Deafness; 1 cr. Study of the psychological, social, and educational implications of deafness and the history of the education of the deaf.
TTD 505 Communications Systems I: Elementary or Secondary; 1 cr each. A continuation of TTD 505, study of speech development and auditory learning and of various methods used to communicate with the deaf.
TTD 515 Methods of Developing Language for the Hearing Impaired I; 1 cr. Study of basic principles of generative grammar applying both to the diagnosis of the linguistic disabilities of the deaf child and to the development of teaching strategies.
TTD 516 or 517 Methods of Developing Language for the Hearing Impaired II: Elementary - Secondary; 1 cr each. A continuation of TTD 515, a study of patterns of language development and of methods and materials used to teach the deaf, practicum experience.
TTD 520 Audiology I: Anatomy and Physiology of the Speech and Hearing Mechanisms; 2/3 cr. Study of the nature of sound and the function of the ear, conductive and sensory-neural hearing losses, and medical and surgical aspects of hearing impairment.
TTD 525 Audiology II: Audiological Testing; 2/3 cr. Students conduct pure tone, bone conduction, speech reception and discrimination evaluations; included is hearing aid use, construction, and evaluation.
TTD 530 Curriculum and General Methods of Teaching the Hearing Impaired; 2/3 cr. Study of task analysis and general methods of the programming process including the various philosophies and their practical applications.
TTD 536 or 537 Special Methods of Teaching Reading and School Subjects to the Hearing Impaired: Elementary or Secondary; 2/3 cr or each. A study of the various methods and materials used in teaching reading and other subject matter areas to hearing impaired students.
TTD 540 Directed Observation; 1/3 cr. Observation of on-site classroom activities at all levels from infant training through community college in both public and residential schools; various teacher-aide experiences and field trips to agencies serving the deaf. Activities are scheduled throughout the academic year.
TTD 546 or 547 Student Teaching: Elementary or Secondary; 3 cr each. Supervised student teaching in a public school or residential school for the deaf during the full day for a ten-week period; supervision and guidance by the cooperating teacher and the college coordinator of student teaching.
TTD 580 Signed English-Beginning; 2/3 cr.
TTD 581 Signed English-Intermediate; 2/3 cr.
TTD 582 Signed English-Advanced; 2/3 cr. Designed to meet individual needs according to competency in manual communications; both Amerslan and sign systems which follow English syntax are covered. Two of the three Signed English courses are required unless competency allows the student to waive them.

Parent-Infant Specialist Track
TTD 550 Counseling Parents of Hearing Impaired Children I; 2/3 cr.
TTD 551 Pediatric Audiology; 2/3 cr.
TTD 552 Seminar in Parent-Infant Habilitation I; 1/2 cr.
TTD 553 Seminar in Parent-Infant Habilitation II; 1/2 cr.
TTD 554 Seminar in Parent-Infant Habilitation III; 1/2 cr.
TTD 555 Observation and Practicum I; 1/2 cr.
TTD 556 Observation and Practicum II; 1/2 cr.
TTD 557 Observation and Practicum III; 1/2 cr.
TTD 558 Hearing Aid Amplification; 1/2 cr.
TTD 559 Counseling Parents of Hearing Impaired Children II; 2/3 cr.
TTD 560 Infant Development/Developmental Disorders; 2/3 cr.

Note: One Lewis & Clark credit is equal to 2 quarter hours or three and one-third semester hours.
For an application and further information about the program, contact H. William Brele, 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. Charuhas, instructor, M.A., B.A. Western Washington University.
Robert McAllister, instructor, M.A. Pacific University. B.S. Portland State University.

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

Lewis & Clark Summer Sessions offers a one-week mini-term and two four-week terms so students can satisfy their major'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 curriculum into traditional school programs.

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

1981 Summer Schedule
The 1981 Summer Sessions schedule is as follows:
- Mini-Term: June 15-19
- Term I: June 22-July 17
- Term II: July 20-August 14


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

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

CONTINUING EDUCATION

The Office of the Director of Summer Sessions provides continuing education programs year around. Included are a wide variety of educational experience on and off campus for educators, counselors, public administrators, business men, musicians, and other professional groups. Up-to-date offerings are regularly advertised.

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

Typical of the many continuing education programs for 1980-81 is the following:

**Saturday Skillshops**
- **ED 600** Saturday Skillshops I, Winter 1981.

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

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

For specific information about 1980-81 Lewis & Clark continuing education courses, workshops, and conferences, write or call the Summer Sessions Office 503-244-6161 x217.
Course Schedule
Graduate Counseling Psychology Programs
Master of Arts in Teaching Program

1980-81
REGISTRATION INFORMATION

Course Credit Policy

With this in mind, please be advised that all changes to course credit policies should be consulted with the appropriate credit system. Effective Fall 2019, all changes to course credit policies will be in effect for the Fall 2019 semester.

Course Credit Policy

COMMENCING

Last day of class

Last day to register

Last day to withdraw

Last day to make up incompletes

Change of registration deadine

Registration begins

1980-81 Academic Year

Calendar

Prerequisite

This course provides credit for those students who have successfully completed the prerequisite course. This course provides credit for those students who have successfully completed the prerequisite course.
Course Schedule: Fall Term 1980

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 252</td>
<td>Assessment and Evaluation of Educational Needs</td>
</tr>
<tr>
<td>PSY 253</td>
<td>Introduction to Counseling Psychology</td>
</tr>
<tr>
<td>PSY 254</td>
<td>Human Fulfillment and Connection Models</td>
</tr>
</tbody>
</table>

Instructor:

Dr. Jane Doe

Office Hours:

Monday 10:00 AM - 12:00 PM

Attendance Policy:

All students are required to attend all classes and complete all assignments. Absences will be addressed on a case-by-case basis with permission from the instructor.

Course Description:

Assessment and evaluation of educational needs involves the systematic collection and analysis of data to make informed decisions about educational programs and interventions. This course will cover various assessment tools and techniques, including standardized tests, observation, and self-report measures. Students will learn how to interpret and use assessment data to inform educational planning and decision-making.

Introduction to Counseling Psychology

This course provides an overview of the field of counseling psychology, including the history, core concepts, and current issues. Students will learn about the role of the counselor, the counseling process, and the ethical and legal considerations involved in counseling practice.

Human Fulfillment and Connection Models

This course explores the relationship between human fulfillment and various models of connection, focusing on the psychological and social contexts in which individuals strive for meaning and connection. Topics will include attachment theory, social support, and the role of positive psychology in promoting well-being.

For more information, please refer to the course syllabus and the course calendar posted on the department's website.
Course Schedule: Winter Term 1981

Foreign Languages

Course Code: 150
Course Title: Foreign Language Courses

Course Description:

- 150A: Introduction to Foreign Languages (3 credits)
- 150B: Advanced Foreign Languages (4 credits)

Course Schedule:

- M-Th 9:00-12:00
- M-Th 1:00-5:00

Additional Information:

- Required for all foreign language majors
- Credit towards the foreign language requirement
- Recommended for students planning to study abroad

Instructor: Dr. Jane Smith
Office: 101
Phone: 555-1234

Education

Course Code: 101
Course Title: Introduction to Education

Course Description:

- 101A: Foundations of Education (3 credits)
- 101B: Educational Psychology (4 credits)

Course Schedule:

- M-Th 9:00-12:00
- M-Th 1:00-5:00

Additional Information:

- Required for all education majors
- Credit towards the education requirement
- Recommended for students planning to enter the teaching profession

Instructor: Dr. John Doe
Office: 201
Phone: 555-5678

School Psychology

Course Code: 201
Course Title: School Psychology

Course Description:

- 201A: Psychology of Exceptional Children (3 credits)
- 201B: School Psychology Practicum (4 credits)

Course Schedule:

- M-Th 9:00-12:00
- M-Th 1:00-5:00

Additional Information:

- Required for all school psychology majors
- Credit towards the school psychology requirement
- Recommended for students planning to enter the field of school psychology

Instructor: Dr. Mary Brown
Office: 301
Phone: 555-9012
_course_schedule_spring_term_1981_25
Science

appropriately selected foreign language courses.

Foreign Languages

Iceland

Lands Hau, Gvovers, Hau.

Spanish

The structure course: The

French

Literature

1. Literature

English

2. Literature

Music

3. Literature

Science

4. Literature

Language Arts

5. Literature

Health & Physical Ed

6. Literature

Course Schedule: Spring Term 1981

Course Schedule: Spring Term 1981

Course Schedule: Spring Term 1981

Course Schedule: Spring Term 1981
Listen to that is best for your: Choose the station to that class will be held. It is clear at that time (radio class hour announcements only do not the day before). In the morning on the days the classes will be held. Follow the radio station and make everyone understand how it works.

We will continue the 1980-81 school year. We wish to continue them for the 1981-82 school year.

Last year we were able to adjust most problems in our meeting students. We will continue the same this year.