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

COURSE DESCRIPTIONS MAY BE FOUND IN EITHER SECTION.
This catalog provides Lewis and Clark graduate students with information to plan for an academic year's program. It contains a master schedule for fall, winter, spring terms, plus individual course descriptions listed by departments or programs.

For more specific details about some courses, such as Saturday Skillshops and SETS (Special Education Training Series), interested students should write or call the Graduate Studies Office, 503/244-6161 x234, for course brochures.
<table>
<thead>
<tr>
<th>Event</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer Term I</th>
<th>Summer Term II</th>
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<tr>
<td>Registration</td>
<td>Sept 11</td>
<td>Jan 3</td>
<td>Mar 26</td>
<td>June 15</td>
<td>June 25-July 13</td>
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<tr>
<td>Classes begin</td>
<td>Sept 12</td>
<td>Jan 4</td>
<td>Mar 27</td>
<td>June 18</td>
<td>July 16-August 10</td>
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<td>Late registration fee $5 applies</td>
<td>Sept 12</td>
<td>Jan 4</td>
<td>Mar 27</td>
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<tr>
<td>Free change day</td>
<td>Sept 18</td>
<td>Jan 10</td>
<td>Apr 2</td>
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<tr>
<td>Late change fee $5 applies</td>
<td>Sept 19</td>
<td>Jan 11</td>
<td>Apr 3</td>
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<tr>
<td>Last day to register 4pm</td>
<td>Sept 22</td>
<td>Jan 16</td>
<td>Apr 6</td>
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<tr>
<td>Last day to petition for a grade</td>
<td>Sept 22</td>
<td>Jan 16</td>
<td>Apr 6</td>
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<tr>
<td>Degree application deadlines</td>
<td>Oct 1</td>
<td>Jan 15</td>
<td>Feb 1</td>
<td>May 15</td>
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<tr>
<td>Last day to make up incompletes</td>
<td>Oct 20</td>
<td>Feb 9</td>
<td>May 4</td>
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<tr>
<td>Last day to withdraw</td>
<td>Nov 3</td>
<td>Feb 23</td>
<td>May 18</td>
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<tr>
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<td>Nov 22</td>
<td>Mar 16</td>
<td>June 8</td>
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<tr>
<td>Commencement</td>
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<td>June 10</td>
<td>Aug 10</td>
<td></td>
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<tr>
<td>Class holidays</td>
<td>May 28</td>
<td></td>
<td>July 4</td>
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General registration for graduate students is held from 6-9pm in Pamplin Sports Center on the day assigned. For late registration, pick up a class card at the Graduate Studies Office, pay your fees at the Business Office, and check out at the Registrar's Office.

<table>
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<tr>
<th>Tuition</th>
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<tr>
<td>1 credit (5 qtr hr) course</td>
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<tr>
<td>2/3 credit (3 qtr hr) course</td>
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<tr>
<td>1/2 credit (2 1/2 qtr hr) course</td>
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<td>Teacher placement service (optional)</td>
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<td>Late registration</td>
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### Fall 1978

#### Course Schedule

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Days/Times</th>
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<th>Location</th>
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<tr>
<td>5701</td>
<td>Calligraphy</td>
<td>Th 6:30-9:30pm</td>
<td>Getty</td>
<td>P-10</td>
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<tr>
<td>5703</td>
<td>Drawing</td>
<td>M/W 6:30-9:30pm</td>
<td>J. Portland</td>
<td>P-18</td>
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<tr>
<td>5803</td>
<td>Exploring Earth Features</td>
<td>Sa 8am-12noon</td>
<td>Stauffer</td>
<td>BAN</td>
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<tr>
<td>5005</td>
<td>Principles of Counseling</td>
<td>M 5-9pm</td>
<td>J. McIlroy</td>
<td>Alb 201-2</td>
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<tr>
<td>5010</td>
<td>Interpersonal Relations</td>
<td>Sa 9am-3pm</td>
<td>Staff</td>
<td>Alb 201-2</td>
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<tr>
<td>5011</td>
<td>Counseling Philosophy and Theory</td>
<td>Th 5-9pm</td>
<td>R. McIlroy</td>
<td>Alb 201</td>
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<tr>
<td>5013</td>
<td>Individual Differences and Assessment</td>
<td>M/W 5-7pm</td>
<td>Lindblom</td>
<td>BPB 104</td>
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<tr>
<td>5014</td>
<td>Career Counseling</td>
<td>Tu 5-9pm</td>
<td>J. McIlroy</td>
<td>Alb 201-2</td>
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<tr>
<td>5016</td>
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<td>Th 5-7pm</td>
<td>Staff</td>
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<td>5017</td>
<td>Counseling Practicum II</td>
<td>Th 5-7pm</td>
<td>Staff</td>
<td>Alb 120</td>
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<td>5020</td>
<td>Individual Testing</td>
<td>M 6-10pm</td>
<td>Dombroff</td>
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<td>Th 5-9pm</td>
<td>Weber</td>
<td>Alb 202</td>
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<tr>
<td>5023</td>
<td>Group Counseling</td>
<td>Sa 9am-3pm</td>
<td>McCubbin</td>
<td>Alb 111</td>
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<tr>
<td>5025</td>
<td>Seminar in Family Counseling</td>
<td>½ credit</td>
<td>Sa 9am-3pm</td>
<td>First five weeks Staff</td>
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<tr>
<td>5027</td>
<td>Gestalt Process</td>
<td>½ credit</td>
<td>Sa 9am-3pm</td>
<td>Second five weeks Nickerson</td>
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<tr>
<td>5028</td>
<td>Counseling Practicum III</td>
<td>W 5-7pm</td>
<td>McCubbin</td>
<td>Alb 111</td>
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<td>5030</td>
<td>Counseling Practicum IV</td>
<td>Tu 5-7pm</td>
<td>Lindblom</td>
<td>Alb 111</td>
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<tr>
<td>5401</td>
<td>Research Methods for Counselors</td>
<td>M 6-9pm</td>
<td>Staff</td>
<td>Bth 1</td>
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<td>5402</td>
<td>Research Methods for Teachers</td>
<td>Tu 6:30-9:30pm</td>
<td>Staff</td>
<td>Bth 1</td>
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<tr>
<td>5405</td>
<td>The Law and Public Education</td>
<td>Th 6-9pm</td>
<td>Gathercoal</td>
<td>Bth 1</td>
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</table>
Fall 1978
Course Schedule
Continued

Code number precedes course number.

5406  501 Challenge of the 1980s: Program for Talented and Gifted
       M 6-9pm
       Birnbaum     Bth 3

5408  501/508 Children's Literature
       Th 7-10pm
       McClain     Alb 120

5409  502 Evaluation of Learning
       Tu 4:30-7:30pm
       Steiner     Alb 120

5412  505 Curriculum: Elementary Science and Reality
       M 6:30-9:30pm
       Clark       Bth 4
       some Saturday trips to be arranged

5419  512 Counseling Skills/Career Education Strategies for Teachers
       M 6-9pm
       Welle       Thr 5

5417  513 Advanced Teaching Strategies/Secondary
       W 6:30-9:30pm
       Fenwick     Bth 1

5423  515 Advanced Teaching Strategies/Elementary:
       Science and Mathematics in the Classroom
       Th 7-10pm
       Clark/Raskin Bth 3

5420  518 Child Psychology
       Tu 6:30-9:30pm
       Hartness    Alb 104

5428  524 Psychology of Classroom Management K-8
       W 7-10pm
       Faw         BPB 137

5435  530 Basic Skills in Reading
       M 7-10pm
       McClain     Alb 120

Foreign Languages
4801  498G French/Spanish/German/Italian/Portuguese/Russian/English/
      Novels into Films
      M/W 7-9:30pm
      Ferrua      PSC 10

Health and Physical Education
4401  500 Applied Aspects of Exercise
      Tu/Th 7-10pm
      Staff       Edm 8

4405  570 Mental Hygiene
      M/W 7-10pm
      Staff       PSC 116

Hearing Impaired
Open only to students admitted to the Program in Special Education/
Hearing Impaired.

5301  511 Communication Systems I
       Scroggs      arr

5303  513 Methods of Developing Language of Hearing Impaired Children I
       McCarr      arr

5305  517 Curriculum and General Methods of Teaching the Hearing Impaired
       2 1/2 credit
       Scroggs      arr

5307  520 Audiology I—Anatomy and Physiology of Speech and Hearing Mechanism
       2 1/2 credit
       Brejje       arr
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Time</th>
<th>Location</th>
<th>Instructor</th>
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<tr>
<td>4907</td>
<td>507 Lelooska Workshop</td>
<td>Sa</td>
<td>Lelooska</td>
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<tr>
<td>4901</td>
<td>498G Japanese History and Culture through Film</td>
<td>Tu/Th 7-9pm</td>
<td>Barlow</td>
<td>Edm 9</td>
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<tr>
<td>5905</td>
<td>524 Psychology of Classroom Management K-8</td>
<td>W 7-10pm</td>
<td>Faw</td>
<td>BPB137</td>
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<tr>
<td>4701</td>
<td>507 Five Modern Poets</td>
<td>M 6:30-9:30pm</td>
<td>Braun</td>
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<tr>
<td>4702</td>
<td>507 Writing and the Writing Process</td>
<td>M/Th 5:30-6:30pm</td>
<td>Hubbuch</td>
<td>Edm 9</td>
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<tr>
<td>4704</td>
<td>507 Scene Study</td>
<td>Tu 7-10pm</td>
<td>Osthoff</td>
<td>FAT</td>
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<tr>
<td>4705</td>
<td>507/ Ed 501 Children’s Literature</td>
<td>Tu 7-10pm</td>
<td>McClain</td>
<td>Alb 120</td>
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<tr>
<td>Master of Public Administration</td>
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<tr>
<td>5101</td>
<td>501 Administration in Government</td>
<td></td>
<td>Staff</td>
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<td>5103</td>
<td>505 Capstone Course: National Policy Process</td>
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<td>5105</td>
<td>513 Legislative Process</td>
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<td>5109</td>
<td>525 Technology Assessment</td>
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<td>5115</td>
<td>540 Accounting for Administrators</td>
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<td>5120</td>
<td>598 Communications in Organizations</td>
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<td>Social Sciences</td>
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<td>4903</td>
<td>503 Personality and Culture Workshop</td>
<td>M 5-9pm</td>
<td>Crist</td>
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# Winter 1979

## Course Schedule

**Art**

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<tbody>
<tr>
<td>5702 400G</td>
<td>Painting</td>
<td>M/W 6:30-9:30pm</td>
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<td>J. Portland</td>
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<tr>
<td>5704 400G</td>
<td>Basic Design for Teachers</td>
<td>Tu/Th 6:30-9:30pm</td>
<td></td>
<td>J. Portland</td>
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**Counselor Education**

<table>
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<tr>
<td>5005 509</td>
<td>Principles of Counseling</td>
<td>W 5-9pm</td>
<td></td>
<td>Mclroy</td>
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<tr>
<td>5010 550</td>
<td>Interpersonal Relations</td>
<td>Sa 9am-3pm</td>
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<td>Staff</td>
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<tr>
<td>5011 551</td>
<td>Counseling Philosophy and Theory</td>
<td>Th 5-9pm</td>
<td></td>
<td>B. Mclroy</td>
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<td>5014 553</td>
<td>Career Counseling</td>
<td>Tu 5-9pm</td>
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<td>Mclroy</td>
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<td>5016 554</td>
<td>Counseling Practicum I</td>
<td>Th 5-7pm</td>
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<td>5017 555</td>
<td>Counseling Practicum II</td>
<td>Th 5-7pm</td>
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<td>Staff</td>
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<td>5021 561</td>
<td>Exceptional Counselor</td>
<td>Th 5-9pm</td>
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<td>Weber</td>
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<td>5023 562</td>
<td>Group Counseling</td>
<td>Sa 9am-3pm</td>
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<td>McCubbin</td>
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<td>5024 563</td>
<td>Behavioral Counseling</td>
<td>Th 5-9pm</td>
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## Education

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<tr>
<td>5025 564</td>
<td>Seminar in Family Counseling</td>
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<td>5027 565</td>
<td>Gestalt Process</td>
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<td>Sa 9am-3pm</td>
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<td>5028 566</td>
<td>Counseling Practicum III</td>
<td>W 5-7pm</td>
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<td>McCubbin</td>
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<td>5030 567</td>
<td>Counseling Practicum IV</td>
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<td>5401 500</td>
<td>Research Methods</td>
<td>Tu 6:30-9:30pm</td>
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<td>5403 501</td>
<td>Introduction to Computers for Teachers</td>
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<td>The Law and Public Education</td>
<td>M 6-9pm</td>
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<td>5407 501</td>
<td>SETS (Special Education Training Series)</td>
<td>Sa 9am-5pm</td>
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<td>Dugan/Spier</td>
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<td>5411 505</td>
<td>Curriculum: Elementary and Secondary/Language Arts</td>
<td>Tu 6:30-9:30pm</td>
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<td>Educational Sociology: Panacea to Battleground</td>
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<td>5417 510</td>
<td>The Exceptional Child</td>
<td>M</td>
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<td>Breije</td>
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<td>5419 512</td>
<td>Counseling Skills/Career Education Strategies for Teachers</td>
<td>M/W</td>
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<td>Welle</td>
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<td>5421 513</td>
<td>Advanced Teaching Strategies/Secondary: Interdisciplinary Approaches to Learning</td>
<td>W/Sa</td>
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<td>Clark/Staff</td>
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<tr>
<td>5422 513</td>
<td>Advanced Teaching Strategies/Secondary: Saturday Skillshops for Teachers</td>
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<td>5424 515</td>
<td>Advanced Teaching Strategies/Elementary: Creative Approaches to Language Arts</td>
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<td>5427 524</td>
<td>Psychology of Classroom Management</td>
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<td>Jones</td>
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<td>5436 531</td>
<td>Preventing Reading Failures</td>
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<td>McClain</td>
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<td>5437 532</td>
<td>Innovations in Reading</td>
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<td>MacDougall</td>
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<td>1237 421</td>
<td>Phonetics and Linguistics in French</td>
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<td>Engelhardt</td>
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<td>4409 530</td>
<td>Evaluation in Health and Physical Education</td>
<td>Tu/Th</td>
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<td>Special Methods of Teaching Reading to the Hearing Impaired/Elementary</td>
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<td>Special Methods of Teaching Reading to the Hearing Impaired/Secondary</td>
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<td>5311 522A</td>
<td>Communications Systems II/Elementary</td>
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<td>Scroggs</td>
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<td>Natural Resource Policies</td>
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<td>Sex Roles in Society</td>
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<td>4906</td>
<td>Contemporary World Issues</td>
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<td>Understanding American Ethnic Cultures</td>
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**Language Arts**

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**Communications Systems II/Secondary**

Scroggs

**Methods of Developing Language of Hearing Impaired Children II/Elementary**

McCarr

**Methods of Developing Language of Hearing Impaired Children II/Secondary**

McCarr

**Audiology II—Audiological Testing**

Young

**Teaching the Earlier British Authors**

W 6:30-9:30pm

Ferris

**Stage Direction for Secondary Teachers**

M 7-10pm

Willis

**Communication Disorders**

Tu/Th 7-9pm

Nelson

**Creative Approaches to Language Arts**

M 8:30-9:30pm

Eder/Getty

**Women and Literature**

Th 6:30-9:30pm

McKnight

**Master of Public Administration**

Staff

**Public Finance Budget Process**

Staff
Course Schedule

Spring 1979

Art
5702  400G Painting  M/W 6:30-9:30pm  J. Portland  P-18
5705  400G Weaving  Tu/Th 7-9pm  Fawkes  Art 10

Biology
5802  507 Exploring the Plant Kingdom  Sa 8am-12 noon  two all-day trips  Stauffer  BAN
5805  507 Ornithology for Teachers  Sa 8am-12noon  two all-day trips  Stallcup  GR LAB

Counselor Education
5005  509 Principles of Counseling  M 5-9pm  J. McIlroy  Alb 201
5014  553 Career Counseling  Tu 5-9pm  J. McIlroy  Alb 201
5016  554 Counseling Practicum I  Tu 5-9pm  Staff  Alb 120
5017  555 Counseling Practicum II  Th 5-7pm  Staff  Alb 111
5020  560 Individual Testing  M 6-10pm  Donbroff  Alb 104
5023  562 Group Counseling  Sa 9am-3pm  McCubbins  Alb 120

5024  563 Behavioral Counseling  ½ credit  Th 5-7pm  Lindbloom  Alb 201
5026  564 Family Counseling  M 5-9pm  Staff  Alb 111
5028  566 Counseling Practicum III  M 5-7pm  McCubbins  Alb 111
5030  567 Advanced Practicum  Tu 5-7pm  Lindbloom  Alb 111

Education
5401  500 Research Methods for Counselors  M 6-9pm  Staff  Bth 1
5402  500 Research Methods for Teachers  Tu 6:30-9:30pm  Staff  Bth 1
5405  501 The Law and Public Education  M 6-9pm  Gathercoal  Bth 3
5406  501 Filmmaking: Integrating Film into the Classroom  W 6:30-9:30pm  Stewart  Edm 9
5407  501 SETS (Special Education Training Series)  Sa 9am-5pm  Dugan/Spier  Bth 1
5410  505 Curriculum: Ecology Experiences for Teaching  W 6:30-9:30pm  five meetings  Sa 9am-5pm  three meetings  Clark  Bth3
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<tr>
<th>Code number</th>
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<td>5412</td>
<td>507 Teaching Reading in the Content Areas 1/2 credit</td>
<td>Th</td>
<td>6:30-9:30pm</td>
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<tr>
<td>5416</td>
<td>512 Counseling Skills/Career Education Strategies for Teachers K-12</td>
<td>M</td>
<td>6-9pm</td>
<td>Welle</td>
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<tr>
<td>5417</td>
<td>513 Advanced Teaching Strategies/Secondary: Health and Physical Education</td>
<td>Tu</td>
<td>7-10pm</td>
<td>Miller</td>
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<td>5418</td>
<td>513 Advanced Teaching Strategies/Secondary: Teaching Literature to Adolescents</td>
<td>Tu</td>
<td>6:30-9:30pm</td>
<td>Magnusson</td>
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<tr>
<td>5419</td>
<td>513 Advanced Teaching Strategies/Secondary</td>
<td>Tu</td>
<td>6:30-9:30pm</td>
<td>Clark</td>
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<tr>
<td>5421</td>
<td>515 Advanced Teaching Strategies/Elementary</td>
<td>Tu</td>
<td>6:30-9:30pm</td>
<td>Anderson</td>
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<td>5425</td>
<td>519 Adolescent Psychology</td>
<td>Th</td>
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<td>5426</td>
<td>520 Using Media in the Classroom</td>
<td>M</td>
<td>7-10pm</td>
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<td>5428</td>
<td>522 Individualization of Instruction</td>
<td>Tu</td>
<td>4:30-7:30pm</td>
<td>Steiner</td>
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<td>5431</td>
<td>525 Life Issues in Death Education</td>
<td>M</td>
<td>7-10pm</td>
<td>Nanna</td>
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<td>5435</td>
<td>531 Preventing Reading Failures</td>
<td>M</td>
<td>7-10pm</td>
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<td>5437</td>
<td>533 Critical Reading Skills</td>
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<td><strong>Foreign Languages</strong></td>
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<td>4807FL507</td>
<td>480 FL Applied Linguistics for Teachers of English and Foreign Languages</td>
<td>Tu/Th</td>
<td>7-8:30pm</td>
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<td>3929</td>
<td>421G Phonetics and Linguistics</td>
<td>Tu/Th</td>
<td>7-9pm</td>
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<td>M/W</td>
<td>7-9:30pm</td>
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<td>510 Adaptives</td>
<td>Tu/Th</td>
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<td>4420</td>
<td>520 Lifetime Sports Lab</td>
<td>Sa</td>
<td>9am-1pm</td>
<td>Owens</td>
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<td>4449</td>
<td>550 School Health Organization and Administration</td>
<td>M/W</td>
<td>7-10pm</td>
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<td>Metropolitan Policies</td>
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<td>5107</td>
<td>Governments and Their Rules</td>
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Art
Course Descriptions

400G Calligraphy
Development of several basic letter forms and writing skills through study and studio practice. Students develop an appreciation of books by creating a small volume as a final project, learning principles of book design, and improving writing.
Fall Th 6:30-9:30pm, Getty. 1 credit

214/400G Painting
Consideration of the physical and intellectual problems involved in the art of painting; development of a critical awareness of the inherent problem of painting; acquisition of technical skills in order to continue painting after the class ends. For beginning and advanced students.
Winter, spring M/W 6:30-9pm, J. Portland. 1 credit
Maximum enrollment: 18

215/400G Drawing
Exploration of materials in order to gain mastery; development of hand-eye coordination, the ability to compose drawings, and the ability to see. For beginning and advanced students.
Fall M/W 6:30-9:30pm, J. Portland. 1 credit
Maximum enrollment: 18

114/400G Basic Design
Development of a theoretical and practical understanding of the basic concepts and visual attitudes that are the foundation of all visual art activities.
Winter Tu/Th 6:30-9:30pm, J. Portland. 1 credit
Maximum enrollment: 18

217/227/400G Weaving
Development of a technical facility, or vocabulary, for pattern weave and casement construction. Students make aesthetic choices for weaving projects of their choice. For beginning and advanced students.
Spring Tu/Th 7-9pm, Fawkes. 1 credit
507 Exploring Earth Features
Experiencing the structure, origin, and behavior of materials of the earth as encountered in northwestern Oregon; an examination of minerals, rocks, rock formations, fossils, and fossil localities, volcanoes, lava flows, glaciers, rivers, lakes, and the ocean. For teachers K-12.
Fall Sa 8am-12noon, including two all-day trips, Stauffer.
1 credit
Maximum enrollment: 18

507 Ornithology for Teachers
Methodology for teachers of all grades to stimulate ideas for teaching units in ornithology. Initial laboratory and classroom exposure includes the unique characteristics of the class Aves by covering topics of functional anatomy of terrestrial and aerial locomotion, foraging adaptations, anatomical basis of taxonomy, and methodology of skin and skeleton preparations. Saturday and weekend field trips investigate unique environments of the Pacific Northwest.
Field topics include methods of investigating nesting activities, census techniques, and recording of bird sounds.
Spring Sa 8am-12noon, field work, Stallcup. 1 credit

507 Exploring the Plant Kingdom
Study of the green and non-green events produced by the earth and encountered in northwestern Oregon; closer view of plants in their native environments, with attention to adaptations, interrelationships, esthetic and practical values, and their antecedents as known from the horizons on the past; learning largely through field observations.
Spring Sa 8am-12noon, including two all-day trips, Stauffer. 1 credit
Maximum enrollment: 18
Counseling
Course Descriptions

Open only to students enrolled in the Counseling degree program

500 Research Methods
Introduction to counseling research methods, focusing on the interpretation, critique, and use of existing published research and the design of "action" research — the systematic gathering of information and testing of hypothesis in students' professional work; emphasis on special problems and opportunities in counseling research.
Fall, spring M 6-9pm, Staff. 1 credit

509 Principles of Counseling
Overview of basic counseling concepts and practice in applying those concepts in counseling situations within class.
Fall, spring M 5-9pm, J. McIlroy. 1 credit
Winter W 5-9pm

550 Interpersonal Relations
Group experiences to improve the participants' learning and abilities in leadership and interpersonal communication with emphasis on self-concept as product and producer of experience.
Fall, winter Sa 9am-3pm, Staff. 1 credit
Maximum enrollment: 18

551 Counseling Philosophy and Theory
Investigation of seven individual and group counseling theories with emphasis on developing a balanced view for practical application and implementation of techniques used in the therapeutic process.
Fall, winter Th 5-9pm, B. McIlroy. 1 credit
Maximum enrollment: 20

552 Individual Differences and Assessment
Study of basic statistics related to test construction; valuation and interpretation; individual differences in intelligence, aptitude, achievement, interests, and personality; group tests for assessing these differences; examination of major forces influencing individual development.
Fall M/W 5-7pm, Lindbloom. 1 credit
Spring M 5-6pm

553 Career Counseling
Theories of career development, career resources, current career trends, concerns and programs, the facilitation of life style awareness, choice and action through career counseling.
Fall, winter, spring Tu 5-9pm, J. McIlroy. 1 credit

554 Counseling Practicum I
Experience in individual counseling and related professional conduct in schools, agencies, or other institutions with extensive use of on-site audio/video tape recordings, group workshops, peer triad meetings, and counselor-trainee conferences with the supervising professor.
Fall, winter, spring Th 5-7pm, Staff. 1 credit

555 Counseling Practicum II
Experience in individual counseling and related professional conduct in schools, agencies, or other institutions with extensive use of on-site audio/video tape recordings, group seminars, peer triad meetings, and counselor-trainee conferences with the supervising professor.
Fall, winter, spring Th 5-7pm, Staff. 1 credit

560 Individual Testing
Overview of the primary Individual Intelligence Tests, the Wechsler Scales, and the Stanford-Binet; lectures on the use of the instruments, interpretation, and reporting of the test results; practicum involving administration and write-up of the WAIS, WISC, and Stanford-Binet.
Fall, spring M 6-10pm, Dombroff. 1 credit
Maximum enrollment: 18

561 The Exceptional Counselee
Survey of characteristics of children and adults who deviate from average in mental, sensory, physical, emotional, and social abilities; with specific emphasis on counseling exceptional individuals.
Fall, winter Th 5-9pm, Weber. 1 credit

562 Group Counseling
Application of encounter, structured group exercises, and laboratory training for use in schools, agencies, and institutions.
Fall, winter, spring Sa 9am-3pm, McCubbin. 1 credit
563 Behavioral Counseling
Strategies for personal change — cognitive, affective, behavioral — based on social learning theory and supported by evidence of effectiveness, applicable in schools, agencies, group, and individual settings.
**Winter** Th 5-9pm, Lindbloom. 1 credit
**Spring** Th 5-7pm, Lindbloom. ½ credit

564 Seminar in Family Counseling
Development of a family systems orientation of counseling; application of counseling skills and techniques to family counseling.
**Fall** Sa 9am-3pm, Staff. ½ credit
**Winter** Sa 9am-3pm, D. Nelson. ½ credit
**Spring** M 5-9pm, D. Nelson. 1 credit

565 Gestalt Process
Combination of didactic and experiential approaches to Gestalt to develop self-awareness, to utilize self-awareness for personal growth and larger human sensitivity; and to equip participants with basic counselor skills in use of the Gestalt method.
**Fall, winter** Sa 9am-3pm, second five weeks of term
Staff. ½ credit
Maximum enrollment: 14

566 Counseling Practicum III
Experience in counseling and related activities in schools and agencies with extensive use of audio/video tape recordings and review; concentration on group and family counseling; continued development of individual counseling skills.
**Fall, winter, spring** W 5-7pm, McCubbin. 1 credit
Maximum enrollment: 9

567 Counseling Practicum IV
Experience in counseling and related activities with emphasis on integration of counseling skills, strategies, and philosophy as they apply to the setting, population, and problems with which the counselor or trainee is choosing to work.
**Fall** Tu 5-7pm, Lindbloom. 1 credit
**Winter** Tu 5-7pm, Staff. 1 credit
**Spring** Tu 5-7pm, Lindbloom. 1 credit
500 Research Methods
Introduction to education research methods, focusing on the interpretation, criticism, and use of existing published research and the design of "action" research — the systematic gathering of information and testing of hypotheses in one's work.
Fall, winter, spring Tu 6:30-9:30pm, Ferry. 1 credit
Maximum enrollment: 30

501 The Law and Public Education
Examination of the law as it affects school boards, administrators, teachers, and students in education. Casebook, lecture, and discussion concentrates on the legal rights and responsibilities of all attending or employed by the public schools. Course content also meets TSPC's requirement of demonstrating knowledge of Title VI, Title IX, and federal and state laws prohibiting discrimination.
Fall Th 6:30-9:30pm, Gathercoal. 1 credit
Winter, spring M 6:30-9:30pm, Gathercoal. 1 credit

501 Challenge of the 1980s: Programs for the Gifted and Talented
Development of skills, knowledge, and attitudes for two ends: enhancing teachers' ability to provide educational programs for gifted and talented students and preparing teachers to encourage students to realize their potential. The course is divided into two modes: an introductory developmental mode to review current thinking regarding gifted students and to examine alternative options or models of instructional programs; a practicum with continuing support for teachers already having an introduction to the gifted and talented.
Fall M 6-9pm, Birnbaum. 1 credit

501 SETS (Special Education Training Series)
Development of areas of expertise without repetition of previous courses; components allowing the student flexibility and diversity in selecting a given number of components for university credit. For the administrator, regular educator, lay person, and the special educator wishing to renew or upgrade skills.
Fall, spring Sa 9am-5pm, Staff.

For SETS brochure, write or call Graduate Studies.
Two SETS components, ¼ credit 1 qtr hr
Three SETS components, ½ credit 2½ qtr hr
Five SETS components, 1 credit 5 qtr hr

501 Filmmaking: Integrating Film into the Classroom
Study of basic filmmaking techniques, field experience using Super 8, screening of films, and guest speakers; emphasis on integrating film into the student's area of interest or classroom curriculum. For teachers K-12.
Lab fee: $30 for film and processing
Spring W 6:30-9:30pm, ten sessions and two Saturday sessions on dates agreed upon by class members, Stewart. 1 credit
Maximum enrollment: 18

501 Introduction to Computers for Teachers
Introduction to current and anticipated classroom uses of computers; includes elements of programming, instructional applications from art and English through math and science, administrative applications, and equipment alternatives; hands-on experience with microcomputers and a large time-sharing system. No prior computer or special mathematics background required. For teachers K-12.
Winter M 6:30-9:30pm, Owen. 1 credit
Maximum enrollment: 20

502 Evaluation of Learning
Criterion and domain-based achievements approached as a measurable learning outcome by which teachers may design and modify curriculum and methodology; prescribe specific study activities for individuals; and identify student competencies. For teachers seeking skills necessary for gathering, interpreting, and using data generated by students.
Fall Tu 4:30-7:30pm, Steiner. 1 credit

505 Curriculum: Elementary Science and Reality
Study of elements a teacher must consider in developing a science curricula for a particular group of children. Available curricula and materials are evaluated and used in the planning. Issues for consideration include children's experiences, local environment, integration with other subject areas, and areas of particular interest to students and teachers. Major emphasis on outdoor and environmental education.
Fall M 6:30-9:30pm, four evening meetings, five Saturday trips to be arranged, Clark. 1 credit
505 Curriculum: Ecology Experiences for Teaching
Study of the ecology of Oregon environments. Saturday sessions involve using available curricular materials in the field. Evening sessions examine curricular materials, select and prepare materials for use in the field on upcoming Saturdays, evaluate previous weekend experiences, and develop curricula for classroom use.
Spring W 6:30-9:30pm, five evening meetings Saturday, three all-day field trips to be arranged, Clark. 1 credit

505 Curriculum: Designing the Elementary and Secondary Language Arts Program
Study of contemporary views of the language arts curriculum, beginning with an exploration of several conceptual designs for a K-12 language arts curriculum. Later the class divides into elementary, middle, and high school interest groups and becomes a curriculum writing workshop where individuals can collaborate on curricular designs for their own schools, departments, or grades; examine commercial teaching materials; discuss textbook adoption; and consult with specialists in different areas of language arts instruction.
Winter Tu 6:30-9:30pm, Magnusson. 1 credit

507 Teaching Reading in the Content Areas
Study of skills and outcomes of the reading process, such as vocabulary development, comprehension, reading rates, and semantics. Included are diagnostic methods of determining reading levels and problems of high school juniors and seniors.
Winter, spring Th 6:30-9:30pm, seven class meetings, Staff. 2/3 credit
Maximum enrollment: 35

508 Educational Sociology: The School, Panacea to Battleground
Student-based seminar dealing with teacher power (lesnness); teachers as people; the civil war in high schools; the school as an organization and a means of cultural transmission; sexism, racism, and elitism in schools; the hidden curriculum; alienation; and the sociopolitical and economic functions of schools.
Winter W 4:15-7:15pm, Wahab. 1 credit

510 Exceptional Child
Study of the psychological, social, and educational implications of all areas of exceptionality, including common terminology, characteristic behaviors, teaching strategies, and school programs. Provides educators in all areas with a background in exceptionality. Emphasizes procedures necessary for compliance with PL 94-142, the Education for All Handicapped Act.
Winter M 6:30-9:30pm, Breije. 1 credit

512 Counseling Skills/Career Education Strategies for Teachers
Study of basic principles and skills in counseling; strategies for integrating personal/career exploration and decision-making in the curriculum.
Fall, winter, spring M 6-9pm, Welle. 1 credit
Maximum enrollment: 30

513 Advanced Teaching Strategies/Secondary: Interdisciplinary Approaches to Learning
Examination of background and rationale for interdisciplinary planning, study of appropriate materials and strategies from related areas of study, and planning of an interdisciplinary unit for classroom use.
Winter W 6:30-9:30pm, seven meetings and two Saturday field trips to be arranged, Clark. 1 credit

513 Advanced Teaching Strategies/Secondary: Health/Physical Education
Study of skills used in development curriculum that addresses basic skills, course goal setting, alternative methods of assessing and evaluating competencies as these relate to the teaching of health/physical education.
Fall Tu 7-10pm, Miller. 1 credit

513 Advanced Teaching Strategies/Secondary
Study of practical measurement strategies for classroom teachers. Consideration of objective and subjective measurement alternatives; definition of diagnostic and prescriptive techniques for curricular and instructional purposes; identification of gifted/talented students and those who are educationally handicapped; comprehensive consideration of the meaning of professional accountability underlies the course.
Fall W 6:30-9:30pm, Fenwick. 1 credit
513 Advanced Teaching Strategies/Secondary: Teaching Literature to Adolescents
Investigation methods of literary analysis, optional means for integrating literature study with the language arts curriculum, and a variety of teaching strategies with stories and poems. Students experiment in their classrooms with new methods and materials if possible and report their results to the class. Can be taken for education or language arts credit.
Spring Tu 6:30-9:30pm, Magnusson. 1 credit
Maximum enrollment: 20

513 Advanced Teaching Strategies/Secondary
Study of strategies for increasing youngsters' scientific literacy and social decisiveness. Many of today's political decisions are based on scientific developments, such as the Trojan Nuclear Power Plant, newspapers and magazines carry numerous articles on issues of genetic research, use of nuclear and solar energy, pollution, and nutrition. Examination of the use of media resources in the classroom, and techniques for helping students learn to critically "read" the issues.
Spring Tu 6:30-9:30pm, Clark. 1 credit

515/513 Advanced Teaching Strategies/Elementary and Secondary: Saturday Skillshops for Teachers
Each skillshop is a one-day training session in a specific area of teaching to provide teachers with experiences that can be applied to their classrooms. Skillshops run from 9am to 5pm with an hour for lunch. Participants enrolling for one graduate credit (five quarter hours) select five skillshops from the series and attend an evening orientation and wrap-up seminar on the first and last week of the term. Some skillshop topics are: A series of three on Constructive Approaches to Classroom Conflict and Discipline, Why Children Misbehave, Consequences: An Alternative to Punishment, and Group Discussion Strategies and Classroom Management; Teacher-Parent Conferencing; the Classroom and the Community; The Outdoors Classroom; Designing Educational Spaces. To obtain a skillshop brochure, write to Saturday Skillshops for Teachers Coordinator, Graduate Studies, or call 503/244-6161x234.
Winter Orientation: Th 6-8pm, first week of term
Wrap-up seminar: Th, 6-8pm, last week of term, Sa, 9am-5pm, Clark, Skillshops Coordinator. 1 credit

Exploration of many alternative approaches to mathematics and science in grades 1-8. Participants experiment with new strategies for encouraging student skills in these areas.
Fall Th 7-10pm, Clark and Raskin. 1 credit

515 Advanced Teaching Strategies/Elementary: Creative Approaches to Language Arts
Introduction by doing to language experience approaches that foster student creativity as well as the acquisition and application of basic skills. Also can be taken as LA 507.
Winter M 6:30-9:30pm, Eder and Getty. 1 credit
Maximum enrollment: 25

515 Advanced Teaching Strategies/Elementary
Study of classroom management, motivation, and communication.
Spring Tu 6:30-9:30pm, Anderson. 1 credit
Maximum enrollment: 30

518 Child Psychology
Study of the physical, social, emotional, and mental development of the child from conception through late childhood. Significance of the socialization process and learning through the childhood years. Emphasis on the theoretical conceptual frameworks used in the study of child behavior and the educational implications.
Fall Tu 6:30-9:30pm, Harness. 1 credit

519 Adolescent Psychology
Study of the physical, mental, social, and emotional development during pre-adolescence and adolescence, as well as maturity. Significance of adjustments by the adolescent in the home, school, and community during the developmental stages. Emphasis on the theoretical and conceptual frameworks used in the study of adolescence and their educational implications.
Spring Th 6:30-9:30pm, Staff. 1 credit
520 The Use of Media in Teaching
Overview of many media formats or concentrated activity in one area. Hands-on experience in production, presentation, design, and acquisition and evaluation of materials in graphics, sound, film, video, slides, filmstrips, computers, and overhead projectors.
Spring M 7-10pm, Plunkett. 1 credit

522 Individualization of Instruction
Workshop providing teachers with skills to create systematic and individualized learning activities. Participants create a major study package suitable for classroom use.
Spring Tu 4:30-7:30pm, Steiner. 1 credit

524 Psychology of Classroom Management K-8
Examination of why students misbehave and how teachers can create classroom environments to minimize inappropriate student behavior. Focus on methods enabling teachers to work effectively with students whose behavior is inappropriate or unproductive within a positive learning environment. May be taken as Psy 524.
Fall W 7-10pm, Faw. 1 credit
Maximum enrollment: 30

524 Psychology of Classroom Management 7-12
Examination of adolescent misbehavior and ways teachers can create classroom environments to minimize inappropriate student behavior. Focus on methods enabling teachers to work effectively with students whose behavior is inappropriate or unproductive within a positive learning environment. May be taken as Psy 524.
Winter Th 6:30-9:30pm, Jones. 1 credit
Maximum enrollment: 30

525 Life Issues in Death Education
Presentation of the multi-aspects of death as applied to the classroom teacher, either directly in preparation for course content, or indirectly in coping with death of students or family members of students.
Spring M 7-10pm, including one weekend workshop, Nanna. 1 credit

530 Basic Skills in Reading
Examination of basic developmental factors in learning to read with emphasis on language development, beginning reading skills, and basic communication skills.
Fall M 7-10pm, McClain. 1 credit

531 Preventing Reading Failures
Overview of the reading environment at the elementary level and examination of the basis of reading failure within that environment.
Winter, spring M 7-10pm, McClain. 1 credit

532 Innovations in Reading: Methods and Materials
Survey and examination of current instructional materials, methods, and approaches used in individualized and group reading programs.
Winter W 7-10pm, McDougal. 1 credit

533 Critical Reading Skills
Review and examination of reading comprehension skills. Emphasis on questioning strategies and critical comprehension skills.
Spring W 7-10pm, Ziegleman. 1 credit
Health and Physical Education

Course Descriptions

500 Applied Aspects of Exercise
Aspects of exercise as they relate to program development in health and physical education: how exercise affects specific systems in the body. Topics such as circuit training, women in athletics, heat vs. cold in treatment of athletic injuries, fitness and posture, the effects of warm up, specificity in exercise.
Fall Tu/Th 7-10pm, Staff. 1 credit

507 Health Seminar/Contemporary Methods
Current issues in health education. Experts in the field provide updated information and activities.
Winter M/W 7-10pm, Staff. 1 credit

510 Adaptive Physical Education
For graduate students interested in working with exceptional children and obtaining theoretical information and practical experience in working with such children.
Spring Tu/Th 7-10pm, Staff. 1 credit

520 Lifetime Sports Lab
Development of the students' ability and knowledge in sports that have carryover value after the student leaves school. $10 lab fee.
Spring Sa 9am-1pm, Owens. 1 credit

530 Evaluation in Health and Physical Education
Study and practical application of the recognized fitness tests, skill tests, and other evaluation techniques.
Winter Tu/Th 7-10pm, Staff. 1 credit

550 School Health Organization and Administration
Contemporary curriculum patterns and theories of organization and administration as they relate to the health education program.
Spring M/W 7-10pm, Staff. 1 credit

570 Mental Hygiene
Examination of mental health problem, the role of the teacher in promoting mental health, behavior patterns, adjustment mechanisms, factors affecting human relationships, mental illness, normal mental health, and resources.
Fall M/W 7-10pm, Staff. 1 credit
Open only to students admitted to the Program in Special Education/Hearing Impaired

511 Communication System 1
Study of the methods of developing the speech, speech reading abilities, and the residual hearing of the hearing impaired child.
Fall Scroggs. 1 credit

513 Methods of Developing the Language of Hearing Impaired Children
Study of the basic principles of generative grammar as they apply to the diagnosis of the linguistic disabilities of the hearing impaired child and to the development of teaching strategies.
Fall McCarr. 1 credit

515 Directed Observation
Observation of classroom activities from infant training through community college in day school and residential programs. Includes September experience (observation training experience scheduled individually during the first week of school in programs for hearing impaired), field experiences at agencies serving the hearing impaired, and a seminar discussion. Activities scheduled throughout the academic year.
Spring Staff. 1/2 credit

517 Curriculum and General Methods of Teaching the Hearing Impaired
Study of task analysis and general methods of the programming process including teaching theories and their practical applications.
Fall Scroggs. 1/2 credit

518A 518B Special Methods of Teaching Reading and School Subjects to the Hearing Impaired (A Elementary, B Secondary)
Study of the various methods and materials used in teaching reading and other subject matter areas to hearing impaired students.
Winter A Trevarthen, B Scroggs. 1/2 credit

520 Audiology I: Anatomy and Physiology of the Speech and Hearing Mechanisms
Study of the nature of sound, the hearing process, the anatomy and function of the ear, cochlear function and sound discrimination, conductive and sensori-neural hearing impairments, and medical and surgical aspects of hearing loss.
Fall Breije. 1/2 credit

522A 522B Communication Systems 11 (A Elementary, B Secondary)
Continuation of 511: development of speech in the hearing impaired child. Study of the various methods employed in communication with the hearing impaired, concentrating on auditory learning.
Winter Scroggs. 1 credit

524A 524B Methods of Developing the Language of Hearing Impaired Children 11 (A Elementary, B Secondary)
Continuation of 513 including a survey study of methods and materials used to teach language to the deaf; a comparative study of normal language acquisition and the language acquisition of the hearing impaired; methods of analyzing and evaluating language of hearing impaired; a practical experience in teaching language to deaf students.
Winter McCarr. 1 credit

526A 526B Student Teaching (A Elementary, B Secondary)
Supervised student teaching in a day school or residential program for the deaf. The students are in the classroom during the first day for a ten-week period and are under the supervision and guidance of the cooperating teacher and the college coordinator of student teaching.
Spring Staff. 3 credits

528 Audiology 11: Audiological Testing
Testing of hearing, including pure tone, bone conduction, speech reception, and discrimination evaluations. Hearing aid use, construction, and evaluation are covered.
Winter Young. 1/2 credit
507 Teaching the Earlier British Authors
Examination of teaching pre-twentieth century English literature. Specific attention paid to historical contexts, to changes in the language, and to literary and cultural traditions. Includes models for dealing with Shakespeare, Defoe, Fielding, Dickens, selected poets, and author(s) chosen by the class.
Winter W 6:30-9:30 pm, Ferris. 1 credit

507 American Pastoral: Faulkner and Frost
Study of the American vision of the “natural life” as seen through the eyes of a novelist and of a poet. Includes notions of folk culture, of the simple versus the complex man, of the American attempt at paradise. Designed to complement courses in history and social studies.
Spring W 6:30-9:30 pm, Ferris. 1 credit

507 Writing and the Writing Process
Discussions of the writing process, language, style, strategies, varieties of nonfictional prose based on readings and especially on students’ own writing and writing experiences. Students write a short essay each week. For K-12 teachers or other graduate students who would like to write “better” or who would like to feel less intimidated by writing.
Fall M/Th 5-6:30 pm, Hubbuch. 1 credit

507 Five Modern Poets
Study of Rilke of Central Europe, Pasternak of the Soviet Union, T.S. Eliot of the U.S. and England, Neruda of Chile, and Yeats of Ireland. Aim is to hear, with a minimum of interpretation, what they are saying.
Fall M 6:30-9:30 pm, Braun. 1 credit

507 Scene Study
After discussion of elementary acting techniques necessary for all stages of work, exploration of textual, rehearsal, and performance procedures necessary for presentation of scenes. For students at beginning, intermediate, and advanced stages of acting experience. For teachers 8-12.
Fall Tu 7-10 pm, Ostholthoff. 1 credit
Maximum enrollment: 12

507 Children’s Literature
Survey of excellent author’s illustrations and books for children; methodology of using trade books in the classroom; motivating children to want to read. Also can be taken as Ed 501.
Fall Th 7-10 pm, McClain. 1 credit
Maximum enrollment: 15

507 Stage Direction for Secondary School Teachers
Introduction for the working teacher who has little or no background in the subject with the basic problems of stage directing in high school. Emphasizes organization and efficient use of resources.
Winter M 7-10 pm, Willis. 1 credit
Maximum enrollment: 25

507 Creative Approaches to Language Arts K-8
Introduction by doing to language experience approaches that foster student creativity as well as the acquisition and application of basic skills. Also can be taken as Ed 515.
Winter M 6:30-9:30 pm, Eder and Getty. 1 credit
Maximum enrollment: 25

507 Communications Disorders
Examination of the landmarks of normal speech and language development. Lecture and demonstration concerning the major speech, language, and hearing disorders, including articulation, stuttering, voice, disorders associated with organic deficits. Audio and video tape demonstrations as well as live demonstrations.
Winter Tu/Th 7-9 pm, D. Nelson. 1 credit

507 Applied Linguistics for Teachers of English and Foreign Languages
Also can be taken as FL 507.
Spring Tu/Th 7-8:30 pm, Bender. 1 credit

507 Oral Interpretation for the Classroom K-12
Development of appreciation for literature and involvement of students in the art of oral interpretation of a variety of literary forms.
Spring W 7-10 pm, Ward. 1 credit
Maximum enrollment: 20
508 Women in Literature
Introduction to the portrayal of women in literature by male and female authors. Examination of various myths and realities concerning "women's place" and authors who in their writings question traditional values and assumptions about women.
Winter Th 6:30-9:30pm, McKnight. 1 credit

511 Creative Dramatics
Introduction to the theory and practice of creative dramatics and group theatre, designed for teachers in elementary and secondary schools. Prepares students to lead workshops in creative dramatics and introduces them to techniques for creating group-centered theatre pieces, whether these are adaptations from literary sources or original works. No prior experience or formal training in theater needed.
Spring Sa 10-1pm, Porter. 1 credit

513 Teaching Literature to Adolescents
Investigation of methods of literary analysis, optional means for integrating literature study with the entire language arts curriculum, and a variety of teaching strategies with stories and poems. Students experiment in their classrooms with new methods and materials, if possible, and report their results to the class. Can be taken for education or language arts credit.
Spring Tu 6:30-9:30pm, Magnusson. 1 credit
Maximum enrollment: 20
498 Japanese History and Culture through Film
Many students fear that Asian themes, history, and culture are incomprehensible. A film course thus is offered to provide an outline of Japanese history and culture. Each week includes a Japanese film and a follow-up discussion. Among the films are *Samurai*, *Throne of Blood*, *Night Drum*, *Harakiri*. For students interested in Asian Studies.
Fall Tu/Th 7-9pm, Barlow. 1 credit

2503 Personality and Culture and Society
Seminar sessions that explore the theory and philosophy of interpersonal relations and personal growth and laboratory sessions that apply concepts and skills with emphasis on the group process. For those interested in education and in the "helping" professions and in furthering personal growth and interpersonal relationships.
Fall M 5-9pm, Crist. 1 credit

507 Lelooska Workshop
Study of the native people of Washington and Oregon, plus their art and literature, Indian drama, the Pacific Northwest fur trade through presentation in a living history format from the Indian point of view. Conducted at the Lelooska family headquarters in Ariel, Washington, about 40 miles northwest of Portland, each program includes lectures, discussion, films, demonstrations, and the examination of anthropological materials. A small workshop fee required for those not taking the workshop for credit.
Fall Lelooska Workshop I, ½ credit
*Indians of the Northwest Coast* Sat. Sept 23, full day
*Northwest Coast Indian Myths, Legends and Folktales,* Sat, Sept 30, evening.
*American Indian Art. Yesterday, Today and Tomorrow,* Sat. Oct 14, full day
*Northwest Coast Indian Dance and Drama Performance,* Sat. Oct 7, evening (optional)
Spring Lelooska Workshop II. ½ credit
*Indians of Oregon and Washington,* Sat, May 5, full day
*The Fur Trade,* Sat, May 19, full day.
Chief Dan Lelooska and his family.

507 Understanding American Ethnic Cultures
Overview of American ethnic cultures using special materials from many academic disciplines, the ethnic traditional arts, history, oral literature and folklore, ethnology, archaeology, social change. How teachers might deal with these cultures in elementary, middle, and secondary school classroom.
Winter Th 6:30-9:30pm, Mallin. 1 credit

507 Contemporary World Issues
Winter W 6:30-9:30pm, Costi. 1 credit

507 Human Cognition
Introduction to the issues and our present state of knowledge concerning human perception and thought. Includes an introduction to recent breakthroughs in understanding of information processing and memory as well as the role these processes play in language acquisition, reading, and hemispheric specialization of function and perception.
Spring W 6:30-9:30pm, Meyer. 1 credit

507 Community and Family History in the Social Studies
Investigation of community and family history with three goals: understanding the nature of community and family history in American history; familiarization with materials for doing local and family history; and demonstration of how to apply such techniques and materials to the social studies curriculum.
Winter M 6:30-9:30pm, Willingham. 1 credit
Maximum enrollment: 20

508 History of the Pacific Northwest
Investigation of the unique heritage of the Pacific Northwest, showing it as one of today's dominant American regions.
Spring W 6:30-9:30pm, Beckham. 1 credit

510 Leaders and Leadership in American History
Investigation of the qualities, forces, and dimensions causing the emergence of leaders and leadership in eighteenth, nineteenth, and twentieth century America.
Spring W 6:30-9:30pm, Costi. 1 credit
511 Consumer Economics
Study of the effect on consumers of basic economic principles such as supply and demand, inflation, and unemployment; application of these principles to various markets such as housing, education, and medical care.
Winter Tu 6:30-9:30pm, O’Bannon. 1 credit

522 Economics for Social Studies Teachers
Study of basic economics concepts such as supply and demand, GNP, consumer spending, government spending and taxation, the role of money, and policies designed to control unemployment and inflation.
Spring Tu 6:30-9:30pm, O’Bannon. 1 credit

524 Psychology of Classroom Management K-8
Examination of why students misbehave and how teachers can create classroom environments which minimize inappropriate student behavior. Focus on methods enabling teachers to work effectively with students whose behavior remains inappropriate or unproductive within a positive learning environment. May be taken as Ed 524.
Fall W 7-10pm, Faw. 1 credit
Maximum enrollment: 30

524 Psychology of Classroom Management 7-12
Examination of adolescent misbehavior and ways teachers can create classroom environments which minimize inappropriate student behavior. Focus on methods enabling teachers to work effectively with students whose behavior remains inappropriate or unproductive within a positive learning environment. May be taken as Ed 524.
Winter Tu 6:30-9:30pm, Jones. 1 credit
Maximum enrollment: 30
Foreign Languages and Literature

Course Descriptions

406 Novels into Films
Examination of films as an instrument for metaphysical inquiry. Focusing on Dostoevsky, Pirandello, Kafka, Desnoes, Abe, Duras, Elty, Robbe-Grillet, and films based on their works by Visconti, L’Herbier, Welles, Teshigahara, Duras, Frankenheimer, Resnais.
Fall M/W 7-9:30pm, Ferrua. 1 credit

421 Phonetics and Applied Linguistics in French
Contrastive analysis of the respective language dealing with phonetics and phonology; discussion and practical demonstration of the language laboratory; introduction to the origins and history of the language; structural analysis of grammar and its use and application in the classroom.
Winter By arrangement, Engelhardt. 1 credit

421 Phonetics and Linguistics in Spanish
Contrastive analysis of the respective language dealing with phonetics and phonology; discussion and practical demonstration of the language laboratory; introduction to the origins and history of the language; structural analysis of grammar and its use and application in the classroom.
Spring Tu/Th 7-9pm, Hulse. 1 credit

422 German Culture and Civilization
History and geography, cultural trends through the centuries, modern life; presented through slides, films, records, and collaboration with off-campus scholars and occasional associations.
Spring M/W 7-9:30pm, Bender. 1 credit

507 Applied Linguistics for Teachers of English and Foreign Language
Also can be taken as LA 507
Spring Tu/Th 7-8:30pm, Bender. 1 credit
All courses in public administration are open without prerequisites to mature students. Admission to the program is a separate process from admission to the college. Courses are for .66 credit and meet in the evenings. Arrangements for full credit (1.0) can be made with the instructor. Times and places are available from the Public Administration Office, 244-6151 x511. Teachers, counselors, and others may find the content and the opportunity to participate with in-career public officials an especially stimulating educational experience. Some courses are taught as "Intensive Seminars" and generally adhere to this format: a Thursday night session when materials are made available, assignments given, and the course introduced; approximately one month later, a second session on Thursday night followed by all-day sessions Friday and Saturday. Assignments are turned in and a final assignment given. This format has enabled the college to bring distinguished academics and practitioners from England, Washington, D.C., West Virginia, and Florida to enrich course offerings.

501 Administration in Government
Overview of the development of the study of public administration with emphasis on the relationship between theory and practice, budgeting, personnel management, and the problems of public control and administrative ethics.
Fall Required course for MPA majors

540 Accounting for Administrators
Comprehensive overview of accounting with emphasis on understanding and interpreting accounting reports and with some accounting procedures introduced.
Fall

598 Communications in Organizations
Overview of the communication process within a variety of organizational settings, focusing on theoretical findings, variables in the communication process, and strategies for improving communication within the organization.
Fall

525 Technology Assessment
Development of skills in identifying individuals and groups who will be affected by either policy changes or decision alternatives and in measuring the degree of impact to aid in arriving at more informed policy decisions.
Fall Intensive seminar

513 Legislative Process
Examination of the similarities and differences between the legislative process at the federal and state/local levels. Attention is given to the role of parties, interest groups, and the organization structure of legislative bodies with emphasis on the extent to which the bureaucracy can and/or should share in the legislative process.
Fall Intensive seminar

505 Capstone Course
Final closure course for all program majors designed to integrate the student's program of study through a research paper that can also be of use to the administrator's work situation.
Fall Required course for MPA majors

519 National Policy Process
Week-long intensive seminar in Washington, D.C. Students examine the major components of the national policy process, meet with key political leaders and administrators, and follow critical issues of personal concern through the twists and turns of the political process.
December 1978

503 Public Finance/Budget Process
An examination of the political context of public budgeting, as well as the use of the budget as an economic tool for fiscal and monetary control of the economy: How a budget is made? Who participates? What results are achieved?
Winter Required core course for program majors

504 Legal Environment of Administration
Overview of the legal context within which the administrative process functions. Attention given to relevant Supreme Court opinions against the larger backdrop of agency rule-making, hearing, appeals, and adjudicative powers.
Winter Required core course for program majors
522 Natural Resources Policy
Exploration of the nation's natural resource policies through the lens provided by the policy-making and budgetary processes which give them life. Specific attention given to various substantive areas, such as land, water, wildlife, and energy.
Winter

551 Management in a Changing Society
Examination of the central characteristics of innovative and responsive organizations and the managerial skills necessary to bring these characteristics to the fore.
Winter

542 Operations Research
Examination of the use and abuses of various devices and tools used for helping administrators to discover and then implement basic policy directions and organizational goals. Exposure to basic computer programming.
Winter Intensive seminar

523 Human Services
Focus on the managerial and administrative characteristics of social welfare organizations and only peripherally on the larger issues of social policy and social change. Attention given to problems of "duplication, overlap, and fragmentation" and the organizational and policy characteristics to which they seem to be related.
Winter Intensive seminar

524 Energy Policy
Presentation of materials and analyses of research sponsored by the Pacific Northwest Regional Commission. Specific issues include: avenues for public policy participation; impact of possible changes in the rate-making process; problem of siting energy-producing plants; treatment of unconventional sources of energy.
Winter Intensive seminar

502 Economic Context of Administration
Examination of the full range of federal budgetary mechanisms used to shape and control the national economy. Special emphasis on the implications of these mechanisms for framing planning, programming, and budgeting possibilities for public administrators at the local, state, and federal levels.
Spring Required core course for program majors

561 Ethics in Administration
Examination of the sources of ethical conflict for public administrators and the kinds of solutions that may be appropriate for dealing with them, i.e., conflict of interest statutes, codes of ethics, ombudsmen. Attention to the differing political contexts which help to condition and shape the ethical environment within which administrators operate.
Spring

514 Governments and Their Publics
Exploration of the political environment that helps to shape and set the limits of what is possible in making and implementing public policy. Attention given to measuring opinion, evaluating service to clientele groups, and adapting to changing public needs.
Spring

543 Statistics for Administrators
Introduction to the use of statistical techniques in the solution of problems encountered in business, economics, and government. Emphasis on model building and the interpretation of results.
Spring

512 Metropolitan Policies
An initial exploration of the trends of metropolitan growth, the legal and political bases of traditional fragmented governmental structures and services, followed by an examination of several alternatives of a more coordinated metropolitan political system.
Spring

575 Not-for-Profit Agency Administration
Examination of the problems of directing voluntary organizations. Focus on personnel administration, volunteer/staff relations, budgeting and finance management, fund raising, public relations, long-range planning, and the future of nonprofit, volunteer organizations.
Spring Intensive seminar

531 Personnel Management
Fundamentals of personnel administration in the public sector, leading to a discussion of specific issues of current concern. Course relies on contribution of visiting practitioners and experts.
Spring Intensive seminar
539 Federal Personnel Policies
Examination of current efforts to reform the federal personnel system and reasons for such reforms. Findings are generalized to pursue principles of personnel management relevant to large public and private bureaucracies.
Summer

552 Current Developments in Administration
Examination of current trends and changes in administrative procedures in Great Britain and the U.S. Generally, the course is taught by a Distinguished Visiting Professor from Great Britain.
Summer

532 Interpersonal Relations
Integrative overview of behavioral science concepts and principles of interpersonal relations in management with special application for government executives and managers. Through case studies, group interaction and feedback, the manager identifies and assesses personal attitudes and styles and makes predictions regarding managerial effectiveness in relation to personal and organizational needs.
Summer Intensive seminar

522 Natural Resources Policy
Exploration of the nation's natural resources policies through the lens provided by the policy-making and budgetary processes which give them life. Specific attention to various substantive areas, such as land, water, wildlife, and energy.
Summer
John R. Howard, LL.D.  President
John E. Brown, Ph.D.  Dean of Faculty
Sid C. Eder, Ph.D.  Director of Graduate Studies  
                     Co-director MAT Program
Paul C. Magnusson, Ph.D.  Co-director MAT Program
Jerry Luedders, M.M.  Director of School of Music
H. William Brelje, Ed.D.  Director of Special Education  
                         Hearing Impaired Program
Gordon Lindbloom, Ph.D.  Director of Counselor Education  
                         Program
Donald C. Balmer, Ph.D.  Co-Directors of Public  
                         Administration Program
Guenter Mattersdorff, Ph.D.
Sarah Ramirez  Program Assistant

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LEWIS AND CLARK COLLEGE

Graduate Studies Bulletin

Lewis & Clark College
Division of Graduate Studies
Portland, Oregon 97219
ADMINISTRATION

President ........................................... John R. Howard
                                         LL.D.

Dean of Faculty ................................. John E. Brown
                                         Ph.D.

Director of Graduate Studies/Summer School .... Sid C. Eder
                                         Ph.D.

Co-Director MAT Program ...................... Paul C. Magnusson
                                         Ph.D.

Director of School of Music .................... Jerry Luedders
                                         M.M.

Director of Special Education - Hearing  ....... H. William Brelje
                                         Ed.D.

Acting Director of Counselor Education Program .. Joan E. McIlroy
                                         Ph.D.

Co-Directors of Public Administration Program .. Donald C. Balmer
                                         Ph.D.
                                         Guenter Mattersdorff
                                         Ph.D.
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GENERAL INFORMATION

The Graduate Program

Graduate and post-baccalaureate programs for teacher certification offer students a variety of programs for advanced study. Advanced degree programs are offered in five areas: (1) The Master of Arts in Teaching at the Elementary and Secondary levels; (2) The Master of Education in Special Education - Hearing Impaired, and the Counseling Education Program; (3) The Master of Music Education for the music specialist in public schools; (4) The Master of Music, a professional degree in music performance or composition; and (5) Master of Public Administration (please see page 9 for details).

The Master of Arts in Teaching degree is designed to meet the needs of teachers at all levels of teaching in the public or private schools who wish to complete work for the 5th year certificate and at the same time work toward an advanced degree. The program is characterized by flexibility and is tailored to meet the needs of individual students.

The Master of Education in Special Education - Hearing Impaired is planned to meet the specialized needs of students preparing to teach hearing impaired children in elementary and secondary schools. The Master of Education in Counseling meets the specialized needs of students preparing to enter the field or upgrade counseling competencies.

The Master of Music Education degree is planned to complete the requirements of the 5th year certificate in Music Education. This program is also characterized by flexibility and is based upon individual needs.

The Master of Music degree is a professional degree offered in the areas of performance and composition. Each program is based upon previous education, experience, proficiency, and artistic goals of the student.

Programs of study are available for students working toward the completion of the 5th year certificate. Such programs need not lead to any one of the Master's degrees outlined above.

GENERAL REGULATIONS

Admission to Graduate or Post Baccalaureate Study

Admission may be granted by the Graduate Committee to individuals who have received a bachelor's degree from an accredited college or university. In the case of candidates for the Master of Arts in Teaching or the Master of Music Education, the undergraduate work must have been completed in an institution which is recognized by the Oregon Board of Education. The candidate must also hold, be eligible for, or be a candidate for an Oregon teaching certificate or its equivalent.

Out-of-state students who intend utilizing their graduate work for certification in a state other than Oregon must submit approval from their accreditation agency (college, university, state department of education) for their planned program of study.

(Please see page 8 for specific requirements for admission to graduate study in the School of Music.)

A cumulative grade point average of 2.5 in undergraduate work is required for admission. The Graduate Committee may waive the 2.5 requirement provided the Graduate Record Examination (Aptitude Section) or Miller Analogies scores are enough above the norm to indicate probable success in the graduate program.

In addition to the Aptitude Section of the Graduate Record Examination or the Miller Analogies examination, the Graduate Committee will require references of the candidate and a
personal interview. The committee will approve admission to those who possess academic, personal, and professional qualities acceptable to the committee.

Admission to post-baccalaureate study leading to certification only is accomplished by the usual process of admission to the Teacher Education Program (see College Catalog, Department of Education supplement).

Application blanks for admission to graduate or post-baccalaureate study may be obtained from the office of the Director of Graduate Studies, or from the Director of the School of Music.

Unclassified Status - Applicants who for valid reasons have been unable to supply complete admission information prior to the opening of the term may be given unclassified status. This status permits a student to study for one term only and is not renewable. Unclassified status in no way guarantees subsequent admission to full graduate standing.

ADMISSION TO GRADUATE OR POST-BACCALAUREATE STUDY IS NOT TO BE CONSIDERED AS ADMISSION TO CANDIDACY FOR THE DEGREE.

Admission to Candidacy for the Degree

The student may make application for admission to candidacy for a degree during his first term of study. The Graduate Studies Committee in Education or the School of Music, will consider the application when the student has completed one full term's work (three full courses). Under no circumstances may the application for candidacy be delayed beyond the second term of study. (six full courses)

No credit beyond six courses will be granted toward an advanced degree until the application for candidacy has been considered and approved by the Graduate Studies Committee in Education or Music.

Application forms for admission to candidacy for the degree may be secured from the office of the Director of Graduate Studies, or the office of the Director of the School of Music.

Advisors

The Director of Graduate Studies will assume responsibility for the assignment of advisors to candidates for the Master of Arts in Teaching degree. Advisors for candidates for the Master of Education degree will be assigned by the Director of the Hearing Impaired Program or the Counselor Education program. The Director of the School of Music will assign advisors to candidates for the Master of Music Education and the Master of Music degrees.

Transfer of Credit

A limit of transfer work applicable to a degree program is established at two Lewis & Clark College courses (6 2/3 semester hours or 10 quarter hours). Transfer credits are acceptable only within a five year limit. Petitions for the acceptance of transfer credit must be filed with the Director of Graduate Studies at the time of application for Admission to Candidacy for the Degree. Such courses will be marked as acceptable on the transcripts furnished by the candidate. No course may be transferred which carries a grade lower than "B". All graduate courses and transfer credits must be graded (no credit or pass/fail marks).

Tuition and Fees

The college, recognizing that graduate students usually operate upon limited budgets, offers reduced tuition for graduate and post-baccalaureate study. This is established as policy in order that the student may devote his entire time to his program rather than spend a considerable portion of time and energy as a teaching assistant or fellow. The tuition for the graduate or post-baccalaureate student is currently $200.00 per course (1977-78), or a total year's tuition for a full
load of nine courses of $1800.00. Tuition costs reflect operational costs and economic trends, thus may change when conditions demand alteration.

The fee schedule for undergraduate students does not apply to graduate and post-baccalaureate students. The following fee schedule will apply:

<table>
<thead>
<tr>
<th>Service</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application to graduate study</td>
<td>$10.00</td>
</tr>
<tr>
<td>Graduation fee</td>
<td>25.00</td>
</tr>
<tr>
<td>All graduate and post-baccalaureate students are eligible to register with the Teacher Placement Service (optional)</td>
<td>10.00</td>
</tr>
<tr>
<td>Late registration</td>
<td>5.00</td>
</tr>
</tbody>
</table>

Financial Assistance

Lewis and Clark College does not offer Teaching Assistantships or other types of Fellowships and Grants for graduate students.

The college participates in the National Defense Education Act Loan Program. There are several other types of financial aid available. Applications for loans will be processed through the Financial Aids Office of the college.

Requirements for Master's Degrees

(Master of Arts in Teaching, Master of Education, Master of Music Education, and Master of Music)

A candidate is required to complete at least 10 courses of work taken in residence. A limited number of courses (note 'Transfer of Credit' section) taken in residence at another accredited institution may be presented to apply on this requirement. No correspondence course work will be accepted for a graduate program.

Ed. 500 Research Methods is a pre-requisite for MAT and M. Ed. degrees.

A graduate student is expected to maintain a higher level of academic achievement than undergraduate students. The following policy has been adopted by the Graduate Studies Committee:

1. Each student is required to present for the degree a minimum cumulative graduate grade point average of B (3.0).

2. The equivalent of not more than two full course credits of a grade lower than “B” may be allowed in a graduate degree program of ten courses.

3. Courses in which the student received an unacceptable grade must be replaced by another or repeated. Unacceptable grades will not be used in computing the cumulative grade point average.

Incomplete Grades:

An 'incomplete' grade must be made up by the 30th class day of the succeeding term in which the student is enrolled. After this time the incomplete cannot be made up; however, the course may be retaken and the grade changed. If the student is not enrolled, a three year period is granted before the incomplete remains permanent.

A post-baccalaureate student working toward teacher certification must maintain a cumulative grade point average of at least 2.5. His program will be developed to meet the forty-five quarter hours as required by the Oregon Board of Education, or the program as required by the state in which he plans to obtain his certificate.

Competency Waivers

A candidate seeking teacher or counselor certification from Lewis & Clark utilizing an equivalency or demonstrated competency for a course must meet the following conditions:

"Competency based upon college established criteria and demonstrated in one or more of the following:"

3
1. By written or verbal examination given by the professor in the area in which competency is to be tested.

2. By demonstration of the skills, behaviors and other criteria which clearly demonstrate the mastery of the area in which competency is to be tested.

3. By a written recommendation from an authority recognized by the college, e.g. a certified school principal or superintendent, in conjunction with a thorough review of same by the College Chairman of the Department of Education.

Utilizing demonstrated competency for substitution of course requirements will not substitute for general college requirements of residence or academic standards. A course successfully met by demonstrated competency will be noted on the candidate's transcript as follows:

by competency examination, demonstration, or recommendation (or any combination).

During the admissions and program planning process of each candidate his pre-enrollment knowledge and skills will be assessed and an individualized program will be based upon his remaining needs.

**Thesis**

No thesis is required for any Master's degree offered by Lewis and Clark College. The student may elect to do an Independent Research Study in place of one course should he desire to do so (Ed. 509 Thesis). This option should be taken at the time the graduate program is planned and approved.

**Residence**

A candidate is required to complete at least eight (8) full courses in residence at Lewis and Clark College toward a graduate degree. A limited number of courses (note 'Transfer of Credit' section) taken in residence at another accredited institution may be presented to apply to the program. Graduate credit is not allowed for correspondence courses.

Residence is defined as continuous enrollment at Lewis and Clark College carrying a minimum of one full course credit per term.

Continuous enrollment is defined as maintaining residence at Lewis and Clark College each term until completion of the planned program; full enrollment in summer session if student does not reside in the Portland Metropolitan area. A graduate student may request permission from the Director of Graduate Studies to interrupt his planned program for one or more terms.

**Application for the Degree**

The application for the degree, together with the graduation fee of $25.00, should be filed with the Director of Graduate Studies at the time of registration for the final term of work for the degree.

**Conferral of Degrees**

Degrees are conferred at the annual College Commencement in June and at the annual Summer Session Commencement in August.

**SEQUENTIAL RESPONSIBILITIES OF ALL CANDIDATES IN MASTER'S DEGREE PROGRAMS**

1. Secure admission to the program at Lewis and Clark College.

   a) Hold Bachelor's Degree from college or university recognized by Oregon Board of Education.

   b) Hold, or be eligible to hold, or be a candidate for an Oregon teaching certificate or its equivalent (MAT, MMEd degrees).
c) File application with Director of Graduate Studies and provide two transcripts of all previous college work not less than two weeks prior to registration.

d) Provide scores on Aptitude section of Graduate Record Examination of Miller Analogies examination at time of application or during first term of graduate study.

e) Include application fee of $10.00 with application. (Application forms for Admission to Graduate study may be secured from the Office of Director of Graduate Studies.

2. Work out program with advisor.

   a) File copy of program in office of Director of Graduate Studies.

   b) Receive written approval from Graduate Studies Committee in Education or School of Music.

3. At time of registering for fourth course at Lewis and Clark, ask for and complete Application for Admission to Candidacy.

   a) Any change of program must be cleared through the Director of Graduate Studies.

4. Apply for degree.

   a) Application form is available in the office of Director of Graduate Studies.

   b) Complete application as per schedule below:

   Fall Graduation – October 1

   Winter Graduation – January 15

   Spring Graduation – February 1

   Summer Graduation – May 15

5. Pay graduate fee ($25) and obtain clearance from the Business Office. Make arrangements at Bookstore for hood and gown and/or announcements, if desired.

**PROGRAMS FOR MASTER’S DEGREES**

**Master of Arts in Teaching**
- Elementary Education
- Secondary Education

**Master of Education**
- Special Education - Hearing Impaired
- Counselor Education

**Master of Music Education**
- Elementary and Secondary school music teachers enroll in the MMed program to meet certification and degree requirements.

**Master of Music**
- Composition
- Instrumental Music
- Vocal Music

**Master of Public Administration**

**STATEMENT OF PURPOSE**

The purpose of these master's degree programs is to provide for one or more of the following objectives:

1. To develop the candidate's ability for continued self-directed study in his field of specialization.

2. To improve the candidate's professional competence.

3. To enable the candidate to broaden his cultural background, to develop his personal and social responsibility, and to prepare for community leadership.
- Master of Arts in Teaching -
Elementary Education
(Grades K - 9)

This degree requires the completion of ten (10) courses as follows and pre-requisite Ed. 500 Research Methods.

A. Education (5 courses)

1. The completion of five education courses to be selected which meet MAT and certification requirements; to be chosen when planning the program.

B. Academic Area (Minimum of 5 courses)

1. The completion (including undergraduate credit) of two areas of concentration totaling 30 quarter hours in each area. Academic areas which may constitute concentrations are:

   Language Arts
   Social Studies
   Art
   Health
   Physical Education
   Mathematics
   Music
   Sciences
   Foreign Language

- Master of Arts in Teaching -
Secondary Endorsement
(Grades 5 - 12)

This degree requires the completion of ten (10) courses as follows and pre-requisite Ed. 500 Research Methods.

A. Education (5 courses)

1. The completion of five education courses to be selected which meet MAT and certification requirements; to be chosen when planning the program.

B. Academic Area (5 courses)

1. The completion of a standard subject matter endorsement in subject field taught in the senior high school.

2. For the MAT candidate in Language Arts or in Social Studies, the program is expected to be developed to the extent possible in interdisciplinary work.

3. An MAT program may be planned for students who have completed all of the academic work required by the Oregon Board of Education for the 5th year and are eligible for the Oregon Basic Certificate or its equivalent. Such a program will be designated as one in the Master of Arts in Teaching Liberal Studies.

4. Academic course work should be chosen from the graduate or upper division offerings. If upper division work is included in a program the record will include the letter "G" following the course number to indicate graduate credit.

5. At least three of the five courses in the academic areas must be at the 500 level if a department offers such courses. Candidates who live outside the Portland Metropolitan area and can take course work during summer months only may have this requirement waived by petition.
- Master of Education -
Special Education/Hearing Impaired

This program requires the completion of the following courses completed on campus at Lewis and Clark College and at selected field locations where students work with hearing impaired children. Completion of the program normally requires a summer-academic year-summer sequence of courses and leads to National Certification from the Council on Education of the Deaf and Oregon State Certification as an Elementary or Secondary Teacher of Hearing Impaired Children.

Ed. 500 Research Methods
TTD 510 Psycho-Social and Education Foundations of Deafness
Ed. 511 Signed English
TTD 511 Comm. Systems 1 & Lab.
TTD 513 Methods of Developing Language 1 & Lab.
TTD 515 Observation, Tutoring Teacher's Aide and Field Experience
TTD 517 Curriculum and Instruction of the Hearing Impaired
TTD 518 Teaching Strategies (a. Elem. b. Secondary) of Teaching Reading and School Subjects to the Deaf
TTD 520 Audiology I, Anatomy and Clinical Experience
TTD 524 Methods of Developing Language II & Lab. (a. Elem. & b. Secondary)
TTD 526 Student Teaching (a. Elem. & b. Secondary)
TTD 528 Audiology II & Clinical Experience - Testing

In addition to the Specialized Course Work in the Education of the Hearing Impaired, each student in the program is required to complete a planned program of additional Graduate Courses in Education.

- Master of Education -
Counselor Education

This program requires a total of twelve (12) credits. The Master's program is scheduled in two phases, each phase containing six credits.

Pre-Requisites

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed. 500</td>
<td>Research Methods</td>
</tr>
<tr>
<td>Ed. 509</td>
<td>Principles of Counseling</td>
</tr>
</tbody>
</table>

A. Phase I

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed. 550</td>
<td>Interpersonal Relations</td>
</tr>
<tr>
<td>Ed. 551</td>
<td>Counseling Theory &amp; Philosophy</td>
</tr>
<tr>
<td>Ed. 552</td>
<td>Individual Differences &amp; Assessment</td>
</tr>
<tr>
<td>Ed. 553</td>
<td>Career Counseling</td>
</tr>
<tr>
<td>Ed. 554</td>
<td>Counseling Practicum</td>
</tr>
<tr>
<td>Ed. 555</td>
<td>Counseling Practicum</td>
</tr>
</tbody>
</table>
B. Phase II

Ed. 560 Individual Testing
Ed. 561 The Exceptional Counselee
Ed. 562 Group Counseling
Ed. 563 Seminar: Behavioral Counseling
Ed. 564 Seminar: Family Counseling
Ed. 565 Seminar: Gestalt Process
Ed. 566 Advanced Counseling Practicum
Ed. 567 Advanced Counseling Practicum

- Master’s Degree in Music -

NOTE: An information sheet for prospective graduate students in music, outlining sequential responsibilities, should be obtained from the School of Music.

Admission to Graduate Study

Admission to graduate study in music may be granted to individuals who have:

A. Graduated from an accredited institution with the appropriate bachelor’s degree of the equivalent as offered at Lewis and Clark. (Candidates holding a Bachelor’s degree in the field of music with a major in a field other than that of intended specialization may be admitted provisionally to graduate study and must fulfill the undergraduate requirements for the proposed major.)

B. Demonstrated (by examination) skills and competencies in the following fields:

1. Harmony - written, aural, and keyboard.
2. Sight singing, melodic, harmonic, and rhythmic dictation.
3. Orchestration and conducting.
4. The history and literature of music and the study of musical form.
5. Piano, orchestral instruments and voice depending upon the candidate’s area of specialization.

ADMISSION TO THE GRADUATE STUDY PROGRAM IS NOT TO BE CONSIDERED AS ADMISSION TO CANDIDACY FOR THE DEGREE.

Admission to Candidacy

The procedure is described on page 2.

All candidates for master’s degrees must pass a written examination before graduation. Application forms are available in the office of the School of Music and must be completed at least four weeks before completion of course work.

For further information consult the Advisor to Graduate Students, School of Music.

- Master of Music Education -

The Master of Music Education degree is offered to teachers of music in the public schools at any level. Ordinarily some teaching experience is considered desirable before completion of the course work for the degree.

The degree is based upon completion of the requirements of the Standard Certificate for teaching music. This means that the student will complete all professional education requirements as well as the subject requirements for the Standard Certificate (see below).

This program normally requires five courses in Professional Education and five courses in music as determined in consultation with the student’s advisory committee. The five courses in music must include work in the following:

A. Theory, music literature, music history.
B. Applied music, not necessarily limited to the student’s major skill.
C. Candidates are required to participate in regular ensemble groups throughout the term of residence.
Undergraduate courses in music are available for graduate credit if approved by the student's advisor and if they were not included in the undergraduate program.

- Master of Music -

To qualify for full graduate standing with composition, instrumental music, or voice as a field of concentration, the student must present evidence of the completion of a four-year curriculum (in the same major field) in an accredited school or college. More detailed information may be obtained from the Director of the School of Music.

Requirements for a Degree in Composition

Major Subject:

Emphasis shall be upon the study of composition in the larger forms. The student must submit at least one original composition in large form (chamber or symphonic work, a choral work with orchestral accompaniment, or the like). This work must exhibit considerably greater maturity and facility in composition than that submitted for entrance.

Minor Subject:

(a) Additional theory, such as work in counterpoint, canon and fugue, and orchestration.
(b) Work in music history and other areas to be planned jointly by the student and his Graduate Committee.
(c) Continued work in applied music.

Requirements for a Degree in Vocal Music

Major Subject:

One-half to two-thirds of the total work is to be devoted to the vocal major. The repertoire shall include representative selections from opera, oratorio, and song literature of a variety of styles. This study must culminate in a public recital. Some piano study may be a part of the major subject. The vocal work should include pedagogy and participation in ensembles. It should be augmented by a thorough study of the repertoire in the candidate's field of specialization.

Minor Subjects:

(a) Courses in music literature and history.
(b) Courses in theory beyond the undergraduate requirements, or work in any other field for which the student is prepared.

Requirements for a Degree in Instrumental Music

Major Subject:

One-half to two-thirds of the total work is to be devoted to the instrumental music major. This study must culminate in a public recital. It should be the student's objective to study an extensive and well-rounded repertoire, considerably more comprehensive than that required or achieved during undergraduate study. The work in applied music should include pedagogy and participation in ensembles. It should be augmented by a thorough study of the repertoire in the candidate's field of specialization.

Minor Subjects:

(a) Courses in music literature and history.
(b) Courses in theory beyond the undergraduate requirements, or work in any other field for which the student is prepared.

- Master of Public Administration -

This program is for mid-career officials in government, nonprofit organizations, and private
industry who plan to augment their administrative skills and understanding by pursuing academic studies specifically designed for them. The courses in this program discuss theoretical material as well as current practice. They invite all students to develop and present their own points of view on the basis of the literature in the field as well as their own experiences and insights into administrative structure, procedure, and development. The program intends to broaden the outlook and hone the skills of career officials by reviewing the relevant academic studies and the range of practical alternatives that bear on their assignments. There are usually no specific prerequisites to these courses.

**Course Requirements**

The minimum requirements for the master's degree will be 15 courses valued at 2/3 credit each, plus a "capstone course" which in most cases involves a research project. Up to nine quarter hours could be in the form of individual study courses. A "core" of five courses are specifically required. These courses are expected to be offered annually.

**Curriculum**

**Specific Requirements**

- PA 501 Administration in Government
- PA 502 Economic Context
- PA 503 Public Finance
- PA 504 Legal Environment of administration
- PA 505 Public Administration: Theory and Practice (5-hour "capstone course")

**General Requirements**

At least one course out of each of the following groups is required.

**Political Context**

- PA 511 The Administrator and Public Policy Process
- PA 512 Metropolitan Politics
- PA 513 Legislative Process: Federal and State
- PA 514 Governments and Their Publics

**Content of Public Policy**

- PA 521 Public Regulation of Business
- PA 522 Natural Resources Policy
- PA 523 Human Services (various fields)

**Personnel Relations**

- PA 531 Personnel Management
- PA 532 Inter-Personal Relations
- PA 533 Collective Bargaining in the Public Sector

**Quantitative Methods**

- PA 541 Government Accounting
- PA 542 Systems Analysis/Operations Research
- PA 543 Statistics and Their Uses
- PA 544 Computer Technology and Administration

**Advanced Administrative Management**

- PA 551 Management in a Changing Environment
- PA 552 Current Developments in Public Administration
- PA 553 Organization Theory and Development

**Values and Administration**

- PA 561 Administrative Ethics
- PA 562 Literature and Administrators' Values
- PA 563 Philosophical Approaches to Administration

**Electives**

Will vary with demand and availability of staff.
Admissions

Each applicant will be required to present:

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 sources 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, indicating professional career goals and how the Lewis and Clark program is expected to further them.

For more information call the Public Administration Program at 244-6161.

Participation on a noncredit basis is welcomed and a certification of completion will be provided.