CORRESPONDENCE DIRECTORY

Your specific questions about the college will be answered by one of the following officers:

For information concerning:
Admissions, reentry and transfer of credits
Alumni affairs
Business affairs
Campus Services for Deaf Students
Campus Services for Disabled Students
Class schedules and grades
Financial aid
Graduate Study
General information
Housing
Placement
Student activities
Summer session
Teacher education
Visiting the campus

Address:
Director of Admissions
Director of Alumni Relations
Director of Business Affairs
Director of Access Office
Registrar
Director of Financial Aid
Director of Graduate Programs
College Relations
Director of Dormitories
Director of Placement
Director of Student Activities
Director of Summer Session
Director of Teacher Education
Director of Admissions

Catalog Information

The information in this catalog is subject to change without notice and does not constitute a contract between Western Oregon State College and a student or any applicant for admission.

This catalog is for purposes of information only. Care is taken to ensure the accuracy of the information at the time copy is prepared for publication, but circumstances constantly change within an institution. New decisions may affect the accuracy of the details appearing here.

Students should closely study the official Schedule of Classes, which is available before and during registration. This publication contains academic regulations and procedures, class schedules and other information, some of which may not have been available when the catalog was published. Students also are urged to consult with faculty advisers for information and assistance.

Equal Opportunity and Affirmative Action

Western Oregon State College acknowledges its legal and moral responsibility to ensure equal employment and educational opportunities without regard to race, creed, color, religion, national origin, sex, age, physical disability, marital status, or inclusion in any group or class against which discrimination is prohibited by state or federal law.

Furthermore, the College will continue to develop and implement timely and comprehensive affirmative action procedures aimed at removing barriers to equal employment opportunities.

All grievances, questions or requests relating to equal opportunity and access to programs at Western Oregon State College should be referred to the Affirmative Action Officer, Title IV Coordinator or 504 Coordinator. For information, phone (503) 838-1220, ext. 201, or write to the appropriate officer at WOSC, Monmouth, OR 97361.

Western Oregon State College BULLETIN
Number 4, May 1981. Published four times a year (January, March, April and May) by the Oregon State Board of Higher Education, at Western Oregon State College, 345 North Monmouth Avenue, Monmouth, OR 97361.
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WESTERN OREGON
STATE COLLEGE
Monmouth, Oregon 97361
Phone: (503) 838-1220

Price $3.00
WESTERN OREGON
STATE COLLEGE

1981-82 Centennial Catalog Issue

During the 1981-82 academic year, Western Oregon State College is celebrating its centennial—100 years of service to the people of Oregon as a state institution of higher education.

The centennial logo was designed by WOSC alumnus, Mike Satern, to commemorate the occasion.

The theme chosen for the centennial, "To travel hopefully is a better thing than to arrive," was taken from the writings of Robert Louis Stevenson. With its new name, Western Oregon State College looks forward to a second century of service.
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## Public Notice Designating Directory Information

Western Oregon State College hereby designates the following student information items as public or "Directory information." Such information may be disclosed by the institution for any purpose, at its discretion.

Directory information includes: student’s full name; dates of enrollment; local address. Names of participants in officially recognized activities and sports; weight and height of members of athletic teams; class level; program of study; number of credit hours earned (not grades); degrees and awards received; the most recent educational institution attended; job title(s) and dates of employment for student employees who have been or are paid from college-administered funds are considered public information.

WOSC will not provide a special service of releasing lists of the names of its students to individuals, organizations or commercial enterprises who wish to acquire such lists as a resource to support their personal or profit-making ventures. Such lists (or mailing labels produced from such lists) are available only to those who have a legitimate educational interest, such as faculty, administrative offices of the college, and offices allied to the college and which support the educational objectives of the college.

Currently enrolled students may withhold disclosure of any item of information under the Family Educational Rights and Privacy Act of 1974. To withhold disclosure, written notification must be received in the Office of the Registrar prior to the end of the second week of classes, during the term of the academic year in which the student first enrolls. This restriction will be in force for the remainder of that academic year.

Forms requesting the withholding of "Directory Information" are available in the Registrar’s Office.

Western Oregon State College assumes that failure on the part of any student to specifically request the withholding of items of "Directory information" indicates individual approval for disclosure.
Academic Calendar 1981-82

Fall Term 1981

Faculty Week .................... Wednesday-Friday, Sept. 16-18
New Student Week ................. Sunday-Wednesday, Sept. 20-23
Registration begins .............. Wednesday, Sept. 23
Classes begin ..................... Thursday, Sept. 24
Last day to pay fees without penalty .......... Friday, Sept. 25
Last day to add or drop courses without penalty fee .................. Friday, Sept. 25
Last day to pay fees or add courses ......... Friday, Oct. 2
Last day to choose grade options .......... Friday, Oct. 2
Last day to drop courses without grade responsibility .......... Friday, Oct. 30
Advance registration for winter term, 1982 .......... Monday-Thursday, Nov. 16-19
Thanksgiving holiday ............. Thursday-Sunday, Nov. 26-29
Final examinations .............. Monday-Friday, Dec. 7-11
Fall term ends .................... Saturday, Dec. 12

Winter Term 1982

Registration begins ................ Monday, Jan. 4
Classes begin ..................... Tuesday, Jan. 5
Last day to pay fees without penalty .......... Friday, Jan. 8
Last day to add or drop courses without penalty fee .................. Friday, Jan. 8
Last day to pay fees or add courses ......... Friday, Jan. 15
Last day to choose grade options .......... Friday, Jan. 15
Last day to drop courses without grade responsibility .......... Friday, Feb. 5
Advance registration for spring term, 1982 .......... Monday-Thursday, Feb. 22-25
Final examinations .............. Monday-Friday, March 15-19
Winter term ends ................ Saturday, March 20

Spring Term 1982

Registration begins ................ Monday, March 29
Classes begin ..................... Tuesday, March 30
Last day to pay fees without penalty .......... Friday, April 2
Last day to add or drop courses without penalty fee .................. Friday, April 2
Last day to pay fees or add courses ......... Friday, April 9
Last day to choose grade options .......... Friday, April 6
Last day to drop courses without grade responsibility .......... Friday, April 9
Advance registration for fall term, 1982 .......... Monday-Thursday, May 17-20
Memorial Day holiday .......... Thursday-Sunday, May 31
Final Examinations .............. Monday-Friday, June 7-11
Commencement ................... Friday, June 11
Spring term ends ................ Saturday, June 12

Summer Term 1982

(Eight-week session and first four-week session)
Registration begins ............. Monday, June 21
Classes begin ..................... Tuesday, June 22
Last day to register, add or drop courses, and pay fees without penalty .......... Monday, June 28
Independence holiday .......... Monday, July 5
Last day to drop courses without grade responsibility:
  First four-week session .......... Tuesday, July 6
  Eight-week session .............. Monday, July 19
First four-week session ends .......... Friday, July 16

(Second four-week session)
Registration begins ................ Monday, July 21
Classes begin ..................... Monday, July 19
Last day to register, add or drop courses, and pay fees without penalty .......... Monday, July 26
Last day to drop courses without grade responsibility .......... Monday, Aug. 2
Second four-week session ends .......... Friday, Aug. 13
Eight-week session ends .......... Friday, Aug. 13

Fall Term 1982

Faculty Week ................. Thursday-Saturday, Sept. 16-18
New Student Week .............. Sunday-Wednesday, Sept. 19-22
Registration begins ............. Wednesday, Sept. 22
Classes begin ..................... Thursday, Sept. 23
Thanksgiving holiday .......... Thursday-Sunday, Nov. 25-28
Fall term ends ................ Saturday, Dec. 11
WESTERN OREGON
STATE COLLEGE
SINCE 1856
THE COLLEGE

The College was chartered as Monmouth University by the territorial legislature in 1858. The name was changed in 1865 to Christian College. The College was supported by the Disciples of Christ during its early years.

In 1881, Christian College added a normal (teacher training) department, and a year later, the state legislature designated the College as a state normal school, and its name was changed to Oregon State Normal School. However, church support continued until 1891, when a state board of regents was designated to govern the College. The first state appropriation wasn’t made by the legislature until 1893, however.

The school continued as Oregon State Normal School until 1909, when it was deprived of state support and was forced to close. It was re-established as a state normal school by a vote of the people in 1910, and a year later reopened as Oregon Normal School. It continued under that name until 1939, when the legislature renamed it Oregon College of Education.

Studies in the liberal arts and sciences were authorized in the early 1950s, and now about one-half of WOSC’s undergraduate students are majoring in areas other than teacher education. Graduate studies also have been added to the college curriculum, and now graduate students comprise about one-fifth of the college’s enrollment, which stood at 3,222 in fall term, 1979.

In recognition of the broad range of liberal arts and professional programs offered by the college, the legislature changed the college’s name in April 1981 to Western Oregon State College.

The College has been a leader in teacher preparation since 1881, and has been cited twice in recent years by the American Association of Colleges for Teacher Education for national leadership in the excellence of its education programs.

The first chief administrator, apparently not known as president, was William Thompson Haley. Following him as presidents were L. L. Rowland, 1865-69; Thomas Franklin Campbell, 1869-82; David Truman Stanley, 1882-89; Prince Lucien Campbell (Thomas Franklin Campbell’s son), 1889-1902; Edwin DeVore Ressler, 1902-09; John Henry Ackerman, 1911-21; Joseph Samuel Landers, 1921-32; Julius Alonzo Churchill, 1932-39; Charles Abner Howard, 1939-47; Henry Martin Gunn, 1947-50; Robert John Maaske, 1950-55; Roy Elwayne Lievallen, 1955-61; Ellis Arnold Stebbins, administrator in charge, 1961-62; Leonard William Rice, 1962-77; and Gerald Leinwand, 1977-.

Accreditation

The College is a member of the American Association of Colleges for Teacher Education, the National Association of Schools of Music, and the Northwest Association of Schools and Colleges. It is accredited by the National Council for Accreditation of Teacher Education for the preparation of elementary and secondary teachers, with the master’s degree as the highest approved degree. All teacher education programs have been approved by the Oregon State Teacher Standards and Practices Commission as meeting new certification rules for Oregon public school teachers effective in January, 1980.

Degrees

WOSC offers studies leading to the following degrees:

Associate in Arts (two-year program)
Bachelor of Arts and Bachelor of Science in:
- Art
- Education (Elementary, Secondary)
- Humanities (with majors in Humanities, English, and Writing)
- Interdisciplinary Studies
- Music
- Natural Sciences (with majors in Natural Sciences, Biology and Mathematics)
- Psychology
- Social Science (with majors in Social Science, Corrections, Economics, Geography, History and Law Enforcement)

The Arts
- Bachelor of Science in Fire Services Administration
- Master of Science in Education (Elementary, Secondary and several educational specializations)
- Master of Arts in Teaching
- Master of Music Education
- Master of Science in Counseling (Joint Degree Program with OSU)
- Master of Arts and Master of Science in Correctional Administration
- Master of Arts and Master of Science in Interdisciplinary Studies
Arbuthnot Hall (1981). This former women's dormitory now houses the Oregon Police Academy which is operated by the State Board on Police Standards and Training.


Campbell Hall (1871, 1889, 1898, 1917, 1962). Art Department offices, classrooms. This historic building's imposing tower stood as a symbol of the college until 1962 when a violent windstorm toppled it and damaged other parts of the building. Until the storm, Campbell Hall housed most of the classroom space at the college. The building was named for two early presidents, T. F. Campbell (1889-1902) and his son, Prince Lucien Campbell (1889-1902). Students, faculty and guest artists exhibit art work in the gallery.

Campus Elementary School (1915, 1948, 1958). College-owned, but a unit of the Monmouth-Independence School District; used by the college as a teaching laboratory.

The Cottage (1917). Offices of the dean of students and staff; financial aids, counseling offices.

Education Building (1966). Elementary and Secondary Education Department offices and classrooms on the upper floor. Special Education, classrooms, and laboratories on the lower floor.


Humanities and Social Science Building (1954). Classrooms, offices of the Humanities and Social Science Departments. This building replaced the section of Campbell Hall that was destroyed in 1962.

Maaske Hall (1955). Once a men's dormitory, the building now is headquarters for the Northwest Regional Resource Center for the Deaf. Counselor preparation and some music faculty offices also are located here.

MacArthur Field. The covered stadium seats about 2,000 spectators for football and track and field. Baseball and other intercollegiate and intramural teams use the nearby fields.

Malheur Field Station. WOSC is a member of the consortium which operates the field station, located 32 miles south of Burns, Ore. This facility and the adjacent Malheur National Wildlife Refuge provides an unique extension of the main campus.

Maple Hall (1913). Physical education activity classes.

Music Hall (1958). Music Department offices, classrooms, listening and practice rooms, teaching studio, small recital hall.

Natural Sciences Building (1970). Natural Sciences and Mathematics Department offices, classrooms, laboratories; meteorological equipment and a greenhouse are on the roof.
Terry House. Corrections program of the Social Science Department.

Todd Hall (1912, 1921). Converted women's dormitory now used for offices and laboratories of the Teaching Research Division of the State System of Higher Education. Psychology faculty offices are on the third floor.

West House (1924). Special programs, faculty offices of the Social Science Department. Some speech faculty also have offices here.

Library (1951, 1968, 1976)

The modern, convenient Library is rich in resources for the college curriculum and other educational and recreational uses. More than 170,000 volumes and 1,400 serials are readily accessible to students and faculty. Individual study desks, tables, typing rooms, and cassette-listening stations are provided throughout the building. As an official depository for United States and State of Oregon publications, the Library now has 52,000 government documents. More than 130,000 microforms are on hand, including the extensive microfiche collection of the Educational Resources Information Center (ERIC), and a variety of reading machines for microfilm, microfiche, and microcards are available. The combined book resources of more than two million volumes in the Oregon State System of Higher Education are available to students and faculty through cooperative service arrangements.

The library provides facilities and services for physically limited students, including ramps for easy access, Visualtek, reel-to-reel and cassette tape machines for visually impaired students, special study tables and microform machines for wheelchair students, and staff members assigned to satisfy special requirements.

Educational Media Center

Located on the lower level of the Library, the center serves as a repository and distribution center of non-print media and other related audio-visual facilities intended for the direct support of instruction. It also produces a variety of media such as motion pictures, filmstrips, slides, prints, overhead transparencies and audio tapes for faculty and students. The center operates a campus-wide closed-circuit television network with videotape and camera studios which intertie with a community TV cable for off-campus viewing in the Monmouth-Independence area.

The center also offers listening and viewing areas for audiotapes and videotapes, films and filmstrips, both commercially and locally produced. This is to help students with classroom assignments. Check-out audiotape players, filmstrip viewers and high-speed tape duplication services also are available to students.

Learning Activities Resources Center (LARC)

Located in the Education Building, LARC serves students and faculty in teacher education. It duplicates as closely as possible the resources, services and organization which may be found in most school media centers in Oregon.

A collection of more than 20,000 items of print and nonprint materials is maintained. It covers subjects taught in Oregon elementary and secondary schools, including materials for the handicapped and severely handicapped.

The collection includes a curriculum library of more than 4,500 elementary and secondary textbooks and about 1,200 courses of study used in Oregon and elsewhere.

Facilities are provided so that students and faculty can produce their own materials. LARC also serves as a laboratory for educational media classes and other courses.

Entering WOSC

Formal admission to the College is required before a student may attend regular sessions (fall, winter and spring terms). For exceptions and admission to summer session, write to the Admissions Office. The address is:

Admissions Office
Western Oregon State College
Monmouth OR 97361
Ph.: (503) 638-1220, ext. 211

Student Expenses

The table below is an estimate of the expenses that undergraduate residents of Oregon can expect to pay during the 1981-82 school year at WOSC. Tuition for nonresident undergraduates and all graduate students is more, as the footnote in the table indicates. Special fees also are assessed for various purposes; they are listed on Page 13.

Room and board are estimated for a student sharing a room in a residence hall and taking meals in the Food Service Building. Room and board rates vary from term to term through the year, and students can expect to pay less in winter and spring terms. The amounts for room and board in the table also includes about $30 per term for third meals not eaten on campus on Sundays.

Fee Schedule 1981-82*

<table>
<thead>
<tr>
<th></th>
<th>Fall term</th>
<th>Three terms</th>
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<tr>
<td>Tuition and fees</td>
<td>$ 307.00</td>
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<td>Books and supplies</td>
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<td>240.00</td>
</tr>
<tr>
<td>Room and board on campus</td>
<td>840.00</td>
<td>1890.00</td>
</tr>
<tr>
<td>Transportation</td>
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<tr>
<td>Personal expenses</td>
<td>270.00</td>
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<tr>
<td>General deposit</td>
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<td>25.00</td>
</tr>
<tr>
<td>Total</td>
<td>$1617.00</td>
<td>$4171.00</td>
</tr>
</tbody>
</table>

* Fees for 1981-82 were not available at press time. A considerable increase is anticipated. Details available in the Registrar's office.

1 Nonresident undergraduates, $975 and $2,925; resident graduates, $464 and $1,392; nonresident graduates, $795 and $2,385.
2 Refundable at the end of the regular school year.
Application for Admission

A student must present evidence of acceptable preparation for study at the college level.

**Beginning Freshmen.** Beginning freshmen are students with no preparation beyond high school or with 11 or fewer credit hours of post-secondary work. Freshmen must apply for admission to WOSC on forms which high school or community college counseling offices or the WOSC Admissions Office can supply.

Beginning freshmen must furnish complete (four-year) high school records showing credits earned and date of graduation certified by the principal or superintendent of the school.

Students planning to enter as beginning freshmen should complete either the College Entrance Examination Board’s Scholastic Aptitude Test (SAT) or the American College Test (ACT) before registration. These tests are used for counseling and placement, but the scores also may be used to determine admission if the required high school grade-point average hasn’t been achieved.

Arrangements to take one of these tests should be made through the high school counseling office during the senior year. The results should be sent to the Admissions Office at the time of admission. Special arrangements will be necessary if one of the tests is not taken before the student arrives on campus.

**Transfer Students.** Application forms for transfer students (those with previous college experience) must be obtained from the WOSC Admissions Office.

Transfer students must file complete official records of all school work beyond the eighth grade, including an original transcript from each college or university attended. College records must be certified by the registrar of the institution where the work was taken. If the high school record is shown adequately on the college transcripts, another record direct from the high school is not necessary.

**Part-time Students.** Students may enroll for 6 hours or less without being officially admitted to WOSC. This student is classified as a non-admitted student and must officially apply for admission if a degree or recommendation for certification is desired. Generally, the institutional policies for this student classification are:

1. A **Non-Admitted Student** is a person who feels academically qualified to enroll for classes at WOSC but does not desire to be admitted to the college. The non-admitted status is specifically designated for the person who desires to take a very limited number of courses for purposes other than obtaining a degree or certificate at Western Oregon State College.

2. **Limitations** placed upon a non-admitted student are:
   a. The student is limited to six or fewer credits per term.
   b. The non-admit petition is good only for a single school year (i.e. Fall, Winter and Spring). Subsequent enrollments must be repetitioned.
   c. WOSC will not evaluate or maintain records in preparation for degrees or certificates. These academic services are limited to admitted students only.

3. **The Grades and Credits earned will be recorded in the normal manner.** Such credits have the same transferability and validity as credits earned by admitted students. Credits earned as a non-admitted student can subsequently be accepted into a formal program upon later admission to the college.

4. A **Non-Admitted Student** is required to abide by all the rules and regulations of the college as listed in the catalog and Schedule of Classes except those specifically excluded above. Registration deadlines and late fees apply.

5. Students enrolled as undergraduates can in no case take courses for graduate credit unless an exception has been granted by the college Academic Requirement Committee. Undergraduates cannot enroll in courses numbered 500 and above without the above approval. Graduate level students cannot elect a course for graduate credit unless that course has been properly designated as approved for graduate credit.

**Filing the Application.** In order to avoid delay, applications and records should be filed with the Admissions Office at least four weeks before registration. A nonrefundable fee of $20 will be charged to process each application. The Admissions Office will evaluate records and notify applicants of their entrance standing.

Admission Requirements for Freshmen

Oregon residents who have graduated from a standard high school may be admitted as freshmen by meeting one of the following criteria:

- Grade-point average of 2.25 in high school, or
- Combined score of 890 on the verbal and mathematics sections of the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board, or
- Score of 20 on the American College Testing (ACT) examination, or
- Grade-point average of 2.00 for 12 or more credit hours of college-level work at a community or other accredited college, or
- Grade-point average of 2.00 for nine credit hours in a regular WOSC summer session, including one course in English Composition and two or more courses in humanities, social science, natural sciences or mathematics.

Nonresidents of Oregon with standard high school diplomas must meet one of the following criteria:

- High school GPA of 2.5.
- Combined SAT score of 950.
- ACT score of 22.
- GPA of 2.00 for college-level work (see the last option for Oregon residents).

Students who have not graduated from a standard high school may be admitted if their high school class has graduated and (1) their score in General Education Development (GED) is an average standard score of 55 or higher, or (2) they have completed 12 credit hours (in one term) of college-level work which is acceptable for transfer to WOSC with a GPA of at least 2.00.

Advanced Placement

Students who receive high scores in College Entrance Examination Board Advanced Placement exams may, upon admission to WOSC, be granted cred-
it and/or advanced placement in courses counting toward a bachelor’s degree. The amount of credit allowed will be determined by the program entered and the grade received in the exam. WOSC’s participation is supervised by the Registrar’s Office.

Examinations are arranged through high school counseling offices. Students should ask that a copy of the scores be sent to the WOSC Registrar. Upon WOSC’s receipt of the scores, and enrollment of the student, the acceptable units will be credited toward the total hours required for graduation.

Advanced placement credit will be withdrawn if work later is duplicated in a college-level course. No letter grades (A, B, C, D) will be assigned to advanced placement scores.

WOSC will allow credit and placement of exam scores of 3, 4 and 5. The amount of credit will vary from subject to subject. A score of 2 may be reviewed by the academic department, which will recommend the amount of credit and/or placement; if any, A score of 1 will receive neither credit nor placement.

The following outlines WOSC’s advanced placement practice:

- **American History.** Nine hours of credit for Hst 201, 202, 203 with a score of 3, 4 or 5.
- **Biology.** Eight hours of credit for Bi 101 and 102 with a score of 3, 4 or 5.
- **Chemistry.** Twelve hours of credit for Ch 104, 105, 106 with a score of 3, 4 or 5, or eight hours of credit for Ch 204, 205 with a score of 3, 4 or 5.
- **English.** Eighteen hours of credit for Wr 121, 222, 323 (9 hours) and for any lower-division literature sequence (9 hours) with a score of 4 or 5. With a score of 3, credit will not be given for Wr 323.
- **European History.** Nine hours of credit for Hst 101, 102, 103 with a score of 3, 4 or 5.
- **Mathematics.** Up to 12 hours of credit, depending on the student’s major field of study. Courses and placement are determined by the department faculty.

Requirements for Transfer Students

Transfer students from other colleges, regardless of residence, must have a GPA of at least 2.00 and show evidence of eligibility to return to any colleges previously attended. A student transferring fewer than 12 credit hours must satisfy the admission requirements for both transfer students and freshmen.

Appropriate standing is granted at entrance from accredited institutions. The amount of credit granted depends on the nature and quality of the applicant’s previous work, evaluated according to WOSC’s academic requirements.

Provisional standing may be granted for work at unaccredited institutions. After three terms of satisfactory work at WOSC, a student may receive credit for certain work taken at unaccredited institutions, but the courses must be equated to regular courses offered at WOSC.

Transfer students should have course work evaluated for applicability to the WOSC Liberal Arts Core Curriculum.

Acceptance of Credits from Two-Year Colleges. Students may transfer a maximum of 108 credits from an accredited community or junior college to WOSC.

A maximum of 24 credits of vocational-technical course work applicable in an associate degree or certificate program at the two-year college may be transferred as elective credit toward a WOSC bachelor’s degree.

In special cases, students transferring up to 108 credits to WOSC from a two-year college may petition to complete more lower-division course work at the two-year college.

**Corrections and Law Enforcement.** Students who have completed the associate degree in Corrections, Law Enforcement or Criminal Justice are admissible as juniors at WOSC, where they may transfer into either the Corrections or Law Enforcement bachelor’s degree program. Those who haven’t completed associate degree requirements also may transfer into the WOSC programs, but their transcripts will be closely evaluated to determine the students’ standing in the WOSC programs.

### Health Requirements

All students are required to complete a health history report. This form is mailed to all students when accepted for admission. This information facilitates the delivery of prompt and appropriate treatment in case of injury or other medical emergency.

Students are encouraged to have a tuberculin skin test, a diphtheria-tetanus booster if needed, and to obtain health and accident insurance coverage.

### International Students

Requirements for admission are based on an outstanding background of preparation which would make the student eligible for university admission in his own country. Normally, only students working toward a bachelor’s degree in one of the fields in which WOSC offers a degree will be accepted.

International students applying for admission to WOSC are expected to furnish an official TOEFL Score of 500 or better to the Admissions Office along with their application for admissions. In addition, students are expected to furnish official transcripts of all college-level and/or secondary work.

Students with college credit to transfer are admitted as beginning freshmen, with advanced standing, if any, to be determined after matriculation and further study of records submitted.

Students from abroad are expected to guarantee financial responsibility because of limited financial assistance available from Western Oregon State College.

**Health Requirements.** Students whose country of origin is outside the United States must fulfill the following requirements before registration. A medical transcript from another college within the United States is acceptable if it contains the required information, and if examination is within two years of enrollment.

The following must be taken:
- Medical history and physical examination.
- Tuberculin skin test within six months of enrollment. If skin test is positive, a chest x-ray indicating freedom from active tuberculosis is required.
Course Numbering System

0-49: not applicable toward an academic degree.
50-99: introductory or intermediate courses which may apply to a degree, but not toward major requirements.
100-299: lower-division (freshman and sophomore) level.
300-499: upper-division (junior and senior) level.
400-499 with (g) designation: upper-division course which may be taken for graduate credit.
500-599: graduate courses (undergraduates not admissible).
700: in-service courses.

Certain numbers are reserved for courses that may be taken through successive terms under the same course number, credit being granted according to the amount of acceptable work completed. These numbers are:
503: Thesis (reading or research reported in writing).
406, 506: Special Individual Studies.
407, 507: Seminar.
408, 508: Workshop.
409, 509: Practicum.

Enrollment. Ordinarily, a student may enroll in a course numbered one year beyond the class standing provided the prerequisite is met. For example, a sophomore may enroll in a 300 course under such conditions. Enrollment in a course numbered two years beyond a student's class standing is permissible only if prerequisites are met and the course instructor approves.

Students seeking graduate credit in 400 (g) courses must perform at a level considerably above that expected of undergraduates. They must seek additional conferences with their instructors early in the term to determine specific requirements and standards to which they will be held.

Courses Numbered 400. Courses numbered 400 are senior-level, but if the designation (g) follows the number, the course may be taken for graduate credit by graduate students. Enrollment in courses numbered 500 are not open to undergraduates, except to seniors who are within 12 credits of completing bachelor's degree requirements and who petition for permission to enroll for graduate credit. The Registrar's Office will explain the petition procedure.

Grades

The quality of student work is measured by a system of grade and points, as follows:

Grades. The grading system consists of five passing grades, A, B, C, D and P; failure, F; course dropped and withdrawal from school, W; and incomplete, I.

A "W" will appear on the transcript when a class is dropped or when the student officially withdraws from school. Deadlines for dropping a class without being responsible for the grade are listed in the Academic Calendar. A student who discontinues attendance in a course without official withdrawal receives a grade of "F" in the course.
If the quality of the work is satisfactory and the scheduled final examination has been taken, but a small, essential requirement of the course has not been completed (for reasons acceptable to the instructor), a report of "I" (Incomplete) may be made. If the work is completed within 4 terms, a permanent grade will be substituted for 'I' on the transcript.

Grade Points. Grade points are counted on the basis of 4 points for each credit hour of A, 3 for each credit hour of B, 2 for each credit hour of C, 1 for each credit hour of D, and 0 for each credit hour of F. Marks of I, P, N and W are disregarded in the computation of points.

The grade-point average (GPA) is the quotient of total points divided by the total credit hours in which grades A, B, C, D and F are received. A minimum grade-point average of 2.00 (or C) is required for graduation.

Students who receive a grade of F may repeat the course. Only the most recent grade will be computed in the GPA. The student must request adjustment of grade-point averages on a form available in the Registrar's Office.

Pass-No Credit Grading Option. An undergraduate student may choose to take elective courses on a pass-no credit basis. Electives are courses other than those used to fulfill the Liberal Arts Core Curriculum requirements and the declared major or minor requirements.

The instructor is responsible for describing the level of competency necessary for passing the course. When the option is used in a course also offered for letter grades (A, B, C, D, F), the passing level is equivalent to a grade of D or better unless otherwise designated.

Students taking a course on a pass-no credit basis must declare their intent to the registrar during registration by written application. The student then must continue and complete the course under the grading option chosen.

Hours Earned Toward Graduation. Hours earned are those for which a student receives grades of A, B, C, D or P. To graduate, a student must earn 192 hours of credit.

When course work acceptable to WOSC is repeated, the most recent grade is used in computing the cumulative grade-point average, regardless of earlier grades.

Honor Roll. A student is eligible for the honor roll in any term in which at least 12 graded hours (A, B, C, D) taken on campus are completed with a grade-point average of at least 3.50. A grade of F precludes honor roll eligibility during the term in which it is received. Credits earned elsewhere in the same term and credits graded P are not accepted in computing the term GPA.

Undergraduate Grading Standards

The following descriptions convey the intent of letter grades used for the evaluation of undergraduate student performance at WOSC. Performance is understood to incorporate both extent of personal involvement and achievement of competence in theoretical, technical and/or aesthetic dimensions of coursework, depending on the nature of course goals and expectations. Grades are meant to reflect how student work stands with respect to the level of performance of college students in such a course, as distinct from members of society at large.

A. Excellent (college level) performance
A grade of 'A' represents a judgment that excellent ability has been meaningfully employed in all relevant respects and that a very high level of involvement and competence has been demonstrated for the level of the course.

B. Above average (college level) performance
A grade of 'B' represents a judgment that a high level of involvement and competence has been demonstrated in relevant dimensions of evaluation and that a degree of understanding of the subject matter has been exhibited that is greater than average for college students at this course level.

C. Average (college level) performance
A grade of 'C' represents a judgment that an average level of involvement and competence has been demonstrated in relevant dimensions of evaluation. Assignment of the grade means that all work is satisfactory but does not stand out with distinction in relation to that of other students at this course level.

D. Below average (college level) performance
A grade of 'D' represents a judgment that a level of involvement and/or competence has been demonstrated that falls below that expected of college students on the average at this course level, yet not so far that it fails to qualify for the award of college level credit. Assignment of the grade indicates that student work has serious weaknesses.

F. Unacceptable (college level) performance
A grade of 'F' represents a judgment that an unacceptable level of overall involvement and/or competence for college coursework at this level has been demonstrated. Assignment of the grade means that student work does not qualify for the award of college level credit.

Scholarship Requirements

The faculty-student Academic Requirements Committee (ARC) governs scholarship requirements. Briefly, a student is doing satisfactory work when a GPA of 2.00 or better is maintained and substantial progress is made toward completion of graduation requirements.

Probation. A student failing to do satisfactory work in any term is placed on academic probation. If the GPA the following term and the cumulative GPA (for all college work) are 2.0 or better, the student is removed from probation. Probation continues if the cumulative GPA remains below 2.0.

A probationary student whose GPA for any term remains below 2.0 will be suspended and will not be permitted to register for the next term without the consent of the ARC. The procedure for applying for re-admission begins in the Registrar's Office.
SEEK

Student Endeavors in Education and Knowledge (SEEK) is a student-faculty committee which organizes student-initiated classes for elective credit. With the approval of the committee and provost, students may instruct SEEK classes under the sponsorship of a faculty member. The student instructors must demonstrate special knowledge in the area which the class covers.

College-Level Examination Program (CLEP)

The program allows students to demonstrate knowledge and proficiency in the following academic areas: American government, American history, biology, chemistry, general psychology, geology, calculus with analytic geometry, introductory macroeconomics, introductory sociology, statistics, trigonometry, history of western civilization, English composition and social science.

Successful completion of a CLEP examination results in credit toward degree requirements. A fee of $20 per examination is charged. The Counseling Center administers the exam at WOSC. The Counseling Center and Registrar's Office have exam applications and further information.

Challenging a Course

If a regularly enrolled student believes his or her background provides proficiency in any academic course offered by WOSC, the course may be challenged in an examination. Elective credit toward a degree may be granted upon successful completion of the exam. A limit of 48 credit hours for undergraduates and 15 credit hours for graduates may be granted, but none may be substituted for residence requirements. All such credit is ungraded (pass/no credit, only). A fee of $15 per exam is charged. The Registrar's Office has further information.

Veterans Administration Standards

To remain in good standing for Veterans Administration educational benefits at WOSC, veterans must make satisfactory progress toward their educational objective (normally a bachelor's or master's degree). "Satisfactory progress" means that the veteran each term must pass the minimum credit hours required for the pay rate at which the veteran is certified, as shown on this table:

<table>
<thead>
<tr>
<th>Certification Status</th>
<th>Undergraduates (Fall/Winter/Spring/Summer)</th>
<th>Graduates (Fall/Winter/Spring/Summer)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>12+</td>
<td>9+</td>
</tr>
<tr>
<td>Three-fourths</td>
<td>9-11</td>
<td>7-8</td>
</tr>
<tr>
<td>One-half</td>
<td>6-8</td>
<td>5-6</td>
</tr>
<tr>
<td>Less than one-half, more</td>
<td>3-5</td>
<td>3-4</td>
</tr>
<tr>
<td>than one-fourth</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Veterans who drop to fewer than their minimum required hours after the fourth week will have their records reviewed by the Registrar to determine if they may continue in good standing, as described in the table. If there are extenuating circumstances acceptable to the Registrar, the good standing may be maintained. Otherwise, the change in status must be reported to the VA within 30 days.

Veterans not meeting the "satisfactory progress" requirements of the VA will be notified that they will be placed on probationary status, not to exceed one term, relating to the receipt of VA educational benefits.

No veteran student will have made "satisfactory progress" after withdrawal from all courses undertaken (unless there are extenuating circumstances) when enrolled in two or more courses or six credits.

Summary: Persons collecting VA benefits are responsible for insuring that the courses they take will be applicable toward graduation in their specific program. Non-applicable courses can result in a demand for repayment of benefits.

Summer Session

WOSC conducts an eight-week summer session beginning one week following the end of spring term and lasting through early August. Two four-week sessions also are conducted within this period. Workshops and short courses on the campus and in field locations also are scheduled during the summer.

Admission to the eight-week session is granted to persons with the maturity and academic background to do college work. Students who wish to graduate or who wish to be recommended for certification must be admitted to the college (see Page 8).

The summer session bulletin is published in March. It contains information about class schedules, registration, tuition and fees, room and board, and summer activities. A copy may be obtained by writing to the Registrar's Office, WOSC, Monmouth 97361.

Persons aged 55 and over may attend summer session classes for no credit free of charge as space is available.

International Education

WOSC students may participate in foreign study programs sponsored by the State System of Higher Education and managed by WOSC and other institutions of the State System. The following programs are available:

- Oregon Study Centers at the University of Poitiers, France; University of Stuttgart, West Germany; and Waseda University, Tokyo, Japan. These are academic year programs.
- The European Program in Business Administration, Stiching, Nigenrode, Breukelen, The Netherlands, an academic year program.
- The Liberal Arts Program of the Northwest Inter-institutional Council of Study Abroad at London, England; Avignon, France; and Cologne, West Germany. Students must register for these academic year programs at Oregon State University, Portland State University or the University of Oregon.
The College

- A two-term program in Guadalajara, Mexico.
- Summer programs. WOSC coordinates the annual Oregon Summer Study Abroad in Austria and Germany. Other State System programs include workshops, seminars, and other studies in many countries.

For further information, consult the WOSC Registrar's Office or write to the Office of International Education, Oregon State University, Corvallis 97331.

Continuing Education

This office is responsible for offering off-campus classes at locations and times convenient to students as demand warrants.

A limited number of upper-division and graduate classes are offered in Salem and other nearby communities. Credits earned usually may be applied to degree or certification requirements, but students should consult an adviser before enrolling for credit.

Instant Replay is a system of videotaped course packages delivered to specific sites in the state. Each course package includes videotape cassettes, course outline, schedule and evaluation procedure. The cassettes, delivered to Instant Replay coordinators around the state, may be played for individuals or groups. Scheduling allows off-campus students to program Instant Replay studies a year in advance. Courses offered in this system count toward degree or certification requirements.

The office also schedules workshops and conferences in Monmouth, at the Salem Office, and off-campus.

Further information may be obtained from Continuing Education Office, WOSC, Monmouth 97361.

Requirements for Degrees

Bachelor's Degree

Bachelor of Science. Students who complete the college requirements listed below are granted this degree.

Bachelor of Arts. This degree requires two years (usually 24 credit hours) of college work in a modern foreign language, one year of which may be satisfied by two or more years of the same language in high school, plus the college requirements listed below. The total credit hours required for each degree remains at 192.

- Credit hours. Minimum of 192 includes:
  - Liberal Arts and Sciences. Minimum of 62 upper division.
  - Elementary Education. Minimum of 62 upper division.
  - Secondary Education. Minimum of 62 upper division, including 27 upper division in a teaching major or two teaching minors.
  - Grade-point average (GPA). Minimum of 2.00 (C) in all college work and all work completed in residence at WOSC.

- Residence. Minimum of 45 in the last 60 credit hours completed on campus.
- Correspondence study. Maximum of 12 credit hours. Credit earned in correspondence study is not residence credit.
- Workshops. Maximum of nine credit hours.
- Liberal Arts Core Curriculum. Completion of 73 credit hours as outlined on Page 31.

Master's Degrees

Requirements and programs are described in the Graduate Study section, Pages 75 to 91.

Associate in Arts Degree

Completion of the course work in a prescribed program qualifies a student for an Associate in Arts degree. An adviser will help develop individual programs. The Associate in Arts is a two-year program for students who haven't chosen an area of specialization. The liberal arts requirements assure the student of a sound general education. Credits earned in the program may be applied to the requirements in major fields of study at any point after the program is begun.

General Requirements. A minimum of 93 credit hours and a minimum GPA of 2.0 (C) are required for the degree. At least 24 credit hours of the 93 must be taken on the OCE campus. At least 24 credit hours must be completed after approval of the individual program.

Application for Degree

Students who intend to receive a degree from WOSC should make application by filing the proper form, available in the Registrar's Office, three terms before the intended date of graduation. Any change of term, name or address must be reported to the Registrar's Office in writing. All college academic and financial obligations must be satisfied before a person may receive a degree.

Commencement

Commencement exercises at WOSC take place once a year, in June. Students completing degree requirements at the close of any term receive their diplomas in June. A statement of degree will be furnished by the Registrar's Office upon completion of degree requirements.

All incompletes from previous terms must be completed and the grades filed with the Registrar's Office before the end of the term in which requirements are planned for completion, or graduation will be delayed. Incompletes received in the final term must be made up and the grades recorded in the Registrar's Office within three weeks after the end of the final term.

Participation. Spring term graduates who wish to participate in the June commencement must notify the Registrar's Office by April 15 before the commencement date.
Graduation with Honors. The faculty at WOSC recognizes superior scholarship by conferring the distinction "Graduation with Honors" on students who have earned a cumulative grade-point average of 3.5 or better in their undergraduate work. These students must have been in regular attendance at the college during their last two years of academic work, completing at least 90 credit hours. The GPA for honors purposes is determined at the end of winter term before commencement.

Tuition and Fees

Tuition and fees entitle the student to regular instruction; use of the library, laboratory equipment and materials, and gymnasium and furnishings; medical attention and advice at the Health Service; and other services maintained by the College for the students' benefit. No reduction of fees is made to students who chose not to use these services.

A regularly enrolled, full-time undergraduate student takes a course load of a minimum of 12 hours to a maximum of 21 (freshmen are limited to 19 hours). A regularly enrolled, full-time graduate student takes a minimum of 9 to a maximum of 16 hours. Students taking loads of less than the minimum are charged on a per-hour basis. Those with loads more than the maximum are charged full tuition plus a per-hour charge.

The following table lists the fees for the 1980-81 academic year. An increase for 1981-82 is inevitable but at present time the amount of that increase is unknown. The tuition and fee schedule has been established by the State Board of Higher Education.

<table>
<thead>
<tr>
<th></th>
<th>One term</th>
<th>Three terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident undergraduates</td>
<td>$307.00</td>
<td>$921.00</td>
</tr>
<tr>
<td>Nonresident undergraduates</td>
<td>$975.00</td>
<td>$2925.00</td>
</tr>
<tr>
<td>Resident graduates</td>
<td>$484.00</td>
<td>$1392.00</td>
</tr>
<tr>
<td>Nonresident graduates</td>
<td>$795.00</td>
<td>$2385.00</td>
</tr>
</tbody>
</table>

Deferred Tuition

Any WOSC student whose accounts with the college are not delinquent may apply to defer up to two-thirds of tuition and fees in any term. One-third must be paid when registering. The deferred amount, plus a $4 service charge, are divided into two additional payments which are due during the same term.

In the eight-week summer session, one-half of tuition and fees may be deferred. The deferred amount, plus a $4 service charge, are due in one additional payment during the session.

Application forms are available at the Business Office.

Special Fees

These fees have been set for the 1981-82 academic year.

General Deposit. A fee of $25 is collected with tuition and other fees from students taking seven or more credit hours at the beginning of their first term of registration in academic year. Refund of the fee, minus any fines or assessments, is made following spring term of the same academic year.

Late-Registration Fee. Full-time students registering after the designated late date of registration of any term pay a late-registration fee of $5 for the first day and $1 for each day thereafter.

Return-of-Check Fee. If a student pays the college with a check that is returned for insufficient funds, illegible signature, improper bank account number or other reason, the college will charge a fine of $7.50.

Change-of-Program Fee. A charge of $1 per course is made for each course change a student may make after the announced date that changes may be made without charge.

Application Fee. A fee of $20 is charged for each application for admission to the college. Payment must be included with the application form. The fee is nonrefundable and cannot be transferred between institutions.

Transcript Fee. A fee of $3 is charged for the first copy and $1 for each additional copy ordered at the same time.

Art Materials Fees. A special charge ranging from $2.50 to $25, depending on the course, may be made for some art courses.

Music Fees. Performance studies (individual instruction in piano, voice, instruments):

1 credit hour with waiver slip ................................ $12.50
without waiver slip ........................................... 40.00
2 credit hours (in same instrument or voice) with waiver slip ........................................... 37.50
without waiver slip ........................................... 65.00
(Note: two 1-credit courses cost $80.00).

Physical Education Fees: Some PE activity courses are taught at private facilities near the college. These fees are required: bowling, $8; golf, $12.50; fishing, $15; scuba classes, $100; athletic training and conditioning, $10.

Graduate Qualifying Examination Fee: The charge is $1 to $15.

Credit by Examination Fee: A charge of $15 per examination is made to registered students who attempt to receive credit by examination (challenging a course).

Fee Refunds

Students who withdraw from the College and have complied with the regulations governing withdrawals are entitled to certain refunds of fees paid, depending on the date of withdrawal. The refund schedule has been established by the Oregon State Board of Higher Education and is on file in the Registrar's Office. All refunds are subject to the following regulations:

- Any claim for refund must be made in writing before the close of the term in which the claim originated.

- Refunds in all cases are calculated from the date of application for refund and not from the date when the student ceased attending classes, except in unusual cases when formal withdrawal has been delayed through causes beyond the control of the student. Tuition refunds are made only to students who reduce their schedule within the first two weeks of classes.

Determining Residency for Fee Purposes

Determining residency for the purpose of paying fees places considerable importance on a student's classification as either "Emancipated" or "Unemancipated." An emancipated student is one who has a domicile, or residence, independent of parents or legal
guardian and receives no financial support from them. The emancipated student who proves both financial independence from parents and permanent residence in Oregon and the unemancipated student whose parent or guardian is a proven resident of Oregon are qualified for resident tuition. Procedures for proving financial independence and permanent residency are established by the Oregon State Board of Higher Education.

The basic document for determining residency is the student's Residence Information Affidavit. This document is of primary importance to the student claiming emancipation because the date a student became self-supporting is indicated here. Students claiming emancipation will usually be required to furnish a notarized statement from parent or guardian. This statement must verify that: 1) the parent is not supporting the student financially and has not since the date indicated on the Residence Information Affidavit, and 2) the parent did not claim the student as a federal income tax deduction on the most recent tax returns and/or will not do so in the future. Sources of financial support such as scholarships, grants, present salary, Veterans' Administration benefits, and Social Security will also be considered when determining a student's financial independence. Loans cosigned by parents or guardian or trust funds established out of Oregon will tend to negate a claim of financial independence from parents or guardian.

All requests (affidavits and supporting documents) for reclassification must be dated in the Office of Admissions or postmarked no later than the last day to register for the term in which reclassification is sought. After that deadline, requests will be considered for the next term only. There will be no retroactive refunds.

The emancipated student may then obtain residency in either one of two ways: 1) the student may establish a permanent residence within Oregon at least six consecutive months prior to first registering for any term, including summer term, at any post-secondary institution in the state of Oregon, or 2) the student may register for school before being in Oregon six consecutive months and establish Oregon residency by being here at least twelve consecutive months while paying nonresident fees. In both these cases, the student must be either a citizen or permanent resident of the U.S. and must establish a permanent domicile.

Providing residence in Oregon is important not only to the emancipated student who seeks residence status, but also to the parent of the unemancipated student who seeks such status. An unemancipated student, or an unemancipated student's parent or legal guardian, will be deemed to have established an Oregon domicile if the student, or the parent or guardian, establishes and maintains a fixed and permanent residence in Oregon with no intention of later changing such residence to a place outside the state of Oregon when the school period expires. Factors considered in determining the establishment of an Oregon domicile are: abandonment of previous domicile, rental or purchase of a home, presence of family, presence of household goods, length of time physically present in state, nature and permanence of employment, ownership of property other than a vehicle, place of voting, and payment of Oregon personal income taxes.

All other students are required to pay the nonresident fee, with the exception of students attending a summer session and those who have a parent who is a regular employee of the federal government stationed in Oregon.

Students whose official records show residence outside of Oregon will initially be classified as nonresidents, and the burden is upon them to prove Oregon residence. In addition, students who attend school out of state may require further proof of their permanent residence in Oregon. Students with questions about the administration of these policies should consult the Office of Admissions. Additional information and affidavits are available in that office.

Public Services

Regional Resource Center on Deafness

The Center (RRCD) was established in 1973 in cooperation with the Department of Health, Education and Welfare and the Rehabilitation Services Administration to provide information and training to professionals serving the deaf in Oregon, Washington, Idaho and Alaska.

The information function includes maintaining up-to-date information on professional personnel, facilities and programs that provide direct service to deaf persons. Up-to-date lists of rehabilitation literature also are provided. Any of this information is available free of charge upon request.

Direct service to deaf persons, parents and professional groups also is available upon request. The following services are provided:

- Workshops.
- In-service training programs.
- Educational, vocational and psychological evaluation.
- Personal, vocational and educational counseling.
- Parent counseling.
- Consultation.

The cost of workshops, classes and training programs are negotiated with the staff of the center. Individual services are provided on a sliding scale which is based upon the ability to pay.

Further information is available from the director of the Regional Resource Center on Deafness, WOSC, Monmouth, Oregon 97361.

Summer Reading Clinic

Children with unusual reading and/or basic skills problems are placed in a one-to-one situation with WOSC graduate students in the handicapped learner (HL) program during this six-week clinic which begins in June. Children in grades 1-12 are accepted from all areas of Oregon.

The service consists of 1-3 hours of tutoring four days a week by teachers who are working toward endorsement as specialists in HL.
Children referred to the clinic usually are of average intellectual ability, and have problems in learning to read, comprehend, write, spell, or in mathematical problem-solving.

Complete reports are provided to schools and parents before school starts in the fall.

A fee is charged for test materials and teaching supplies. The fee is tax-deductible.

Further information may be obtained by writing to the director of the Summer Reading Clinic, WOSC, Monmouth, Oregon 97361.

Speech and Hearing Center

The WOSC Speech and Hearing Center is a clinical service program for the diagnosis and treatment of speech, hearing and language disabilities. Staff members are speech pathologists and audiologists certified by the American Speech and Hearing Association. Each staff member is licensed by the Oregon State Board of Examiners in Audiology and Speech Pathology. The services are accredited under interim standards by the Professional Services Board of the American Speech and Hearing Association.

The center’s major service program provides comprehensive diagnostic evaluations in speech, hearing and language for school-age children and adults. Follow-up therapeutic services are available.

References to the center are made by physicians, schools, public health agencies, vocational rehabilitation agencies, public welfare and others. Fees are charged for clinical services, but those unable to pay may make arrangements with a member of the staff.

Facilities on the WOSC campus include individual therapy rooms, audiological testing suites, observation facilities and a preschool room. Further information may be obtained from the director of the Speech and Hearing Center, WOSC, Monmouth, Oregon 97361.

The facilities and services of the staff of the Speech and Hearing Clinic are available free of charge to WOSC students.

Educational Evaluation Center

The staff of the center conducts psychological, academic skills (reading, mathematics and spelling), and vision, speech and hearing tests of children who have been referred for evaluation of learning disabilities. The center is funded by the Oregon Board of Education, and there is no cost to parents of referred children.

Children accepted for evaluation include any of school age having a significant learning problem or younger children whose developmental, medical or social history indicates that a learning problem might develop.

Referrals come from schools, parents and physicians anywhere in Oregon. Other agencies should refer children through the school or physician. Reports are sent to professional people as requested by the parents.

The center also serves as a model for establishing centers to serve areas of the state through education service districts or local school districts.

Further information is available from the director of the Education Evaluation Center, WOSC, Monmouth, Oregon 97361.
STUDENT LIFE

Dean of Students: James D. Meinert
Associate Deans of Students: Judith Osborne, H. Blake Moranville.
Director of Financial Aid: R. John Brinegar.
Director of Medical Services: Marvel Rathburn-Kohn, M.D.
Director of Student Information Services: Marcelene S. Ling
(also Registrar and Director of Admissions). Assistant Director of Admissions: Thomas Griffin. Assistant Registrar: Fred Brown.
Director of Dormitories and Auxiliary Services: Charles M. Harris.
Director of the Accessibility Office: Barbara Gianneschi.

The College supports several programs, coordinated by the Dean of Students' Office, to strengthen the educational, social, intellectual and physical development of students.

The office is in charge of student conduct standards, housing politics, financial aid and some aspects of academic counseling. Other members of the staff direct personal counseling, the Health Service and student activities.

Several resource offices also are coordinated by the office. These include minority affairs, older students and the Accessibility Office for physically limited students.

There are other resource services for students not coordinated by the Dean’s office. There also are listed below, with the source of support noted.

The staff of the Dean of Students office is available to students at all times, and students with questions or problems are encouraged to discuss them with any of the staff.

The Dean’s office is located in the Cottage, where the counseling, financial aid and minority affairs offices also are located.

Student Resources

Accessibility Office/Campus Services for Disabled Students

The Accessibility Office, located on the first floor of Maaske Hall, assists physically limited students to participate fully in all of WOSC's programs and activities. It provides a variety of supportive services for the unique needs of individual students who have temporary or permanent physical limitations.

The following list of services is directed toward creating a supportive environment to help the student enhance learning and personal growth. Resources are being developed continually, so contact the Accessibility Office if you need further information.

Counseling (personal/social, academic, career) individually, or in groups.
Referral services.
Accessibility assistance on campus and in the classrooms.
Sign language and oral interpreting services.
Interpreting services for hearing-impaired students.
Special interest groups.
Mobility Assistance.
Note-taking services.
Resource information.
Reader Services for Visually Impaired.

Silent Night. This is a weekly activity sponsored by the Regional Resource Center on Deafness (RRCD), located in Maaske Hall, to provide a social and educational atmosphere for all persons interested in developing and improving sign language skills and socializing with the deaf community. The weekly meetings are held in the College Center. RRCD also sponsors captioned, contemporary movies regularly in the College Center.

Health Service

The payment of tuition and fees entitles enrolled students who register for more than six credit hours to medical consultation and treatment in the Student Health Service. Those carrying six hours or less may become eligible for care any given term by paying the health service fee. In addition to general medical care, services include the full range of family planning and mental health services. Facilities include examination and treatment rooms and a small dispensary. A fulltime medical doctor and a staff of registered nurses are assigned to the Health Service. On the recommendation of the College physician a student is entitled to five days of infirmary care per year. Expenses incurred without the authorization of the Student Health Service are not covered by the College.

Surgeon’s fees, medical consultations, x-rays, drugs, laboratory fees and special nurse’s fees must be paid by the student unless he or she is covered by supplementary insurance. A group insurance plan may be
purchased during the registration period. A committee of the Associated Students of WOSC chooses a plan annually to provide purchasers with additional hospitalization, medical and surgical benefits, diagnostic and laboratory tests and accidental injury coverage. The coverage is available to all students and is valid anywhere in the United States and foreign countries.

Emergency care is available at the Independence Clinic. After-hours care is at the student’s expense unless covered by insurance. Health services are not provided to students’ families nor to the faculty and staff of the College.

Students are encouraged to discuss their health problems with the Health Service professional staff. The staff will participate in ongoing medical treatment initiated by the student’s personal physician upon request.

Counseling Center

Counseling Services, located in the Cottage, provides a wide range of professional counseling services for all enrolled WOSC students. Services offered by the Counseling Center include: (a) interpersonal relationship counseling including pre-marital, marital and family counseling; (b) Crisis Resolution: including help with any problems that cause personal or psychological distress; (c) Stress Management: individual and small group workshop activities designed to monitor and alleviate anxiety; (d) Referral services to a variety of campus and community service agencies; (e) Psychiatric Consultation: students have the benefit of psychiatric evaluation services through either the Counseling Services or Health Services.

The Counseling Center administers the Miller Analogy Test (MAT), the American College Test (ACT), and the College Level Examination Program (CLEP). For information regarding test data, length of examinations and information regarding other testing programs contact the center secretary.

Career Counseling Services include individual and group career counseling, interest and aptitude testing, career development clinics and workshops. The center also maintains an occupational information library describing a wide variety of jobs, occupations and careers.

The Counseling staff consists of two Counseling Psychologists, a secretary and graduate interns. Counseling services are free with the exception of a minimum fee for some tests. Counseling services are confidential in that no information is released other than by written client consent. The Counseling Center is located in room 203, The Cottage. Services are obtained either by appointment or on a drop-in basis.

Minority Affairs/Women’s Resources

An office in the Cottage has been provided to help minority and women students with individual and group problems and with maintaining currency in the curriculum. Students working under the direction of the Dean of Students coordinate the programs of this office.

Academic Re-Entry

This program is for students 25 years and older who are returning to school after several years. These students meet regularly and may enroll in a seminar which deals with academic and personal problems commonly experienced by older students.

Placement Service

The Placement Service is located in the Elementary and Secondary Education Department office in Room 202 of the Education Building.

The service helps graduating seniors and alumni locate employment opportunities. The Placement Director works closely with school districts and administrators to help graduates in education obtain teaching positions. Job opportunities also are listed for graduates in career fields other than teaching.
Student Conduct Code

Principles

Western Oregon State College has a fundamental interest in the conduct of its students. The total development of students through a college experience involves a fusion of the learning process with the development of attitudes and standards of behavior. Consistent with intellectual and academic growth should be the development by students of attitudes of scholarly maturity, personal responsibility, and respect for others. Student attitudes should also reflect the goals of our society, the standards of our academic community, and the individual's needs and aspirations.

Although individual student behavior does adversely reflect credit on both the student and the college, in a collegiate environment unacceptable student behavior may occur. At such times the college treats the situation with the education of the student and the welfare of the academic community essentially in mind.

The behavioral regulations of the college will be enforced during that time included in the academic calendar. These regulations apply to any person who is matriculating or who has been admitted for matriculation when either of the following conditions exists:

1. The student commits disruptive on the WOSC campus.
2. The student commits disruptive behavior off the WOSC campus as either a student representing the institution, or as a spectator of any event in which WOSC is participating.

Categories of Disruptive Behavior

Disciplinary action may be initiated by the college and sanctions imposed against any student or student organization found guilty of committing, attempting to commit, or intentionally assisting in the commission of any of the following prohibited forms of conduct:

1. Academic dishonesty, including cheating, plagiarism (submission of the work of others for academic credit without indicating the source), knowingly furnishing false information to college instructional faculty or administration, or concealing previous academic information.
2. Possession, consumption, or sale of alcoholic beverages on college owned property.
3. Violation of national, state and local laws which may make a student liable not only to prosecution and punishment of civil courts but may also lead to disciplinary action by the college.
4. Disorderly or indecent conduct, including actions resulting from drunkenness or illegal drug usage which interferes with the academic program of the college; the health and safety of members of the college community; the security of college owned or controlled property; or the conduct of nonclassroom activities (lectures, concerts, athletic events, and social functions).
5. Violation of residence hall rules and procedures as listed in the official residence hall publication.
6. Tampering with fire-fighting equipment, turning in a false alarm or engaging in behavior that constitutes a significant fire or safety hazard.
7. Failure to comply with terms of any disciplinary sanction imposed in accordance with the Code of Student Conduct.
8. Obstruction or disruption of teaching, research, administration, disciplinary procedures or other institutional activities, including the institution's public service functions or other authorized activities on institutionally owned or controlled property.
9. Obstruction or disruption which interferes with the freedom of movement, both pedestrian and vehicular, on institutionally owned or controlled property.
10. Possession or use of firearms, fireworks, explosives, dangerous chemicals or other dangerous weapons or instruments on institutionally owned or controlled property in contravention of law or institutional rules.
11. Detention or physical abuse of any person or conduct which is intended to threaten imminent bodily harm or endanger the health of any person on any institutionally owned or controlled property.
12. Malicious damage or misuse or theft of institutionally owned property, or the property of any other person where such property is located on institutionally owned or controlled property, or, regardless of location, is in the care, custody or control of the college.
13. Refusal by any person while on institutional property to comply with an order of the college president or appropriate authorized official or officials to leave such premises because of conduct prescribed by this code when such conduct constitutes a danger to personal safety, property or educational or other appropriate institutional activities on such premises.
14. Unauthorized entry to or use of institutional facilities, including buildings and grounds.
15. Use, possession, or distribution of dangerous or narcotic drugs on institutionally owned or controlled property. Narcotics and dangerous drugs shall be defined in accordance with the statutes of the State of Oregon.
16. Inciting others to engage in any of the conduct or to perform any of the acts prohibited herein. Inciting others that advocacy of proscribed conduct which calls upon the person or persons addressed for imminent action, and is coupled with a reasonable apprehension of imminent danger to the functions and purpose of the institution, including the safety of its students, faculty, and officials, and the protection of its property.

This list is not all inclusive since it is not possible to list all potential violations. It is expected that students will behave in a manner that is most conducive to the greatest possible total development and growth of the individual and the academic community. When action is considered to be in violation of this goal, appropriate persons will initiate the disciplinary procedure as outlined in Section III.

Disciplinary Procedures

Basic to the beliefs and attitudes stated in the preceding paragraphs is the recognition of the fact that should a student be accused of some form of disruptive behavior the student has certain rights which will be respected. Among these are the assumptions that the student is innocent unless determined otherwise and that the student has a right to a hearing, to knowledge of what offense the student is accused, and to a full recital of the charges.

Western Oregon State College adheres to commonly applied practices of due process as it enforces its Principles of Student Conduct. Within the exception of contested cases, all disciplinary hearings are conducted informally.

Upon accusation of a breach of the aforementioned Principles of Student Conduct the following will occur:

The Hearing Process

1. Within five school days of the accusation, the Office of the Dean of Students shall inform the student in writing of the following: the nature of the accusation, the student's rights and the procedures to be followed.
2. The student must choose between an informal hearing with the Dean of Students, an informal hearing with the Hearing Committee, or a formal contested case hearing. Notification in writing of the student's decision must be presented to the Dean of Students within five school days following the notification of the accusation.
3. The Dean of Students may delegate the informal hearing to another person or require that the case be heard by the Hearing Committee.
The Informal Hearing

1. Unless the student requests an extension of time, the hearing shall be scheduled within five class days after notification of the student's choice of the hearing procedure.

2. The student has the right to be accompanied to the hearing by a person of the student's choice, to be present during the hearing, to hear the charges, to be made aware of all materials pertaining to the situation, to present information on his or her behalf and to question all persons who are called as witnesses in the matter. Decisions reached will be confined to only those materials presented at the hearing.

3. In the event that the student fails to appear at the hearing an additional hearing will be scheduled. This hearing will be established within a week of the originally scheduled hearing date. If the accused student again fails to appear, the hearing will be conducted in absentia.

4. The student shall be given written notification of the outcome of the hearing.

5. Students who are suspended or expelled are denied all privileges and services of the college within twenty-four hours after notification of the suspension or expulsion. Privileges and services include attending classes, residing in a residence hall, or using any college facilities.

6. Students may appeal the decision reached at a disciplinary hearing to the president of the college. This appeal must be made within one week of the original decision.
   a. The appeal must be made in writing.
   b. The appeal must include specific justification (failure of committee to consider evidence, errors of the committee, etc., which denied the student a fair hearing); no new evidence may be included in the appeal.
   c. The president of the college will consider the appeal within two weeks following the filing of the appeal.

Contested Case Hearing

1. A student is entitled to a contested case hearing when his individual legal rights, duties, or privileges are required by statute to be determined by a hearing. The request for a contested case hearing must be made in writing.

2. A student is not entitled to a contested case hearing when this right has been waived in writing.

A. Notice of Hearing—The college president, or his authorized representative, shall notify all parties in a Contested Case within five class days after receipt of a request for a hearing. The notice shall include:

   1. A statement of the time and place of the hearing, name of the hearing officer, and name and title of the person who is authorized by the college to issue a final order after the hearing.
   2. A statement of the authority and jurisdiction under which a hearing is to be held.
   3. A reference to the particular sections of the statutes and rules which the institution deems to be involved.
   4. A short and plain statement of the matters asserted or changed.
   5. A statement that the party may be represented by a counsel at the hearing.
   6. A statement that the Contested Case hearing is being held at the request of the student.

B. Procedure When Student Fails to Appear

   1. When the student fails to appear at the specified time to which the hearing may have been continued by mutual consent or by order of the hearing officer, the college shall issue an order based on the information available to it.
   2. The order supporting the action of the college shall set forth the material on which the action is based or the material shall be attached to and made a part of the order.

C. Subpoena-Deposition

   1. The hearing officer of the college shall issue subpoenas in hearings on contested cases on a showing of need, relevancy to the issues stated in the notice of the hearing, and a showing that the evidence to be elicited from witnesses will be reasonably within the scope of the proceedings.

   2. An interested party may petition the college for an order that the testimony of a material witness be taken by deposition. The petition shall set forth the name and address of the witness whose testimony is desired, a showing of the materiality of his/her testimony, and a request for an order that the testimony of such witness be taken before an officer named in the petition for that purpose. If the witness resides in this state and is unwilling to appear, the hearing officer may issue a subpoena requiring the appearance of the witness before such officer.

   3. Fees and mileage are to be paid to the witnesses by the applicant for the subpoena in the amounts determined by statutes applicable to witnesses in civil actions, except that fees and mileage are not required to be paid to officers and employees of this college. Service of subpoena shall be the responsibility of the applicant.

D. Hearing

   1. The hearing officer shall conduct and control the hearing procedure.

   2. A permanent record shall be made of the proceedings.

   3. The hearing officer shall conduct the hearing in the following manner:
      a. Statement and evidence of the college in support of the charges.
      b. Statement and evidence by students disputing the charges of the college.
      c. Rebuttal testimony.

   4. The hearing officer, the affected parties and the college, or their attorneys, have the right to question or examine, or cross-examine any witness.

   5. The hearing may be continued with recesses as determined by the hearing officer.

   6. The hearing officer may set reasonable time limits for oral presentation.

   7. Exhibits shall be marked and the markings shall identify the person offering the exhibits. The exhibits shall be preserved by the college as part of the record of the proceedings, in accordance with state statutes.

E. Evidentiary Rulings

   1. Evidence of a type commonly relied upon by reasonably prudent persons in the conduct of their serious affairs is admissible.

   2. All offered evidence, not objected to, will be received by the hearing officer subject to his power to exclude irrelevant, immaterial or unduly repetitious matter.

   3. Evidence objected to may be received by the hearing officer with rulings on its admissibility to be made when offered, at a later time during the hearing, or at the time a final order is issued.

F. Final Orders on Contested Cases—Notification

   1. Final orders on contested cases shall be submitted in writing and include the following:
      a. Rulings on the admissibility of offered evidence.
      b. Finding of fact—those matters which are either agreed as fact or which, when disputed, are determined by the hearing officer, on substantial evidence, to be facts even though there are contentions to the contrary.
      c. Conclusions of law—applications of the controlling law and rules to the facts found and the legal results arising therefrom.
      d. Order—the action taken by the college president as the
result of the findings of fact and conclusions of law.

(2) Parties to the Contested Case and their attorneys shall be served a copy of the final order within ten (10) days of the filing of exceptions and arguments.

(3) The final order shall include a citation of the statutes under which the final order may be appealed.

Disciplinary Action

1. Warning — Disruptive behavior which is of a relatively minor nature has occurred; the student may be notified that if this type of behavior is repeated, more severe disciplinary action will be taken.

2. Probation—Serious or continuous disruptive behavior has occurred; the student may be permitted to continue enrollment at Western Oregon State College but is in danger of being terminated as a student. The student is entitled to all the rights and privileges of a student in good standing.

3. Suspension — Serious disruptive behavior has occurred; the student may be excluded from this college for a specific period of time not to exceed one year, after which the student may petition for readmission to Western Oregon State College. All services are withheld for the duration of suspension.

4. Expulsion—Serious disruptive behavior has occurred; the student may be permanently excluded from Western Oregon State College. All services of the institution are withheld except by order of the president of Western Oregon State College.

The disciplinary action, unless otherwise indicated, is for an indefinite period of time and is reviewed by the student and the Dean of Students at the close of the academic term in progress as to whether the action is to continue or to be ended.

The Student Conduct Committee

A Student Conduct Committee consisting of seven members will be formed for the purpose of reviewing and recommending revision of the Student Conduct Code to the president of the college (when revision is deemed necessary). In situations requiring disciplinary action, five members of this committee will be selected to serve as a Hearing Committee.

1. The Student Conduct Committee will consist of two students recommended by Inter-Dormitory Council (IDC), two students recommended by the Associated Students of Western Oregon State College (ASWOSC), and three faculty members. With the exception of the initial year, committee members will be appointed by the college president to serve on a two year rotation basis.

2. Each year IDC and ASWOSC shall submit to the college president separate lists of four students each for possible membership on the committee. In the initial year, the president will appoint two members and one alternate and thereafter he will appoint one member and one alternate from each list.

3. Each year the president of the college will appoint faculty members to the committee from a list provided by the provost. Both instructional and non-instructional faculty may serve as members of this committee. In odd-numbered years, the provost will nominate four faculty, two of which will be appointed, and one to serve as an alternate.

4. In the initial establishment of the committee, four students shall be appointed, two to serve two year terms and two to serve one year terms. The membership shall be divided equally between IDC and ASWOSC. Three faculty members shall be appointed initially, one to serve one year term and two to serve two year terms.

5. The Dean of Students shall convene the Student Conduct Committee, including alternates, during fall term of each year for purposes of committee introduction and orientation of hearing procedures.

The Hearing Committee

1. The Hearing Committee shall be convened at the request of the accused student or the Dean of Students. This committee shall consist of three students and two faculty members chosen by lot from the Student Conduct Committee.

2. A committee member may be excused from a specific hearing due to an apparent conflict of interest.

3. The accused student has the right to challenge only one member of the committee.

4. If there is no longer a full committee due to a challenge or self-dismissal of committee member(s), the president of the college will appoint a member(s) for the specific hearing from the appropriate list of alternates.
Student Activities

The College Center is the hub of student activities at WOSC. Student government offices, student publications, the book store, a coffee shop and several meeting rooms are located in the building. Art exhibits often line its main corridor and are shown in display cases.

The coffee shop can be converted into a lecture hall or dance floor.

The book store handles textbooks for the college courses, paperbacks, school and art supplies, cosmetics, records, magazines and other general merchandise.

Associated Students

All WOSC students are members of the Associated Students of WOSC (ASWOSC) by virtue of having paid the incidental fee which is charged to all students for non-academic purposes.

The fee is used to operate the College Center, underwrite athletics, and support various student organizations.

The ASWOSC government coordinates student activities through several boards on social, financial and legislative matters. The ASWOSC president appoints students who serve on a number of student and student-faculty committees, many of which are involved in the governance of the College.

Among the student-faculty committees are Curriculum, Teacher Education, Financial Aid, Student Concerns and Library.

Some student organizations are listed in academic department sections elsewhere in this catalog. Other special interest clubs funded by ASWOSC may include religious organizations, political parties, ski club, minority associations and various other groups.

Outdoor Program. This student service has an office in the College Center. It has bikes and backpacking equipment for rent and has information available on backpacking, fishing, camping and other outdoor activities. The service frequently sponsors lectures and films on outdoor topics.

Publications. The ASWOSC publishes the weekly newspaper, Lamron, on 10 Thursdays each term. The students also publish a yearly literary and arts magazine, Northwest Passage, each spring term.

Oregon Student Lobby. The ASWOSC belongs to this association which has members in many colleges and universities in the state. The Lobby maintains a paid professional staff and legislative liaison. It also coordinates student internships in state agencies with the cooperation of the governor's office.

OSPIRG. That is the acronym for Oregon Student Public Interest Research Group, an activist organization supported by voluntary dues. OSPIRG supports studies of public issues and sponsors a limited number of internships for these studies.

United Campus Christian Foundation. This is a privately financed organization directed by a clergyman. It is non-denominational. The office is located just off campus near the residence halls. A Catholic ministry also is maintained off campus for WOSC students.

Awards

As an incentive to exceptional achievement in scholarship and activities, several honors and awards have been made available to students.

Julia McCulloch Smith Award is given at commencement to the outstanding graduating senior woman.

The Delmer Dewey Award is given at commencement to the outstanding graduating senior man.

Phi Delta Kappa, national men's honorary education fraternity, presents an award each year to the outstanding senior man in education.

The President's Awards are presented each spring to the outstanding students in each of the College's seven academic departments. A small cash prize accompanies each award.

Recognition Night is sponsored each spring by ASOCE to honor outstanding students in various activities and endeavors.

Athletic teams are honored at banquets and other social occasions at the conclusion of each team's competitive season.

Phi Kappa Phi

Phi Kappa Phi is a national honor society with a chapter at WOSC. Outstanding undergraduate students are invited into membership, which is based on academic achievement. Graduate students also may become members and several WOSC professors are members.

About 10 percent of the senior class and 5 percent of the junior class become eligible to join. New members are honored at formal social functions, including a banquet.
Student Housing

At WOSC, residence hall life adds a dynamic dimension to the college experience. The educational values derived from living with people of varied interests, backgrounds, and ages offer a wide range of opportunities for personal growth and lifelong friendships.

The residences are designed for comfort. Rooms are attractively furnished, and each hall has lounges, snack areas, laundry facilities, television and music areas.

Each living area is staffed by a head resident with junior and senior student assistants to advise campus newcomers. Head residents and assistants are employees of the Dean of Students’ Office.

The residences are grouped in one area of the College with the farthest point of the campus a walk of no more than 10 minutes. Residences have free parking.

Two dormitory ground floors, one for each sex, have been modified for wheelchair students. Other special arrangements for physically limited students can be made on request to the Dormitory Office.

All residents dine in the Food Service Building. High quality, varied and nutritious meals are planned and prepared by our professional staff.

Room-and-Board Rates: The proposed rates for the three terms in 1981-82 are $1,995 for a multiple-occupant room and $2,580 for a single.

Barnum Hall (1968). A residence hall consisting of apartment style units with a living/study area, separate bedroom and sharing a common bath with an identical unit connected on the other side. Barnum has four buildings, three for residents and one for a lounge and activity area plus the head resident’s apartment. The capacity is about 140 students.

Butler Hall (1964). Similar to Barnum, but for upperclassmen only.

Gentle Hall (1966). Similar to Barnum in living arrangements. The capacity is about 140 students.

Landers Hall (1970). A traditional-type dormitory with 7-buildings. Nine two-bed rooms share a common bath area on each floor. Six buildings house men and women on alternate floors. The seventh building is used as a lounge and activity area and houses the head resident’s apartment. The capacity is about 300 students.

Housing Policies

Because of the educational function of dorm living, all single freshmen without dependents are required to spend their first year in college-operated housing. Many upperclassmen also choose to live in the residence halls because of the convenience and available services.

Any exceptions to this must be processed through the Dean of Students Office.

Visiting hours are from 9 a.m. to midnight Sunday through Thursday and until 2 a.m. Friday and Saturday nights. There are extended hours in the hall for upperclassmen.

The College reserves the right to enter residence hall rooms for inspection, repair or other official business.

Room-and-board charges are contracted for the full academic year. Upperclassmen have a term contract option, they may apply for housing on a term-by-term basis. An additional fee of $50.00 is assessed at the time of application for this option. If the student withdraws from college, the contract is voided.

Room reservations for fall term should be made before Aug. 1. An application form may be obtained from the WOSC Dormitory Office. A $50 deposit is required at the time of reservation. Refunds of $40 will be made if the room reservation is cancelled by Aug. 15 before fall term or at least 14 days before the beginning of winter or spring term. Students who are found to be ineligible for admission to the College will have the full deposit refunded.

Room-and-board fees are payable by the 10th day after the date that they are due. Payment after the due date carries a late-payment fee of $1 per day with a maximum $5 charge.

Refunds are made on a pro-rated basis from the day on which the student withdraws from the residence hall. Residences are open at 2 p.m. on the day before the first scheduled day of the academic calendar and close on the last scheduled day of each term.

Correspondence and housing application request should be directed to:

RESERVATION CLERK
Department of Dormitories
Western Oregon State College
Monmouth, Oregon 97361

Off-Campus Housing

The Dean of Students’ Office maintains a list of available off-campus housing. The office also will advise students on their obligations and rights in the leasing or renting of private property. The College does not own housing for married students. There are no fraternities or sororities.

The Accessibility Office, located in Maaske Hall, will help physically limited students locate accessible off-campus housing. The office is prepared to work with landlords in making modifications needed for wheelchair students.

Other Student Facilities

College Center (1960, 1972). This is headquarters for student government and organizations. The building has offices, several meeting rooms, a coffee shop, lounges, game room, student publications office and the book store.

Health Center (1963). The Student Health Service is located in this building. Facilities include examination rooms, treatment rooms and a small pharmacy.

Food Service Building (1971). The building is centrally located among the residence halls. It has dining facilities for all residence students and also is used by off-campus students and others for meals.
Financial Aid

Many WOSC students receive financial aid provided through the College. It comes as combinations of loans, grants, scholarships and part-time work, and is financed by various sources.

Application Procedures

With the exception of the Guaranteed Student Loan (GSL) program, students may apply for loans, grants and work on a single application form, the Financial Aid Form (FAF). The Financial Aid Form should be furnished to the College Scholarship Service, P.O. Box 1907, Berkeley, Calif. 94701, by Feb. 1 before the student enters college.

From information furnished by the College Scholarship Service, the WOSC Financial Aid Office allocates aid to qualifying students.

The FAF is available at high school and community college counseling centers and from the WOSC Financial Aid Office.

Applications received by March 1 will receive priority consideration for financial aid. Those received after March 1 will be considered in the order of receipt as funds are available.

A separate application is necessary for a Guaranteed Student Loan. Oregon residents may apply for GSW through the WOSC Financial Aid Office. Nonresidents may apply for a Guaranteed Student Loan or a Federally Insured Student Loan on forms available through the same office.

Beginning freshmen and undergraduate transfer students need not apply for admission to WOSC before applying for financial aid. High school seniors should obtain the FAF from their high school counseling office. Transfer students may obtain the FAF from the WOSC Financial Aid Office.

High school seniors wishing to be considered for scholarships should complete the Scholastic Aptitude Test (SAT) or the American College Testing (ACT) examination as early as possible in their senior year.

Undergraduates currently enrolled at WOSC should complete the FAF and submit it to the College Scholarship Service at the Berkeley address by Feb. 1.

State Grants

The Legislature provides a limited amount of financial aid for Oregon resident undergraduates attending colleges and universities within the state. The aid, in the form of grants, is administered by the State Scholarship Commission. Information may be obtained from high school counselors; from the State Scholarship Commission, Suite 9, 1445 Willamette Avenue, Eugene, Ore. 97401; or from the WOSC Financial Aid Office.

There are two grant programs:

Need Grants. These are available to students who qualify for admission to college and whose resources are inadequate to meet the cost of their education. These grants are available for four years and can’t exceed $528 per year. The student must reapply each year by completing the Financial Aid Form in order to be considered for renewal of the grant.

Cash Awards. These are awarded on the basis of scholastic aptitude, achievement and need. They can’t exceed $400 per year. Again, the student must complete the Financial Aid Form each year to be considered for renewal of the grant.

WOSC Endowed Scholarships and Awards

Several awards and scholarships are awarded each spring by a student-faculty Financial Aid Committee to entering freshmen and other students. The awards are made to students who have completed an FAF or other application form. All awards are based on scholastic ability, and some are in combination with the student’s need.

Alumni Distinguished Service Scholarship Funds. Established by the Alumni Association and funded through contributions to the annual alumni phonathon, this fund annually awards $1,000 scholarships to incoming freshmen in recognition of their scholastic excellence.

A limited number of $1,000 scholarships to outstanding graduates of Oregon high schools who will enter WOSC as beginning freshmen are awarded. The nonrenewable awards are made regardless of the applicant’s intended major. The scholarships are intended solely to recognize scholastic excellence.

Applicants must meet the following criteria:

- High school cumulative grade-point average of at least 3.50.
- Submission of SAT or ACT scores.
- Formal application, including high school transcript through seven semesters.
- Verification by a high school official of high school GPA and test scores.

Applicants who are not selected to receive an Alumni Association award will be considered for all other scholarships available to entering students at WOSC. Applications must be made before March 1, 1981 for fall term, 1981.

Further information may be obtained from:

Scholarship Chairperson
Financial Aid Office
Western Oregon State College
Monmouth, Oregon 97361

Centennial Scholarship Fund. Established by the Alumni Association and Development Foundation, the fund celebrates the college’s centennial in 1981/82. Scholarship recipients are to be incoming freshmen selected on the basis of academic merit and activities participation.

Christy Fund. Named for Oscar C. Christensen, an WOSC faculty member and coach for 40 years. The scholarship supported by the Christensen family and Christy’s former students and friends, has but one goal, “to keep a good student in school.”

This is an endowment established by the family of the late Oscar Carl Christensen, who taught history and social science courses at WOSC from 1925 until 1964.
The proceeds of the endowment are used for students of outstanding academic promise, but who must have financial assistance to attend college. The scholarships are renewable.

**Coca Cola Merit Award Program.** The merit award is a tuition scholarship provided to a beginning freshman student. Eligible students must have a minimum 3.6 GPA from high school. Applications are available through the high school.

**Dads Club Awards.** Money is presented by the Dads Club to the Financial Aid Committee to be used as supplementary awards. All financial aid applicants are considered. Money is presented by the Dads Club to the Financial Aid Committee to be used as supplementary awards. All eligible financial aid applicants are considered.

**Bernard Daly Education Fund.** Established by the will of Dr. Bernard Daly of Lakeview, Ore., this fund provides income to help pay college expenses of students who attended high school in Lake County.

**James G. Daniels Memorial Trust Fund.** A scholarship fund initiated by the Daniels' family in memory of James Daniels Sr., and James Daniels Jr. Funds are utilized for emergency assistance for worthy students.

**Duncan-Shriners Scholarship Fund.** This endowed scholarship was initiated by Donald and Verna Duncan to honor their parents “for their lifetime of teaching and interest in the growth and development of children.” Awards are available to students studying to be teachers.

**Eastern Star Scholarships.** Scholarships are awarded annually for women who are members or daughters of members of the Order of Eastern Star in Oregon. Awards are presented at the end of the junior year to students in need of financial assistance for their senior year. Application must be made to the Order of the Eastern Star.

**Financial Aid Committee Awards.** The Financial Aid Committee offers a limited number of scholarships from funds contributed to the College by various persons, groups and organizations. The number of grants varies from year to year, and the amounts vary according to the scholastic ability and financial need of the applicants. All eligible financial aid applicants are considered.

**Robert S. Graham Scholarship Fund.** Established as a memorial for Robert S. Graham, a WOSC alumnus and educator. The fund supports talented students majoring in art education.

**Paul F. Griffin Scholarship in Geography.** Initiated by the family and friends as a memorial to Dr. Griffin who served as faculty member and social science chairperson for almost two decades. Selection is made for academic merit from students majoring in geography.

**Maria C. Jackson Foundation Scholarship.** The Jackson Foundation is a trust of the late Mrs. Maria C. Jackson, widow of the founder of the Oregon Journal. The scholarship is awarded to a beginning freshman demonstrating high academic achievement with preference given to sons or daughters of Oregon Journal employees.

**Dorothy M. Kirby Scholarship Fund.** Interest earned from this endowed fund assists students in pursuit of their education at WOSC.

**Mothers Club Awards.** Awards are available to students, preferably of junior standing, who have a 2.5 grade-point average or higher. All eligible financial aid applicants are considered.

**Cathy Morgan Memorial Fund.** A unique scholarship initiated by the Morgan family in memory of Cathy, who was a WOSC student. The fund supports hearing impaired students who demonstrate academic promise by providing scholarships, stipends and special assistance.

**S. Elizabeth Norberg Memorial Fund.** A limited number of scholarships awarded each year from a fund established in memory of S. Elizabeth Norberg. The awards are based on financial need and academic ability.

**Oregon Congress of Parents, Teachers and Students Scholarships.** These awards are available to Oregon residents who plan to prepare for elementary or secondary teaching in Oregon public schools. High school seniors and graduates and college students may apply for the scholarships, which are for $250 per year up to four years. Application forms may be obtained from high school counseling offices and must be filed by March 1 with the Oregon Congress of Parents, Teachers and Students, 9050 SE 13th, Portland, Oregon 97202.

**Oregon Public Employees Union Scholarships.** Several scholarships and grants are awarded annually by the association to students attending State System of Higher Education colleges and universities. Applicants must be sponsored by association member. Selection is based on scholastic achievement and financial need. Application and eligibility forms are available from any OPEU chapter president. They must be submitted to the association office by March 1. The address: OPEU Scholarship Committee, P. O. Box 12159, Salem, Ore. 97308.

**P.E.O. Scholarships.** Two $250 scholarships are awarded annually by the Oregon State Chapter of P.E.O. to women residing in Oregon to be used during the junior or senior year at an Oregon college or university. Applicants should be submitted from and filed with the scholarship chairperson of the state chapter.

**Jerome Steinback Foundation Grants.** These are available to undergraduate students on the basis of need and a minimum college GPA of 3.00. Application should be made with the Trust Division, U.S. National Bank of Oregon, P.O. Box 3168, Portland, Ore. 97208.

**Lee G. Wells Scholarship Fund.** Established by the family of Lee G. Wells, to provide an opportunity for an WOCE student scholar to complete a program in higher education.

**Federal Grant and Loan Programs**

**Basic Educational Opportunity Grants.** This is a program of cash grants for undergraduate students. They range from $105 to $1750 per year and are based exclusively on need. Students apply directly to the
federal government, using either the Financial Aid Form or a special application form available from high school counseling offices and the WOSC Financial Aid Office.

Supplemental Educational Opportunity Grants. These are cash grants for a limited number of undergraduate students. Students accepted for enrollment or enrolled in good standing may receive these grants for each year of their college education. The grants range from $200 to $1,500 a year.

National Direct Student Loans. Loans are made directly to qualified students by the federal government. If the borrower teaches the handicapped or in schools serving low-income families, the entire amount of the loan may be cancelled over a period of five years. For others, repayment begins 7 months after the student ceases to attend college at least one-half time. The interest rate is 4 per cent.

Guaranteed Student Loans. Guaranteed Student Loans (GSL) of up to $3,000 per year for undergraduates or $5,000 per year for graduate students to a maximum aggregate of $25,000 may be borrowed under a federal program administered by the State Scholarship Commission for Oregon residents. A similar program, the Federally Insured Student Loan program, is available to nonresident students: information is available from the WOSC Financial Aid Office.

Under the GSL program, the student borrows directly from a bank or other lending institution. Applications are available from lenders or the WOSC Financial Aid Office. Loans are approved for a year and are renewable as long as the student is enrolled at least one-half time and has not exceeded the loan limit.

As long as the student is enrolled at least one-half time, repayment is deferred. Repayment begins on the first day of the 7th month after the student leaves school. The loan is repaid at a minimum of $30 per month, $90 per quarter or $360 per year. Interest is 9 per cent of the unpaid balance.

WOSC Student Loan Funds

Several loan funds have been established at WOSC and are administered as the donor specified. Application for loans may be made with the WOSC Financial Aid Office. Applicants should specify whether a long-term or short-term loan is needed, and the WOSC Business Office, if the loan is approved, will determine the source of the loan.

Long-Term Loans. A maximum of $250 may be borrowed in one term by full-time students in good standing. Repayment is made according to an agreement when the loan is made. Interest is 4 per cent for one year from the date of the note and 6 per cent thereafter. The maximum per year is $750. A limit of $1,000 for single students and $1,250 for married students may be borrowed for periods of more than one year. The entire loan must be repaid within two years of the date of the note. Co-signers are required.

Short-Term Loans. A limit of one term's tuition may be borrowed by a full-time student in good standing. Repayment is required by the end of the term for which the loan is made. Handling charges are a minimum of 10 cents for less than $10 and a maximum of $1.50 for larger amounts.

Loan Fund Sources

The Ackerman Memorial Loan Fund. Honors the late J. H. Ackerman, former president of the College (1911-21).

Alpha Delta Kappa, Epsilon Chapter Loan Fund. A memorial contribution of Inamae Taylor Pollite, an alumna of WOSC.

Sophia Barnum Memorial Loan Fund. Honors the late Sophia Barnum of the faculty; established for men and women preparing to teach.

Mrs. Edwin Binney Jr. Loan Fund. A memorial to Mrs. Edwin Binney Jr., a friend of WOSC.

Bruce Bradshaw Memorial Loan Fund. A memorial to Bruce E. Bradshaw, outstanding athlete and student.

Donna Jean Buck Memorial Loan Fund. A memorial to Donna Jean Buck, outstanding student.

William H. Burton Memorial Loan Fund. Established in memory of this alumnus.

Clifford L. Corley Memorial Loan Fund. Honors the late Clifford L. Corley, former chairman of the Education and Psychology Department, and, at the time of his death, Director of Graduate Programs. Loans cannot exceed tuition and fees for one term. Income is applied to grants to outstanding students in junior high school education.

Jane Catherine Dale Memorial Loan Fund. Honors the late Jane Catherine Dale, former chairman of the Humanities Department.

Mike Davis Memorial Loan Fund. Memorials Mike Davis, an outstanding student.

Toni Neufeldt Endersby Memorial Loan Fund. A memorial to Toni Neufeldt Endersby, outstanding student.

Lyle Fetter Memorial Loan Fund. Honors the late Lyle Fetter, outstanding student.

James Fissel Memorial Loan Fund. Honors the late James Fissel, Spanish professor.

Thomas H. Gentle Memorial Loan Fund. Honors the late Thomas H. Gentle of the faculty, a leader in teacher education; for men and women preparing to teach.

Emma Henkle Memorial Loan Fund. Memorizes the late associate professor of education.


Agnes Clark Hoyser Memorial Fund. Honors the late Mrs. Hoyser, a WOSC alumna.

Ralph Kilham Memorial Loan Fund. A memorial to Ralph Kilham by the students, faculty and staff of WOSC.

Katherine Elle Klein Memorial Loan Fund. Honors the late Katherine Elle Klein: for senior men and women in teacher education.

Alice M. Knuth Loan Fund. A student emergency loan fund established for music majors by Alice M. Knuth, professor emeritus of music.

J. S. Landers Loan Fund. Honors the late Joseph S. Landers, president of WOSC from 1921 to 1932; emergency loans in small amounts for short durations.

Roben J. Maaske Memorial Loan Fund. A memorial to Roben J. Maaske, president of WOSC from 1950 to 1955; for students preparing to teach.
Lee J. Mahoney Memorial Loan Fund. A memorial to Lee J. Mahoney of the faculty; restricted to students interested in teaching mathematics.

Virginia Martin Memorial Loan Fund. Loans not to exceed $100.

Oma Belle McBee Memorial Loan Fund. Honors the late Oma Belle McBee, outstanding alumna.

Marian Miller Memorial Loan Fund. In memory of the late Marian Miller, assistant professor of physical education.

Ada Murray Memorial Loan Fund. Sponsored by the Hood River County Education Association; preference given to residents of Hood River County.

WOSC Women Loan Fund. Established by the faculty women, women of the staff, and faculty wives.

Rachel Phillips Loan Fund. A bequest of the late Mrs. Rachel Phillips of Oregon City.

Carol Pickering Memorial Loan Fund. In memory of Carol Pickering, outstanding physical education student.

Riddell Memorial Loan Fund. A memorial to Elizabeth and William Riddell.

Thomas Roberts Loan Fund. A bequest of the late Thomas L. Roberts for young people to encourage spirituality and their service to others.

James Samuelson Memorial Loan Fund. Memorial to James Samuelson, outstanding student.

Julia McCulloch Smith Loan Fund. A gift of John E. Smith of Ames, Iowa, in memory of his wife, Julia McCulloch Smith, a WOSC graduate; for women students.


Beulah Stebno Thornton Memorial Loan Fund. Sponsored by Beta chapter, Delta Kappa Gamma, women’s educational society, in memory of Beulah Stebno Thornton of the faculty; for junior and senior women preparing to teach language arts.

Dr. Montana Rickards Walking Bull Loan Fund. For full-blooded Native Americans for small emergency needs, established by Dr. Walking Bull, professor emeritus of humanities.

WOSC Alumni Association Fund.

Mothers Club and Dads Club Loan Fund.

Oregon Epsilon Chapter of Alpha Delta Kappa Loan Fund. For women preparing for teaching careers.

Other Loan Funds. From anonymous donors for emergency loans; available to all students.

Employment

A coordinator in the Financial Aid Office helps place as many students as possible in jobs at the College and in the community. A bulletin board in the office advertises available positions, both for the College Work-Study Program and for regular employment.

College Work-Study Program. This is designed to stimulate part-time employment of students needing money to continue their education. To qualify, a student must be a citizen or permanent resident of the United States, show financial need, be making satisfactory academic progress, and be enrolled or accepted for enrollment. A student may be employed in this program no more than 40 hours per week. Application may be made on the Financial Aid Form (FAF).

Regular Employment. While employment can’t be guaranteed to all students wishing it, the College attempts to put employers and students together. Inquiries should be made to the Financial Aid Office. The new student should have enough money to cover expenses for at least the first term. Students shouldn’t expect to find jobs by writing to the College because part-time jobs normally aren’t listed until school opens.

Veterans Educational Aid

Information about federal and state veterans educational aid programs may be obtained from the Veterans Clerk in the Registrar’s Office in Administration Building. Federal Veterans Administration and State Department of Veterans Affairs offices also have information. Forms for application are available from the WOSC Veterans Office.
UNDERGRADUATE PROGRAMS

All WOSC students receive a liberal education regardless of their area of specialization. This means that the college curriculum is designed to foster certain knowledge, abilities and attitudes which define the liberally educated person. Each student, regardless of his major course of studies, is expected to show that progress has been made in efforts to achieve liberal breadth as well as mastery of a particular subject before being graduated, but each in an individual way. Each student learns that the completion of a college education is only the beginning of a lifetime of learning.

A paramount characteristic of a liberally educated person is the ability and self-discipline to learn independently. The Liberal Arts Core Curriculum (LACC) of the College, described on this and the next page, provides the driving force toward continuing study after graduation. It is directed toward the development of enjoyment for all fields of study.

The liberally educated person exhibits other characteristics which are fundamental in importance. Some reflect cultural values; others reflect the present needs of society. They are listed in the LACC description on this and the next page.

Components of the BA/BS Degree

The LACC is the foundation for each student's liberal education.

In addition, each student must complete an integrated course of study (the major), a minor course of study to complement the major, and in most programs, complete the 192 credit hours required for graduation by selecting free electives (usually 20 hours) that will fulfill the student's interests or goals.

The typical degree program, then, may be broken down in this way:

<table>
<thead>
<tr>
<th>LACC</th>
<th>73</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major</td>
<td>72</td>
</tr>
<tr>
<td>Minor</td>
<td>27</td>
</tr>
<tr>
<td>Electives</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total required for degree</strong></td>
<td>192</td>
</tr>
</tbody>
</table>

Advising

Each beginning freshman is assigned to an "1st adviser," one of a corps of advisers who have taken special training in the smooth guidance of individual students during the freshman year. The "1st adviser" teaches one or two classes of the course 1st 101 Introduction to the Liberal Arts and Sciences, which introduces students to the study and areas of liberal arts and sciences.

Most students who are not in education will, in their sophomore year, be assigned to a departmental adviser. Some students, however, do not declare a major field of study in their sophomore year, and will remain with their original "1st adviser."

Those who are admitted to teacher education in their junior year will be assigned a new adviser. Those in Elementary Education will have advisers from the Elementary Education staff. Those in Secondary Education will be assigned advisers in the departments of their teaching majors.

Students are urged to consult with their advisers frequently to complete the smooth flow of progress in their studies through graduation.

Liberal Arts Core Curriculum

The Liberal Arts Core Curriculum (LACC) provides students a set of skills for effective living and an integrated body of knowledge common to all liberally educated persons. LACC is not only a substantial portion of a college education, but has these further purposes:

- Equip the student for advanced college studies.
- Furnish the student with a solid foundation for the life-long learning necessary for successful professional and personal life.

The liberally educated person is one who has the ability and self-discipline to learn independently. Implied in that statement are the abilities to:

- Use language effectively.
- Solve problems using logical systems of thought.
- Sustain an active, balanced life through the development of a sound body.
- Appreciate human thought and culture.
- Make mature judgments.
- Deal with processes of human interaction, learning and development.
- Be creatively expressive and aesthetically sensitive.
- Cope with political, social, economic and environmental problems and processes.
- Understand the complexities of contemporary technology.
Undergraduate Programs

At WOSC, strong emphasis is placed on the role of the adviser in helping the student coordinate his personal educational needs and the College requirements. In many cases, students will be encouraged to demonstrate existing skills in mathematics, composition and speech if they seek waiver of these requirements.

Liberal Arts Core Curriculum requirements:

Skills

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Liberal Arts</td>
<td>1</td>
</tr>
<tr>
<td>1st 101 Introduction to the Liberal Arts and Sciences</td>
<td></td>
</tr>
<tr>
<td>English Composition</td>
<td>9</td>
</tr>
<tr>
<td>Wr 121 English Composition (freshmen)</td>
<td></td>
</tr>
<tr>
<td>Wr 222 English Composition or Wr 224 The Research Paper (sophomores)</td>
<td></td>
</tr>
<tr>
<td>Wr 323 English Composition or Wr 414 Advanced Composition (juniors, seniors)</td>
<td></td>
</tr>
<tr>
<td>Speech</td>
<td>3</td>
</tr>
<tr>
<td>Sp 111 Fundamentals of Speech</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>5</td>
</tr>
<tr>
<td>PE 110 Individual Health and Fitness</td>
<td></td>
</tr>
<tr>
<td>Select three from three different areas: PE 111, 211 Rhythms; PE 112, 212 Gymnastics and Self-Testing; PE 113, 213 Aquatics; PE 114, 214 Individual and Dual Sports; PE 115, 215 Team Sports</td>
<td></td>
</tr>
<tr>
<td>Notes: PE 111, 112, 115 recommended for Elementary Education majors. Transfer students may satisfy the Physical Education requirement with 5 hours of approved activity courses approved by the P.E. Department.</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
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<tr>
<td>Mth 95 Intermediate Algebra, or</td>
<td></td>
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<tr>
<td>Mth 121, 122, 123 Essentials of Mathematics or the equivalent recommended for Elementary Education majors Note: Equivalent courses determined by the Natural Sciences/Mathematics Department.</td>
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</tr>
<tr>
<td>Distribution</td>
<td>48</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>9</td>
</tr>
<tr>
<td>FA 101, 102, 103 Correlated Study of the Arts, or</td>
<td></td>
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<tr>
<td>Three hours each from three of the following areas: Art: A 115, 116 or any art history course. Dance: Any 3-hour dance sequence or course. Music: Mus 201 or other approved music course (Mus 381 recommended for Elementary Education majors) Theater Arts: TA 110, 210, 244, 245, 246, 250, or 253. Note: A maximum of 3 hours of performance courses allowed.</td>
<td></td>
</tr>
<tr>
<td>Literature</td>
<td>9</td>
</tr>
<tr>
<td>Eng 104, 105, 106 Types of World Literature, or</td>
<td></td>
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<tr>
<td>Eng 107, 108, 109 Literature of the Western World</td>
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<tr>
<td>Note: Transfer students may satisfy this requirement with any approved sequence in literature determination made by the chairperson of the Humanities Department.</td>
<td></td>
</tr>
<tr>
<td>Philosophy or Religion</td>
<td>3</td>
</tr>
<tr>
<td>Any approved course</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
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<tr>
<td>Psy 201 General Psychology, or</td>
<td></td>
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<tr>
<td>Psy 225 Developmental Psychology for the Classroom (recommended for Education majors)</td>
<td></td>
</tr>
<tr>
<td>Natural Sciences and Mathematics</td>
<td>12</td>
</tr>
<tr>
<td>Any of the following sequences:</td>
<td></td>
</tr>
<tr>
<td>GS 101, 102, 103 Natural Sciences: Human Perspectives</td>
<td></td>
</tr>
<tr>
<td>Bi 101, GS 104, GS 105 or 106 Biological, Earth and Physical Sciences</td>
<td></td>
</tr>
<tr>
<td>GS 104, 105, 106 Foundations of Physical Science</td>
<td></td>
</tr>
<tr>
<td>Bi 101, 102 General Biology, plus one course</td>
<td></td>
</tr>
<tr>
<td>Ch 104, 105, 106 General Chemistry</td>
<td></td>
</tr>
<tr>
<td>G 201, 202, 203 Geology</td>
<td></td>
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<tr>
<td>Ph 101, 102, 103 Essentials of Physics. plus one course</td>
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</tr>
<tr>
<td>Mth 161, 162, 163 Mathematics for the Biological and Social Sciences</td>
<td></td>
</tr>
<tr>
<td>CS 101, 133, Mth 425 Computer Coding and Statistics</td>
<td></td>
</tr>
<tr>
<td>Mth 101, 102, 200, 201, 202 Mathematics as appropriate from entry level Advanced sequences in biological, earth and physical sciences Note: GS 101, 102, 103, or Bi 101, GS 104, GS 105 or 106 recommended for Elementary Education majors.</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>12</td>
</tr>
<tr>
<td>Hst 101, 102, 103 History of World Civilization, or</td>
<td></td>
</tr>
<tr>
<td>Ssc 101, 102, 103 Culture and Society</td>
<td></td>
</tr>
<tr>
<td>Plus one other approved social science course</td>
<td></td>
</tr>
<tr>
<td>Note: Transfer students may satisfy the history or social science sequence with any approved social science sequence determination made by the chairperson of the Social Science Department.</td>
<td></td>
</tr>
<tr>
<td>Integration</td>
<td>3</td>
</tr>
<tr>
<td>1st 450 Senior Colloquium</td>
<td></td>
</tr>
<tr>
<td>Total required in LACC</td>
<td>73</td>
</tr>
</tbody>
</table>

The Programs

All undergraduate programs of the College are outlined in the following sections on Liberal Arts and Sciences and on Public Education and Service. Each of the sections covers a division of the College. In the divisions are several departments in which are grouped related disciplines, or fields of study.

All teacher education programs are listed beginning on page 58.

The descriptions of courses will be found in another catalog section which begins on page 93.

Liberal Arts and Sciences

Creative Arts Department (Page 35)

BA/BS in Art
BA/BS in The Arts
BA/BS in Music
Various minors—including Dance Preprofessional programs
Humanities Department (Page 38)
BA/BS in Humanities
English major
Humanities major—Various minors
Preprofessional programs

Natural Sciences and Mathematics Department (Page 40)
BA/BS in Natural Sciences
Biology major
Mathematics major
Various minors
Preprofessional programs

Social Science Department (Page 48)
BA/BS in Social Science
Corrections major
Economics major
Geography major
History major
Law Enforcement major
BS in Fire Services Administration
Various minors including Business Administration
Preprofessional programs

Non-Departmental Studies (Page 54)
BA/BS in Interdisciplinary Studies
Honors
Associate in Arts
Military Science (Army ROTC)

Public Education and Service

Elementary Education (Page 57)
Early Childhood Education
Elementary Music major
Art Education
Art
Music (K-12)
Drama
Language Arts
Speech
Journalism
Language Arts/Social Science
French
German
Spanish
Biology
Physical Science
Integrated Science
Basic Mathematics
Social Science
Physical Education
Health Education
Bilingual (Spanish)/Cross-Cultural
Reading
Educational Media
Speech Impaired
Handicapped Learner
Severely Handicapped Learner

Secondary Education (Page 63)
Art Education
Art (major and minor)
Music (K-12) (major and minor)

Undergraduate Programs

Theater Arts (major and minor)
Language Arts (major and minor)
Speech (major and minor)
Language Arts/Social Science (major)
Language Arts/Writing (major)
Journalism (minor)
French (major and minor)
German (major and minor)
Spanish (major and minor)
Biology (major and minor)
Physical Science (major and minor)
Integrated Science (major and minor)
Advanced Mathematics (major and minor)
Basic Mathematics (minor)
Social Science (major and minor)
Physical Education (major and minor)
Health Education (major and minor)
Athletic Coaching Concentration
Bilingual (Spanish)/Cross-Cultural
Reading
Educational Media
Speech Impaired
Handicapped Learner
Severely Handicapped Learner

Health, Physical Education and Athletics (Page 71)
Athletic Coaching Concentration

Psychology and Special Education (Page 72)
BA/BS in Psychology
Severely Handicapped Learner minor
Psychology minor
LIBERAL ARTS AND SCIENCES

Creative Arts

Chairman: Ronald Wynn.


Dance: Instructors—Ray Miller, Jessica Wood.


Theater Arts: Professor—Richard Davis. Associate Professors—Allen Adams, Robert Page.

The teaching artists from the visual arts and three areas of the performing arts—music, theater and dance—combine their knowledge of symbolic forms and creative expression in WOSC’s newest academic department.

The college has excellent facilities in its Fine Arts Auditorium, the Music Hall, Campbell Hall and the dance areas of the older physical education building.

The Auditorium boasts a large main stage, orchestra pit, a smaller studio theater, complete costume shop and scenecraft area. The main theater seats 619 persons and is acknowledged as one of the state’s best mid-sized facilities. It is used frequently for purposes ranging from the convocation welcoming new freshmen to appearances of the Oregon Symphony. Art is displayed in the lobby.

The Music Hall has several practice rooms, including some for ensembles, and a recital hall, also heavily used.

Campbell Hall, built in 1871, houses the visual arts classrooms, studios, darkrooms, work areas and a small gallery.

The college’s new stadium eventually will include the dance practice and classroom areas.

The department serves the students and community in several ways:

- Preparation for professional careers in music, theater, dance and the visual arts, with the Bachelor of Arts and the Bachelor of Science being offered in Art, Music, The Arts, the latter a multidisciplinary degree combining courses in all academic areas of the department, and a minor in dance.
- Preparation of teachers of art, music and drama, with studies leading to the Bachelor of Arts and Bachelor of Science in Education.
- Preparation of students to enter graduate school or professional training in Dance.
- Services as a college resource in the liberal education of all WOSC students.
- Coordinator of cultural events for the education and entertainment of students, faculty, staff and members of the Monmouth-Independence community.

Special Interest Groups

Art. Students have formed the WOSC Potters Guild, the WOSC Fibers Guild, the Monmouth-Independence Printmakers Association and a student chapter of the National Art Education Association.

Sales by the student groups help finance student art shows, and the Potters have purchased equipment which is on permanent loan to the college.

The department’s visual art section sponsors a modest scholarship awarded annually to a freshman art student who will be a sophomore the following fall term.

Dance. The WOSC Dance Company, a troupe of about 16 students, presents a recital each spring. Members also are featured in musical and other plays presented by the Creative Arts Department.

Music. Several voice and instrumental ensembles, large and small, attract both music majors and students interested in music who major in other areas. The ensembles include the Concert Choir, Marching and Symphonic Band, Chamber Symphony, Women’s Chorale, Chamber Singers, Jazz Ensemble, Pep Band and other small instrumental ensembles that are organized as interest warrants.

Mu Phi Epsilon and Phi Mu Alpha Sinfonia, two professional music organizations, and a student chapter of Music Educators National Conference, a professional association, include outstanding students as members.

The Creative Arts Department sponsors four $250 scholarships awarded to incoming freshmen after auditions each spring. Three other scholarships are awarded to returning students. The scholarships are financed by a vespers concert at Christmas, donations and other sources of money.

Each of the major ensembles presents a concert at the end of each term and tours in the state once in
alternate years. Student recitals are encouraged and may be presented after approval by the faculty.

Music faculty members also perform frequently, and guest artists often appear under the sponsorship of the department or the Associated Students of WOSC. Concerts are held in the Fine Arts Auditorium, the Music Hall auditorium, the College Center and on the lawns of the Music Hall and Fine Arts Auditorium.

Ensembles form in the summer, when concerts are presented and an orchestra supports the department’s summer musical.

Theater. A major play is presented each term on the main stage of the Fine Arts Auditorium. In winter term in alternate years, the department presents an opera or a Broadway-type musical.

Student-directed plays also are presented, usually one per term, in the Fine Arts studio theater. Junior and senior students apply to direct these plays, for which credit is given.

A children’s theater production is staged each term, and these tour in the Willamette Valley.

In the summer, a musical on the main stage, one or two studio plays and a children’s play are produced in rotation during the two weeks of the Summer Arts Festival.

Theater for the deaf also is fostered by theater faculty members.

Alpha Psi Omega is a theater honorary for outstanding students in theater. At least one scholarship is awarded to an outstanding theater student at the end of each school year.

The Creative Arts Degrees

The BA/BS in Art, Music and The Arts are awarded to students completing 72 credit hours in their major programs and 27-hour minors in second academic areas. Requirements are outlined below.

Teacher Preparation

Faculty advisers in the department assist students in the major and minor programs in Secondary Education, listed below. They also advise Elementary Education students in their teaching minors, but these students are guided in their Elementary Education major by faculty advisers of the Elementary and Secondary Education Department. An exception is the Elementary Music major, in which students are advised by music faculty advisers.

Secondary Education (curricula Pages 63 to 70)

Majors: Art (K-12), Art Education (five-year program), Music (K-12), Theatre Arts.

Minors: Art, Music (K-12), Theatre Arts

Elementary Education (curricula Pages 59 to 63)

Major: Elementary Music (K-9).

Minors: Art, Music (K-9), Theatre Arts.

Minors in Liberal Studies

The department offers 27-hour minors in the following areas: Art, Dance, Music and Theatre Arts. Minor programs should be developed with the help of an adviser.

BA/BS in Art

This is a flexible program in which students can prepare for a range of vocational and professional needs. Studies include art history, theory, criticism, painting, design, drawing, printmaking, ceramics, sculpture, crafts, photography, mixed media, textiles, jewelry and weaving.

The program has a 42-hour core which stresses both theory and studio production. Completing the 72-hour major component is a 30-hour block of contracted courses which allows the student to develop an art concentration. Competency statements are developed at several stages of the program to assess individual progress.

Students may choose the general art major or optional emphases in graphic arts/layout or crafts.

Liberal Arts Core Curriculum ........................................ 72

Art major ......................................................... 72

Core courses (42 hours)

Art History courses ............................................. 18

Drawing courses ............................................... 6

Design courses .................................................. 6

A 497 Composition and Visual Theory ......................... 3

Art 493: Foundations of Aesthetics Education, or A 496: Appreciative Aspects of Art .................. 3

Electives in Art .................................................. 6

Contracted Courses Concentration in the student’s choice ...... 30

Minor ............................................................ 27

Electives ........................................................... 20

Total required for degree ....................................... 192

Graphic Arts/Layout Emphasis

Core of courses (24 hours)

A 220, 221 Design ............................................... 6

A 230, 231 Drawing .............................................. 6

Art History courses ............................................. 12

Emphasis (48 hours)

A 225 Lettering ................................................... 3

A 236 Life Drawing I ............................................. 3

A 240 Printmaking: Serigraphy ................................ 3

A 245, 246 Light Image ......................................... 6

A 250 Watercolor .................................................. 3

A 325 Lettering and Layout .................................... 3

A 425 Graphic Arts/Layout ...................................... 3

A 397 Professional Concerns ................................... 3

A 497 Composition and Visual Theory ......................... 3

A 407 Seminar ................................................... 3

A 409 Practicum ................................................ 3-9

Electives in art (maximum of 6 hours in one area) ......... 3-9

Total hours in major ........................................... 72

Crafts Emphasis

Core of courses (24 hours)

A 220, 221 Design ............................................... 6

A 230, 231 Drawing .............................................. 6

Art History courses ............................................. 12

Emphasis (48 hours)

A 265, 266, 365 Ceramics ..................................... 9

A 270, 370, 470 Jewelry ....................................... 9

A 286, 287, 385 Weaving ...................................... 9

A 260, 261, 380, 381 Crafts .................................. 12

A 215 Crafts History ........................................... 3

A 397 Professional Concerns ................................... 3

A 409 Practicum (if more than 3 hours taken, the excess may be credited to electives) 9-12

Total hours in major ........................................... 72
BA/BS in The Arts (Art, Music, Theater)

Students who major in this program may choose to concentrate their studies in any one of the component areas—Art, Music or Theater. The background they build may lead to employment in public or private enterprises, to self-employment or to study in one of the fine arts.

The 72-hour major requires 39 hours in the area of concentration, including 12 hours of lower-division and 27 hours of upper-division courses. The remainder of the 72 hours is completed with courses from other component areas.

Programs are designed individually by students and advisers to satisfy personal needs, interests and goals.

Liberal Arts Core Curriculum ........................................ 73
The Arts Major ...................................................... 72
  Lower Division:
  CA 101, 102, 103 Correlated Study of the Arts .......... 9
  Area of emphasis ................................................. 12
  Second area ................................................... 6
  Third area ...................................................... 3
  Electives .......................................................... 6
  Upper Division:
  Area of emphasis ................................................. 27
  Second area ...................................................... 6
  Minor .................................................................. 27
  Electives .......................................................... 20
Total required for degree .............................................. 192

BA/BS in Music

This program gives students an opportunity for broad study in music as well as a concentration in an area of particular interest. The student will be prepared for employment in such fields as the music industry, music journalism, studio music instruction, church music, the entertainment industry and recreation and parks programs. It also can be a foundation for advanced study in music.

The program includes a 42-hour core in musicianship and a 30-hour block of contracted courses, including a minimum of 12 hours of performance studies emphasizing the student’s particular interest.

It is recommended that the student study one foreign language. Completion of two years (24 credit hours) of a foreign language leads to the Bachelor of Arts degree.

Liberal Arts Core Curriculum ........................................ 73
Music Major ............................................................ 72
  Musicianship Core:
  Mus 111, 112, 113 Musicianship I ......................... 12
  Mus 211, 212, 213 Musicianship II ......................... 12
  Mus 261, 262, 263 Music History I ....................... 9
  Mus 361, 362, 363 Music History II ..................... 9
  Contracted Courses:
  Chosen by the student and adviser, and including 
at least 12 hours of Performance Studies .... 30
  Minor .............................................................. 27
  Electives .......................................................... 20
Total required for degree .............................................. 192

Emphasis in Studio Teaching

Program example. The student who wants to major in music and prepare to teach privately in a home or studio should follow the outline for the degree and include the following as contracted courses. The 30 hours must be in either piano or voice, but not a combination of both.

Contracted Courses ..................................................... 30
  MuP 271 Performance Studies: Piano, or ............... 6
  MuP 274 Performance Studies: Voice .................. 6
  MuP 471 Performance Studies: Piano, or ............... 6
  MuP 474 Performance Studies: Voice .................. 6
  Mus 407 Seminar: Piano Pedagogy and Literature, or 6
  Mus 407 Seminar: Voice Pedagogy and Literature, or 6
  Mus 409 Practicum: Piano Instruction, or .............. 12
  Mus 409 Practicum: Voice Instruction .................. 12

Dance Minor

This program emphasizes technical and theoretical aspects of dance. This curriculum will help the student develop appreciation of dance in its artistic and recreational forms as well as its professional and educational potentials.

D 180, 181, 182 Beginning Modern Dance .................. 3
D 280, 281, 282 Intermediate Modern Dance ............. 3
Elective technique courses chosen from Modern, Ballet, Jazz or Tap ........... 6
D 251 Introduction to Dance .................................... 3
D 351 Dance Composition I ..................................... 3
D 352 Dance Composition II ................................... 3
D 451 Dance Production ......................................... 3
D 453 Survey of Dance History, or .......................... 3
D 454 Evolution of Modern Dance ......................... 3
Electives in dance .................................................. 6
Total hours in minor ................................................. 33

Museum and Gallery Services

First Year

  Ist 101 Introduction to the Liberal Arts and Sciences .......... 1
  Wr 121 English Composition ................................ 3
  Sp 111 Fundamentals of Speech ................................ 3
  A 116 The Art Idea: Visual Thinking ....................... 3
  A 210, 211, 212, 213 Art History (choose three) ...... 9
  A 220, 221, 222 Design (choose two) ..................... 6
  A 230, 231, 232 Drawing (choosetwo) ..................... 6
  Literature courses .............................................. 6
  Social science courses ....................................... 6
  Physical education activity courses ....................... 3
  Electives .......................................................... 3
Total hours first year ................................................. 49

Second Year

  Wr 222 English Composition, or ......................... 3
  Wr 224 The Research Paper ................................ 3
  A 225 Lettering .................................................. 3
  A 295 Visual Learning and Communication ............... 3
  A 310, 311 Modern Art History ............................. 6
  A 325 Lettering and Layout ................................ 3
  Natural sciences or mathematics courses ............... 12
  Literature course .............................................. 3
  Social science course ....................................... 12
  Electives .......................................................... 12
Total hours second year ............................................. 48
Humanities

Chairman: Donald J. Weiss.


Philosophy and Religion: Professor—Robert Tompkins. Assistant Professor—Dale Cannon.

Speech: Associate Professors—Robert Martin, Marion Rossi. Assistant Professor—Judith Conkey.

The Humanities are several branches of learning, each concerned about the uniqueness of individual humans, and together leading to a deeper understanding of the relationship between oneself and the rest of the world.

At WOSC, Humanities programs include instruction in the literature, writing and linguistics of four languages (English, French, German and Spanish), and in speech, philosophy and religion.

Central to the study of humanity is the consideration of that most distinctly human creation: language. Most courses in the department teach how language has been used (as in literature, philosophy and linguistics courses) and how it can be used (as in writing, the foreign languages, speech and journalism).

These courses can be combined in various ways to fulfill the intellectual and career needs of the students.

The department facilities include the upper level of the Humanities and Social Science Building, where classrooms and offices of the English and philosophy staff are located; the third level of Todd Hall (foreign languages); and West House (speech).

The department serves students in these ways:
- Preparation for professional careers and graduate study, culminating in the Bachelor or Arts or the Bachelor of Science in Humanities.
- Preparation of teachers of English (language arts), modern languages, speech and journalism. These studies lead to the Bachelor of Arts or Bachelor of Science in Education.
- Preprofessional preparation of students in journalism.
- Service to all students as a resource in their liberal education.

Special Interest Groups

WOSC Council of English. The WOSC Council of English has been a chartered junior affiliate of the National Council of Teachers of English since 1965. So far, 500 WOSC students have joined their local, state and national professional organizations. Students who join the affiliate group at WOSC receive a journal of their choice: Elementary English, College English or English Journal, according to the student’s level of interest. All prospective teachers of language arts at any level are eligible for membership.

Modern Languages. Many students in one of these languages are active in the French Club, German Club or Spanish Club. A special teaching minor is in the Bilingual/Cross-Cultural program in Spanish and English.

An annual Summer Study Abroad program in Austria and Germany is administered by WOSC for all Oregon State System of Higher Education students.

Philosophy and Religion. The Philosophy Club sponsors many intellectually challenging events featuring visiting lecturers and panel discussions.

Speech. The college’s forensics (speech) team travels widely and has been one of the most successful such programs in the West over the past few years. The team also sponsors an annual high school forensics tournament at WOSC.

The student Speakers Bureau presents programs of public interest to a variety of groups, including civic associations, high schools and parents’ groups.

On-the-job experience through internships are available with the Oregon Educational and Public Broadcasting Service television and a Salem AM/FM radio station.

The Humanities Degree

The BA/BS in Humanities degree is awarded to students completing 72 credit hours of major study in the department and a 27-hour minor in a second academic area.

Two majors are possible:
- English.
- Humanities, an interdisciplinary major combining study according to the student’s needs and interests in English, French, German, Spanish, philosophy and religion, speech and journalism. The emphasis in the major is determined with the help of an adviser.

Teacher Preparation

Faculty advisers in the department assist students in the major and minor programs in Secondary Education, listed below. They also advise Elementary Education students in their teaching minors, but these students are guided in their Elementary Education major by faculty advisers in the Elementary and Secondary Education Department.

Secondary Education (curricula pages 63 to 70)
- Majors: Language Arts, Speech/Language Arts, Theater/Language Arts, Writing/Language Arts, Language Arts/Social Science, French, German, Spanish.
- Minors: Language Arts, Speech, Journalism, French, German, Spanish, Bilingual/Cross-Cultural Education.

Elementary Education (curricula pages 59 to 63)
- Majors: Language Arts, Speech, Journalism, Language Arts/Social Science, French, German, Spanish, Bilingual/Cross-Cultural Education.

Preprofessional Study

Department advisers assist students in the preprofessional journalism, outlined below.
Minors in Liberal Studies

The department offers 27-hour minors in these academic areas: English, writing, philosophy and religion, speech, French, German, Spanish.

Specific programs should be designed with the help of an advisor.

BA/BS in Humanities

The bachelor's degree in Humanities requires completion of 72 credit hours in Humanities courses, including 36 hours in upper-division courses. Two sequences from two areas of the Humanities Department must be a part of the upper-division work. Each major must be complemented by a 27-hour minor. The general Humanities major can be designed to suit an individual set of interests and goals emphasizing English, philosophy and religious studies, speech or modern languages.

<table>
<thead>
<tr>
<th>Liberal Arts Core Curriculum</th>
<th>73</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities major</td>
<td>72</td>
</tr>
<tr>
<td>Minor</td>
<td>27</td>
</tr>
<tr>
<td>Electives</td>
<td>20</td>
</tr>
<tr>
<td>Total required for degree</td>
<td>192</td>
</tr>
</tbody>
</table>

English Major

This is a 72-hour major program leading to the bachelor’s degree in Humanities. Of the 72 hours, 45 are in literature, writing and language, including 33 in upper-division courses. Various course options may be chosen to satisfy individual needs and interests. The remaining 27 hours in humanities are electives, and must include an upper-division sequence.

<table>
<thead>
<tr>
<th>Liberal Arts Core Curriculum</th>
<th>73</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng 107, 108, 109 Literature of the Western World</td>
<td>9</td>
</tr>
<tr>
<td>Eng 345 Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>Two courses from the following group</td>
<td>6</td>
</tr>
<tr>
<td>Eng 320 Classical Literature</td>
<td></td>
</tr>
<tr>
<td>Eng 321 Medieval Literature</td>
<td></td>
</tr>
<tr>
<td>Eng 322 Literature of the Renaissance</td>
<td></td>
</tr>
<tr>
<td>Eng 323 Literature of the Enlightenment</td>
<td></td>
</tr>
<tr>
<td>Eng 324 Romanticism</td>
<td></td>
</tr>
<tr>
<td>Eng 325 Realism</td>
<td></td>
</tr>
<tr>
<td>Eng 326 Modern Literature</td>
<td></td>
</tr>
<tr>
<td>Eng 328 Contemporary Literature</td>
<td></td>
</tr>
<tr>
<td>Three hours from each of the following groups</td>
<td>15</td>
</tr>
<tr>
<td>Eng 365 The European Novel</td>
<td></td>
</tr>
<tr>
<td>Eng 366 The English Novel</td>
<td></td>
</tr>
<tr>
<td>Eng 367 The American Novel</td>
<td></td>
</tr>
<tr>
<td>Eng 368 The Modern Novel</td>
<td></td>
</tr>
<tr>
<td>Eng 318 The Bible as Literature</td>
<td></td>
</tr>
<tr>
<td>Hum 386 Introduction to Eastern Mythology</td>
<td></td>
</tr>
<tr>
<td>Hum 387 Introduction to Western Mythology</td>
<td></td>
</tr>
<tr>
<td>Hum 385 Folklore</td>
<td></td>
</tr>
<tr>
<td>Eng 436 Advanced Shakespeare</td>
<td></td>
</tr>
<tr>
<td>Eng 447 The Study of Major Figures in Literature</td>
<td></td>
</tr>
<tr>
<td>Eng 451 The Short Story</td>
<td></td>
</tr>
<tr>
<td>Eng 452 Form and Meaning in Poetry</td>
<td></td>
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<tr>
<td>Eng 457 Modern Poetry</td>
<td></td>
</tr>
<tr>
<td>Eng 460 Form and Meaning in Drama</td>
<td></td>
</tr>
<tr>
<td>Eng 463 Modern Drama</td>
<td></td>
</tr>
<tr>
<td>Eng 484 Comedy</td>
<td></td>
</tr>
<tr>
<td>Eng 485 Tragedy</td>
<td></td>
</tr>
<tr>
<td>Eng 486 Satire</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Liberal Arts and Sciences</th>
<th>39</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng 310 Nature of the English Language</td>
<td>3</td>
</tr>
<tr>
<td>Eng 315 Approaches to Literature</td>
<td>3</td>
</tr>
<tr>
<td>Eng 470 Modern American Usage, or Eng 460 Development of the English Language, or</td>
<td></td>
</tr>
<tr>
<td>Eng 492 Structure of the English Language</td>
<td>3</td>
</tr>
<tr>
<td>Wr 414 Advanced Composition</td>
<td></td>
</tr>
<tr>
<td>Approved electives in Humanities (including an upper-division sequence other than English)</td>
<td>27</td>
</tr>
</tbody>
</table>

Electives                               | 20 |

Total required for degree               | 192 |

Writing Minor

Approval of 27 credit hours required from the following (all three-hour courses):

<table>
<thead>
<tr>
<th>Writing Minor</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wr 121 English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Wr 222 English Composition</td>
<td></td>
</tr>
<tr>
<td>Wr 224 The Research Paper</td>
<td></td>
</tr>
<tr>
<td>Wr 241 Introduction to Writing Fiction</td>
<td></td>
</tr>
<tr>
<td>Wr 242 Introduction to Writing Poetry</td>
<td></td>
</tr>
<tr>
<td>Wr 243 Introduction to Writing Plays</td>
<td></td>
</tr>
<tr>
<td>Wr 321 Business and Technical Writing</td>
<td></td>
</tr>
<tr>
<td>Wr 323 English Composition</td>
<td></td>
</tr>
<tr>
<td>Wr 341 Advanced Creative Writing</td>
<td></td>
</tr>
<tr>
<td>Wr 409 Writing Practicum and Seminar</td>
<td></td>
</tr>
<tr>
<td>Wr 414 Advanced Composition</td>
<td></td>
</tr>
<tr>
<td>Wr 440 The Teaching of Writing</td>
<td></td>
</tr>
<tr>
<td>Wr 450 Writing for Publication</td>
<td></td>
</tr>
</tbody>
</table>

Total hours in minor                    | 27 |

Preprofessional Transfer Program in Journalism

Electives may include courses in journalism. However, the student is advised that these credits will be counted in the maximum total of 46 hours of Journalism permitted by the National Accrediting Association of Professional Journalism Schools. Electives may be substituted for the journalism courses in the second year.

First Year

<table>
<thead>
<tr>
<th>First Year</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wr 121 English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Sp 111 Fundamentals of Speech</td>
<td></td>
</tr>
<tr>
<td>Hist 101, 102, 103 History of Civilization, or</td>
<td></td>
</tr>
<tr>
<td>Hist 201, 202, 203 History of the United States</td>
<td>9</td>
</tr>
<tr>
<td>Eng 104, 105, 106 Types of World Literature, or</td>
<td></td>
</tr>
<tr>
<td>Eng 107, 108, 109 Literature of the Western World</td>
<td>9</td>
</tr>
<tr>
<td>Bl 101, 102 General Biology</td>
<td>8</td>
</tr>
<tr>
<td>Physical education courses</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>12</td>
</tr>
</tbody>
</table>

Total first year                        | 47 |

Second Year

<table>
<thead>
<tr>
<th>Second Year</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wr 222 English Composition, or</td>
<td>3</td>
</tr>
<tr>
<td>Wr 224 The Research Paper</td>
<td></td>
</tr>
<tr>
<td>J 211 Introduction to Mass Communications</td>
<td></td>
</tr>
<tr>
<td>J 212 Reporting</td>
<td></td>
</tr>
<tr>
<td>J 213 Copyediting and Makeup</td>
<td></td>
</tr>
<tr>
<td>PS 106 Introduction to Political Science</td>
<td></td>
</tr>
<tr>
<td>PS 201 American National Government</td>
<td></td>
</tr>
<tr>
<td>PS 202 State and Local Government</td>
<td></td>
</tr>
<tr>
<td>Social science or psychology sequence</td>
<td>9</td>
</tr>
<tr>
<td>Humanities sequence</td>
<td>9</td>
</tr>
<tr>
<td>GS 201, 202, 203 Foundations of Physical Science</td>
<td>12</td>
</tr>
</tbody>
</table>

Total second year                        | 51 |
Natural Sciences and Mathematics

Chairman: Ray A. Brodersen.

Biological Sciences: Professors—Neal Bandick, Morris Johnson, David McCorkle, Robert Novak, Lewis Pennock, Lowell Spring, Leona Todd, Kenneth Walker, Assistant Professor—Dorothy L. Corey.

Physical Sciences: Professors—Ray Brodersen, Geology; Ernie Cummins, Physical Science; Jay Evett, Physics; David Jennings, Physics; Anton Postl, Chemistry; Donald White, Physics; Associate Professors—M. M. Jaffer, Chemistry; James Liedtke, Chemistry; Guy Rooth, Geology.

Mathematics: Professors—Beryl Green, Robert Main, Norman Nelson, Associate Professors—James Barnard, Vern Hiebert, Anna Perk. Assistant Professors—Ronald Morgali, Dennis Williams, Edward Wright.

The teaching scientists and mathematicians of the Natural Sciences and Mathematics Department are keenly aware of their responsibilities of absorbing, analyzing and communicating the elements of the information explosion in scientific fields. As teachers, they believe that their primary function is to explain the foundations and principles so students will become scientifically and mathematically literate. At the same time, they believe that students should understand the contributions of science and mathematics to the welfare of mankind and the environment.

The department has three major faculty groups: the Biological Sciences, the Physical Sciences, and Mathematics. Each group is committed to excellence in educating students. Nearly all members of each group engage in research and participate in professional organizations, thus staying abreast of developments in their fields.

The College has excellent facilities in the Natural Sciences Building and Arnold Arms. The faculty also takes advantage of opportunities for field studies in Oregon's geographical setting, and their instruction is enriched by many field trips and physical illustrations. The Malheur Environmental Field Station near Burns is used frequently as a center for field activities.

The department serves students in four ways:

- Preparation for professional careers in various fields, and for further study in graduate schools. This preparation is validated by the awarding of the Bachelor of Arts or Bachelor of Science in Natural Sciences.
- Preparation of teachers of the Natural Sciences and Mathematics, signified in the Bachelor of Arts or Bachelor of Science in Education.
- Preparation of students for professional schools in the health sciences and technologically oriented fields.
- Service as one of the college resources in the liberal education of all WOSC students.

Special Interest Groups. The department has fostered Biology and Mathematics clubs that bring students and faculty together in formal and informal settings.

Mathematics Resource Center. The center in Room 308 of Arnold Arms is designed primarily for teacher candidates. It contains most of the materials of the Creative Publications catalog and the Cuisenaire catalog. In addition, it has calculators, books and state-adopted textbooks. All materials may be checked out.

The Natural Sciences Degree

The BA/BS in Natural Sciences degree is awarded to students completing 72 credit hours of major study in the department and a 27-hour minor in a second academic area.

Three majors are possible:

- Biology.
- Mathematics.
- Natural Sciences, an interdisciplinary major combining study in the Biological and Physical Sciences and Mathematics. Two optional concentrations are specified in this catalog: Physical Sciences and Earth Sciences.

Teacher Preparation

Faculty advisers in the department assist students in the major and minor programs in Secondary Education, listed below. They also advise Elementary Education students in their teaching minors, but these students are guided in their Elementary Education major by faculty advisers of the Elementary and Secondary Education Department.

Secondary Education (curricula Pages 59 to 66)


Elementary Education (curricula Pages 55 to 59)


Preprofessional Studies

Department advisers assist students in the following programs (curricula Pages 41 to 47):

Health Sciences: Premedicine, Prepodiatric Medicine, Predentistry, Prevetinary Medicine, Prenursing, Medical Technology, Preoptometry, Dental Hygiene, Prephysical Therapy, Prepharmacy.

Other Programs: Agriculture, Fisheries and Wildlife; Atmospheric Science, Biochemistry and Biophysics, Chemistry, Computer Science, Engineering, Food Science and Technology, Forestry, Geology, Home Economics, Microbiology, Physics.

Minors in Liberal Studies

The department offers 27-hour minors in these academic areas: General Science, Biological Sciences, Physical Sciences, Earth Sciences, Mathematics.

Specific programs should be designed with the help of a departmental adviser.
BA/BS in Natural Sciences

The requirements for the bachelor’s degree in Natural Sciences include 72 credit hours in Natural Sciences and Mathematics, with at least 36 hours in upper-division courses, and a 27-hour minor.

Programs can be planned to combine Biological, Physical and Earth Sciences and Mathematics to suit individual needs and to provide background for professional employment or graduate study.

Biology Major

<table>
<thead>
<tr>
<th>Liberal Arts Core Curriculum</th>
<th>73</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology major</td>
<td>72</td>
</tr>
<tr>
<td>Bi 211, 212, 213 Principles of Biology</td>
<td>13</td>
</tr>
<tr>
<td>Bi 221 Introductory Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>Bi 341 Genetics</td>
<td>3</td>
</tr>
<tr>
<td>Bi 446 Evolution</td>
<td>3</td>
</tr>
<tr>
<td>Bi 370 Man and the Ecosystem</td>
<td>3</td>
</tr>
<tr>
<td>Upper-division electives in Biology</td>
<td>18</td>
</tr>
<tr>
<td>Ch 204, 205, 206 General Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>Ch 331, 332, 333 Elements of Organic Chemistry and Ch 450 Biochemistry, or Ch 334, 335, 336 Organic Chemistry</td>
<td>9-12</td>
</tr>
<tr>
<td>Mth 161, 162 Mathematics for the Biological, Management and Social Sciences, or Mth 200 Differential and Integral Calculus, or Mth 325, 326 Introduction to Statistics, or CS 133 Symbolic Language: BASIC, and Mth 325 Introduction to Statistics</td>
<td>4-8</td>
</tr>
<tr>
<td>Elective in Earth Science, Physics or Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Minor</td>
<td>27</td>
</tr>
<tr>
<td>Electives</td>
<td>20</td>
</tr>
<tr>
<td>Total required for degree</td>
<td>192</td>
</tr>
</tbody>
</table>

Mathematics Major

The major in Mathematics is a flexible program which allows students to choose elective courses to fit their special needs and interests while earning the bachelor’s degree in Natural Sciences. These electives supplement the required courses that provide students with a general background in Mathematics. WOSC graduates in Mathematics have gone on to graduate school and teaching on the post-secondary level, and also are found in such fields as optometry and actuarial science.

<table>
<thead>
<tr>
<th>Liberal Arts Core Curriculum</th>
<th>73</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics Major</td>
<td>72</td>
</tr>
<tr>
<td>Mth 200, 201, 202, 203 Differential and Integral Calculus</td>
<td>16</td>
</tr>
<tr>
<td>Mth 347, 348 Algebraic Structure</td>
<td>6</td>
</tr>
<tr>
<td>Mth 349 Introduction to Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Choose three from Mth 301 Calculus of Several Variables, or Mth 494, 495, 496 Analysis</td>
<td>9</td>
</tr>
<tr>
<td>Electives in Mathematics (upper-division Algebra, Analysis, Computer Programming, Geometry or Statistics)</td>
<td>9</td>
</tr>
<tr>
<td>Electives in Natural Sciences, including an upper-division sequence of 9 hours</td>
<td>21</td>
</tr>
<tr>
<td>Minor</td>
<td>27</td>
</tr>
<tr>
<td>Electives</td>
<td>20</td>
</tr>
<tr>
<td>Total required for degree</td>
<td>192</td>
</tr>
</tbody>
</table>

Medical Service Programs

The College offers preprofessional studies in several health science areas. Preparation at WOSC ranges from one year of study of prenursing to a minimum of three years (but a recommendation to obtain a bachelor’s degree in premedicinc, predentistry and veterinary medicine. Other preprofessional programs are in dental hygiene, pharmacy, physical therapy, occupational therapy, podiatry and optometry.

Each of the areas has an adviser in the Natural Sciences and Mathematics Department, and the preprofessional curricula offered at WOSC have been approved by the professional schools involved.

Premedicinc

The following curriculum is based upon the entrance requirements to the University of Oregon Health Sciences Center (UOHSF) Medical School. Admission to the school is based on good character, proper attitude, and sincere interest in the study of medicine. The student also must show intellectual ability to understand the study of medicine as demonstrated by the premedical academic record and scores on the Medical College Admissions Test.

Because admission to medical school is highly competitive, students should contact the school of their choice as early as possible.
Liberal Arts and Sciences

The premedical program at WOSC includes scientific preparation and a broad education leading to human and societal understanding. It is strongly recommended that students earn a bachelor's degree before entering medical school; very few students are accepted at the end of the third year. Students who choose a three-year premedical program with the intention of finishing requirements for the bachelor's degree while in medical school must complete at least 144 hours at WOSC. The asterisk (*) marks courses required for admission to the UOHSC Dental School.

First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ist 101 Introduction to the Liberal Arts and Sciences</td>
<td>1</td>
</tr>
<tr>
<td>Wr 121 English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Bi 211, 212, 213 Principles of Biology</td>
<td>13</td>
</tr>
<tr>
<td>*Ch 204, 205, 206 General Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>*Mth 101 College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>*Mth 102 Trigonometry</td>
<td>4</td>
</tr>
<tr>
<td>*Mth 200 Introduction to Differential and Integral Calculus</td>
<td>4</td>
</tr>
<tr>
<td>Sp 111 Fundamentals of Speech</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education activity courses</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total hours first year</strong></td>
<td>50</td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wr 222 English Composition, or Wr 224 The Research Paper</td>
<td>3</td>
</tr>
<tr>
<td>*Sequence in Psychology</td>
<td>9</td>
</tr>
<tr>
<td>Sequence in Literature</td>
<td>9</td>
</tr>
<tr>
<td>*Ch 312, 313 Quantitative Analysis</td>
<td>8</td>
</tr>
<tr>
<td>*Ph 201, 202, 203 General Physics</td>
<td>12</td>
</tr>
<tr>
<td>PE 110 Individual Health and Fitness</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total hours second year</strong></td>
<td>49</td>
</tr>
</tbody>
</table>

Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wr 323 English Composition, or Wr 414 Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>Sequence in Social Science</td>
<td>9</td>
</tr>
<tr>
<td>Sequence in Literature</td>
<td>9</td>
</tr>
<tr>
<td>Z 324, 325 Comparative Vertebrate Anatomy</td>
<td>8</td>
</tr>
<tr>
<td>Z 326 Vertebrate Embryology</td>
<td>4</td>
</tr>
<tr>
<td>*Ch 334, 335, 336 Organic Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>*Bi 341 Genetics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total hours third year</strong></td>
<td>48</td>
</tr>
</tbody>
</table>

Prepodiatric Medicine

The nation has five colleges of podiatric medicine. Under the Western Interstate Commission for Higher Education, Oregon residents accepted by the California College of Podiatric Medicine may have part of their tuition paid by the State of Oregon if sufficient funds are available. Although at least 120 credit hours are required for admission to the California college, students should plan on finishing a bachelor's degree. The curriculum listed under Premedicine can be used as a guide for the first three years of work at WOSC.

Pre dentistry

This curriculum is based upon the entrance requirements to the University of Oregon Health Sciences Center (UOHSC) Dental School, which requires its students to have completed at least 135 credit hours (normally three years) before registration. Admission to dental schools is highly competitive, so students should contact the school of their choice as early as possible.

WOSC students who plan to enter dental school before receiving their bachelor's degree should arrange their courses so that they may qualify for the WOSC bachelor's degree in Natural Sciences after they enter dental school. This can be accomplished if the three-year pre dental program includes at least 144 credit hours and meets all degree requirements except for upper-division science courses. These may be transferred from the UOHSC Dental School to complete the Natural Sciences major and the total number of hours needed for graduation.

The following curriculum includes all subjects needed for admission to the UOHSC Dental School or other accredited dental schools. It also includes the basic pattern required for the degree in Natural Sciences at WOSC.

The asterisk (*) marks courses required for admission to the UOHSC Dental School.

First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ist 101 Introduction to the Liberal Arts and Sciences</td>
<td>1</td>
</tr>
<tr>
<td>*Wr 121 English Composition</td>
<td>3</td>
</tr>
<tr>
<td>*Bi 211, 212, 213 Principles of Biology</td>
<td>13</td>
</tr>
<tr>
<td>*Ch 204, 205, 206 General Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>Mth 101 College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>Mth 102 Trigonometry</td>
<td>4</td>
</tr>
<tr>
<td>Mth 200 Differential and Integral Calculus</td>
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<tr>
<td>Physical Education activity courses</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total hours first year</strong></td>
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Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>*Wr 222 English Composition, or Wr 224 The Research Paper</td>
<td>3</td>
</tr>
<tr>
<td>Psy 201 General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Ssc 101, 102, 103 Introduction to the Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Z 326 Vertebrate Embryology</td>
<td>4</td>
</tr>
<tr>
<td>*Ch 334, 335, 336 Organic Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>*Ph 201, 202, 203 General Physics</td>
<td>12</td>
</tr>
<tr>
<td>PE 110 Individual Health and Fitness</td>
<td>2</td>
</tr>
<tr>
<td>FA 101, 102, 103 Correlated Study of the Arts</td>
<td>9</td>
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<tr>
<td><strong>Total hours second year</strong></td>
<td>50</td>
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Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>*Wr 323 English Composition, or Wr 414 Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>Sp 111 Fundamentals of Speech</td>
<td>3</td>
</tr>
<tr>
<td>Z 324, 325 Comparative Vertebrate Anatomy</td>
<td>8</td>
</tr>
<tr>
<td>BA 211, 212, 213 Fundamentals of Accounting</td>
<td>4</td>
</tr>
<tr>
<td>Electives (Bi 341 Genetics and Bi 221 Introduction to Microbiology recommended)</td>
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<tr>
<td>Electives in Social Science, and in Philosophy or Religion</td>
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<tr>
<td>Sequence in Literature</td>
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</tr>
<tr>
<td><strong>Total hours third year</strong></td>
<td>49</td>
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</tbody>
</table>

Pre veterinary Medicine

Oregon residents now are eligible for admission to the new tri-state veterinary school to which Oregon, Idaho and Washington cooperatively provide financing and facilities. The following curriculum is based upon requirements for admission to the school. Facilities are located at Oregon State University, Washington State University and the University of Idaho.

Some students are admitted to veterinary school after three years of college, but most enter after gradu-
ating with a bachelor's degree, WOSC students admitted after three years may complete the WOSC bachelor's degree in Natural Sciences or Biology by applying some of the veterinary school's first-year courses to the degree.

The following curriculum fulfills the requirements for a major in Biology. Modifications needed for the Natural Sciences major are indicated. With careful planning, it is also possible to complete a non-science minor at WOSC in three years and to use courses from veterinary school to complete a major in Biology or Natural Sciences.

Certain courses required or strongly recommended for admission to veterinary school are included in the curriculum.

First Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>101</td>
<td>Introduction to the Liberal Arts and Sciences</td>
<td>1</td>
</tr>
<tr>
<td>121</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>211, 212, 213</td>
<td>Principles of Biology</td>
<td>15</td>
</tr>
<tr>
<td>204, 205, 206</td>
<td>General Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>104, 105, 106</td>
<td>Types of World Lit.</td>
<td></td>
</tr>
<tr>
<td>107, 108, 109</td>
<td>Lit. of Western World</td>
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<tr>
<td>Approved courses in Mathematics</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Physical Education activity courses (from three areas)</td>
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<tr>
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Second Year

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<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>222</td>
<td>English Composition, or</td>
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<tr>
<td>224</td>
<td>The Research Paper</td>
<td>3</td>
</tr>
<tr>
<td>111</td>
<td>Fundamentals of Speech</td>
<td>3</td>
</tr>
<tr>
<td>101, 102, 103</td>
<td>Essentials of Physics, or</td>
<td>9-12</td>
</tr>
<tr>
<td>201, 202, 203</td>
<td>General Physics</td>
<td>12</td>
</tr>
<tr>
<td>334, 335, 336</td>
<td>Organic Chemistry</td>
<td>12</td>
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<tr>
<td>341</td>
<td>Genetics</td>
<td>3</td>
</tr>
<tr>
<td>446</td>
<td>Evolution (required for Biology major, but not Natural Sciences major)</td>
<td>3</td>
</tr>
<tr>
<td>221</td>
<td>Introductory Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>101, 102, 103</td>
<td>Introduction to the Social Sciences, or</td>
<td></td>
</tr>
<tr>
<td>101, 102, 103</td>
<td>World History</td>
<td>9</td>
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<tr>
<td>110</td>
<td>Individual Health and Fitness</td>
<td>2</td>
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<tr>
<td>Total hours second year</td>
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Third Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>311</td>
<td>Animal Nutrition (Taught by OSU and may be taken by WOSC students through concurrent registration)</td>
<td>3</td>
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<tr>
<td>323</td>
<td>English Composition, or</td>
<td>3</td>
</tr>
<tr>
<td>414</td>
<td>Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>101, 102, 103</td>
<td>Correlated Study of the Arts</td>
<td>9</td>
</tr>
<tr>
<td>201</td>
<td>General Psychology</td>
<td>3</td>
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<tr>
<td>450</td>
<td>Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>370</td>
<td>Man and the Ecosystem (required for Biology major, but not Natural Sciences major)</td>
<td>3</td>
</tr>
<tr>
<td>Upper-division courses in Biology (Natural Sciences majors may include upper-division courses in science areas other than Biology)</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Electives in Social Science, and in Philosophy or Religion</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Total hours third year</td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>

Prenursing

WOSC offers one year of prenursing study. Three more years of preparation at the University of Oregon Health Sciences Center (UOHSC) School of Nursing lead to the bachelor's degree and qualification for the state examination of nursing registration. The National League of Nursing examination, required for admission to the UOHSC School of Nursing, should be taken while at WOSC.

Admission to schools of nursing is highly competitive, so students should be in contact with schools of their choice as early as possible.

The UOHSC School of Nursing requires 45 credit hours in the prenursing year before a student may be admitted to the nursing program. The 45 hours must include General Chemistry, Nutrition and Intermediate or College Algebra. The remainder should apply to requirements of the Bachelor of Science in Registered Nursing degree which is conferred by the UOHSC.

The following is WOSC's recommended prenursing program:

First Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>Introduction to the Liberal Arts and Sciences</td>
<td>1</td>
</tr>
<tr>
<td>121</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>104, 105, 106</td>
<td>General Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>325</td>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>365</td>
<td>Intermediate Algebra, or</td>
<td></td>
</tr>
<tr>
<td>101</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>201</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>213</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>216</td>
<td>Anthropology: Cultural</td>
<td>3</td>
</tr>
<tr>
<td>Approved electives in literature, speech, history of art or music, or music appreciation</td>
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<td></td>
</tr>
<tr>
<td>Physical education activity courses</td>
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<td></td>
</tr>
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<td></td>
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<tr>
<td>Total hours first year</td>
<td>50</td>
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</tbody>
</table>

Bachelor's Degree for Registered Nurses

Registered nurses without a degree now may work toward a bachelor's degree at the University of Oregon Health Sciences Center School of Nursing, Southern Oregon State College, Oregon Institute of Technology and the University of Portland. Admission is competitive.

Prescribed liberal arts and basic science courses may be taken at WOSC and transferred to any of the other schools. School of Nursing admission requirements are the same as the Prenursing curriculum published above. Interested students may obtain further information from the WOSC Prenursing adviser.

Medical Technology

This four-year program is offered jointly by WOSC and the University of Oregon Health Sciences Center Medical School. It leads to the bachelor's degree in Natural Sciences at WOSC with a major in Biology or Natural Sciences and the minor in Medical Technology. Admission is highly competitive, and students should be in contact with the Medical School as early as possible.

The student spends three years at WOSC fulfilling most requirements of the major, then, if accepted by the Medical School, 12 months in the Medical Technology program there. The 53 hours earned in courses and laboratory work at the Medical School are transferred to WOSC, with 28 hours constituting the Medical Technology minor and the remaining 25 hours counting as Biology electives in the major, thus completing requirements for the bachelor's degree.
Liberal Arts and Sciences

Upon completing these requirements, the student is eligible to take the National Registry Examination of the American Society of Clinical Pathologists.

The following courses are required for admission to the Medical Technology program at the Medical School. They count toward the degree at WOSC. The Medical Technology adviser at WOSC will help the student fill other liberal arts requirements for the degree.

**Ist Year**
- **Intro to the Liberal Arts and Sciences**
- **Bi 211, 212, 213 Principles of Biology**
- **Bi 341 Genetics**
- **Bi 221 Introduction to Microbiology**
- **Bi 412 Pathogenic Microbiology**
- **Bi 432 Immunology**
- **Bi 463 Parasitology**
- **Z 334, 335 Human Anatomy and Physiology**
- **Ph 101, 102, 103 Essentials of Physics**
- **Mth 101 College Algebra**
- **Mth 102 Trigonometry**
- **Ch 204, 205, 206 General Chemistry**
- **Electives in Chemistry from Ch 312, 313 Quantitative Analysis, Ch 331, 332 Elements of Organic Chemistry, Ch 334, 335, 336 Organic Chemistry, Ch 450 Biochemistry**

Total hours required: 80

Dental Hygiene

This four-year program is offered jointly by WOSC and the University of Oregon Health Sciences Center Dental School. Students take their first two years at WOSC, completing certain liberal arts requirements for the bachelor's degree in Dental Hygiene, which is granted by the University of Oregon upon completion of the junior and senior years at the Dental School.

Admission to the junior year of the program is highly competitive, and students should make early contact with the Health Sciences Center.

The following courses meet requirements for admission to the junior year of the program. A minimum of 92 credit hours must be completed for admission. Additional information may be found in the Dental School catalog.

**First Year**
- **Ist 101 Introduction to the Liberal Arts and Sciences**
- **Wr 121 English Composition**
- **Bi 211, 212, 213 Principles of Biology**
- **Ch 104, 105, 106 General Chemistry**
- **Sp 111 Fundamentals of Speech**
- **Psy 212 General Psychology**
- **Physical Education activity courses**

Total hours first year: 48

**Second Year**
- **Wr 222 English Composition**
- **Soc 213 Principles of Sociology**
- **HE 151 Personal Health**
- **HE 325 Nutrition**
- **Ph 101, 102, 103 Essentials of Physics**
- **Humanities courses**
- **Electives (Ch 331, 332 Elements of Organic Chemistry recommended)**

Total hours second year: 45

Prepharmacy

Completion of this curriculum prepares a student to apply for admission to the junior class of the Oregon State University School of Pharmacy. The junior class enrollment is limited. Applications should be completed in spring term of the sophomore year.

The OSU bachelor's degree in pharmacy requires completion of five academic years (240 credit hours). The last three years must be spent at OSU. Prepharmacy students at WOSC should earn at least 96 credit hours to avoid having to register for more than 16 hours per term at OSU. Students should enroll in mathematics at the level indicated by placement test scores.

Information on the prepharmacy program and application procedures for the OSU School of Pharmacy may be obtained through the WOSC prepharmacy adviser.

**First Year**
- **Ist 101 Introduction to the Liberal Arts and Sciences**
- **Wr 121 English Composition**
- **Ch 204, 205, 206 General Chemistry**

**Second Year**
- **Ch 334, 335, 336 Organic Chemistry**
- **Ph 101, 102, 103 Essentials of Physics**
- **Wr 222 English Composition**
- **Bi 221 Introductory Microbiology**

**First and/or Second Year (Distribution at student's discretion)**
- **Bi 211, 212, 213 Principles of Biology**
- **Mth 163 Mathematics for the Biological, Management and Social Sciences or Mth 200 Differential and Integral Calculus**
- **Ec 201, 202, 203 Principles of Economics**
- **Soc 213 Principles of Sociology**
- **Soc 214 Social Problems**
- **HE 151 Personal Health**
- **Psy 201, 202 General Psychology**
- **Sp 111 Fundamentals of Speech**
- **Physical Education activity courses**
- **Electives (Human or Vertebrate Anatomy, Computer Science or Statistics recommended)**

Total hours in program: 97

Prephysical Therapy

A two-year program at WOSC meets the requirements for transfer into a bachelor's degree program at other schools. The two years of courses listed below also allow a student to continue at WOSC for a bachelor's degree in Natural Sciences for later transfer to another school in a certificate or master's degree program.

**Note:** Students interested in occupational therapy, whose preprofessional curriculum is similar to that listed below, should see an adviser for details.

**First Year**
- **Ist 101 Introduction to the Liberal Arts and Sciences**
- **Wr 121 English Composition**
- **Ch 104, 105, 106 General Chemistry**
- **Mth 95 Intermediate Algebra**
- **Mth 101 College Algebra**
- **Mth 102 Trigonometry**
- **Bi 211, 212 Principles of Biology**
- **Bi 221 Introductory Microbiology**
GS 409 Practicum ........................................ 3
Physical Education activity courses .................... 3
Total hours first year .................................... 46

Second Year
Wr 222 English Composition ............................ 3
Ph 101, 102, 103 Essentials of Physics ................ 9
Z 334, 335 Human Anatomy and Physiology ......... 6
Psy 201, 202, 203 General Psychology ................ 9
Z 434 Animal Physiology ................................ 4
HE 434 Communicable, Degenerative and Chronic Diseases 3
HE 427 Introduction to Community and Public Health 3
Physical Education activity courses ................. 3
Electives .................................................. 6
Total hours second year ............................... 46

Preoptometry

Oregon residents are eligible for tuition assistance through the Western Interstate Commission for Higher Education (WICHE) if they are accepted at any of the Colorado West colleges of optometry. At least 120 credit hours are needed for admission to a college or school of optometry, and competition for admission is keen. Students should plan their programs to complete a bachelor's degree if they do not gain admission to the professional school at the end of their third year.

The courses listed below are required for admission to Pacific University's College of Optometry in Forest Grove, Ore. Admission requirements for the other two WICHE schools (Southern California College of Optometry and the School of Optometry at the University of California, Berkeley) are similar. However, there are differences and their catalogs should be consulted by those intending to apply to these schools.

Bi 211, 212, 213 Principles of Biology ................. 13
Z 334, 335 Human Anatomy and Physiology ........... 6
Ch 204, 205, 206 General Chemistry ................ 12
Ch 331, 332 Elements of Organic Chemistry ....... 6
Ph 201, 202, 203 General Physics .................. 12
Mth 101 College Algebra ................................ 4
Mth 200 Differential and Integral Calculus .......... 4
Mth 425, 426 Elements of Statistical Methods ...... 6
Psy 201, 202 General Psychology .................... 6
Wr 121, 222, 233 English Composition ................. 9
Recommended Electives in Social Science ............ 18
Recommended Electives in Humanities ................. 18
Total hours required .................................... 114

Other Preprofessional Programs

The programs described here provide one to three years at WOSU to students who plan to transfer to a university or professional school. Faculty advisers from the department help students meet the requirements of professional schools or universities.

Agriculture, Fisheries, Wildlife

First Year
1st 101 Introduction to the Liberal Arts and Sciences 1
Wr 121 English Composition .......................... 3
Mth 101 College Algebra ............................... 4
Sp 111 Fundamentals of Speech ....................... 3
J 211 Introduction to Mass Communications ....... 3

Liberal Arts and Sciences ............................. 45
Ec 201, 202, 203 Principles of Economics .......... 9
Bi 211, 212, 213 Principles of Biology .......... 13
Ch 104, 105, 106 General Chemistry .......... 12
Physical Education activity courses ............ 3
Total hours first year ............................... 51

Atmospheric Science

First Year
1st 101 Introduction to the Liberal Arts and Sciences 1
Mth 200, 201, 202 Differential and Integral Calculus 12
Foreign language ....................................... 12
Ch 204, 205, 206 General Chemistry ................. 12
Wr 121 English Composition .......................... 3
HE 151 Personal Health ................................ 3
Physical Education activity courses ............ 3
Electives .................................................. 3
Total hours first year ............................... 49

Second Year
Mth 203 Differential and Integral Calculus .......... 4
Mth 320 Calculus of Several Variables .............. 3
Mth 311 Differential Equations .................... 3
Ph 201, 202, 203 General Physics .................. 12
Bi 101, 102 General Biology, or Bi 211, 212, 213 Principles of Biology 8-13
Wr 222 English Composition .......................... 3
Sp 111 Fundamentals of Speech ....................... 3
Electives .................................................. 6-11
Total hours second year ............................ 47

Biochemistry and Biophysics

First Year
1st 101 Introduction to the Liberal Arts and Sciences 1
Ch 204, 205, 206 General Chemistry ................ 12
Mth 200, 201, 202 Differential and Integral Calculus 12
Wr 121 English Composition .......................... 3
HE 151 Personal Health ................................ 3
Sp 111 Fundamentals of Speech ....................... 3
Physical Education activity courses ............ 3
Electives .................................................. 10
Total hours first year ............................... 47

Second Year
Bi 211, 212, 213 Principles of Biology .......... 13
Ch 334, 335, 336 Organic Chemistry ................. 12
Mth 203 Differential and Integral Calculus .......... 4
Mth 301 Calculus of Several Variables .............. 3
Mth 321 Differential Equations .................... 3
Ph 201, 202, 203 General Physics .................. 12
Total hours second year ............................ 47

Chemistry

Some upper-division courses in chemistry are taken concurrently at Oregon State University in the third year.

First Year
1st 101 Introduction to the Liberal Arts and Sciences 1
Ch 204, 205, 206 General Chemistry ................. 12
Mth 200, 201, 202 Differential and Integral Calculus 12
Wr 121 English Composition .......................... 3
Humanities, Social Science, Foreign Language courses 18
Physical Education activity courses ............ 3
Total hours first year ............................... 49
Liberal Arts and Sciences

Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ch 334, 335, 336 Organic Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>Mth 203 Differential and Integral Calculus</td>
<td>4</td>
</tr>
<tr>
<td>Mth 301 Calculus of Several Variables</td>
<td>3</td>
</tr>
<tr>
<td>Mth 321 Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>Ph 201, 202, 203 General Physics</td>
<td>12</td>
</tr>
<tr>
<td>HE 151 Personal Health</td>
<td>3</td>
</tr>
<tr>
<td>Wr 222 English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Sp 111 Fundamentals of Speech</td>
<td>3</td>
</tr>
<tr>
<td>Humanities, Social Science, Foreign Language courses</td>
<td>6</td>
</tr>
<tr>
<td>Total hours second year</td>
<td>49</td>
</tr>
</tbody>
</table>

Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ch 312, 313 Quantitative Analysis</td>
<td>8</td>
</tr>
<tr>
<td>Ph 311, 312 Introduction to Modern Physics</td>
<td>8</td>
</tr>
<tr>
<td>Wr 323 English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Ch 440, 441, 442 Physical Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>Upper-division Chemistry (taken at OSU)</td>
<td>6</td>
</tr>
<tr>
<td>Approved electives</td>
<td>6</td>
</tr>
<tr>
<td>Total hours third year</td>
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Computer Science

First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>Ist 101 Introduction to the Liberal Arts and Sciences</td>
<td>1</td>
</tr>
<tr>
<td>Ch 211, 212, 213 Introduction to Computer Science</td>
<td>12</td>
</tr>
<tr>
<td>Mth 200, 201, 202 Differential and Integral Calculus</td>
<td>12</td>
</tr>
<tr>
<td>Bi 101, 102 General Biology</td>
<td>9</td>
</tr>
<tr>
<td>Social Science Sequence</td>
<td>9</td>
</tr>
<tr>
<td>Physical Education Activity Courses</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td>Total hours first year</td>
<td>49</td>
</tr>
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</table>

Second Year

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Wr 222 English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Physical Science Sequence</td>
<td>9-12</td>
</tr>
<tr>
<td>Mth 203 Differential and Integral Calculus</td>
<td>4</td>
</tr>
<tr>
<td>Mth 349 Introduction to Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>CS 213 Fortran</td>
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</tr>
<tr>
<td>Literature Sequence</td>
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<td>Electives</td>
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Engineering

First Year

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<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Ist 101 Introduction to the Liberal Arts and Sciences</td>
<td>1</td>
</tr>
<tr>
<td>Wr 121 English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Mth 200, 201, 202 Differential and Integral Calculus</td>
<td>12</td>
</tr>
<tr>
<td>Ph 201, 202, 203 General Physics</td>
<td>12</td>
</tr>
<tr>
<td>Ch 204, 205, 206 General Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education activity courses</td>
<td>3</td>
</tr>
<tr>
<td>Social Science or Humanities sequence</td>
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Food Science and Technology

First Year

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<tr>
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<tbody>
<tr>
<td>Ist 101 Introduction to the Liberal Arts and Sciences</td>
<td>1</td>
</tr>
<tr>
<td>Wr 121 English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Sp 111 Fundamentals of Speech</td>
<td>3</td>
</tr>
<tr>
<td>Mth 101 College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>Mth 102 Trigonometry</td>
<td>4</td>
</tr>
<tr>
<td>Mth 200 Differential and Integral Calculus</td>
<td>4</td>
</tr>
<tr>
<td>Bi 211, 212, 213 Principles of Biology</td>
<td>13</td>
</tr>
<tr>
<td>Ec 201, 202, 203 Principles of Economics</td>
<td>9</td>
</tr>
<tr>
<td>Physical Education activity courses</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
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<tr>
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Forestry

First Year

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Ist 101 Introduction to the Liberal Arts and Sciences</td>
<td>1</td>
</tr>
<tr>
<td>Wr 121 English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Ch 104, 105, 106 General Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>Bi 211, 212, 213 Principles of Biology</td>
<td>13</td>
</tr>
<tr>
<td>Mth 101 College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>Mth 102 Trigonometry</td>
<td>4</td>
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<tr>
<td>Mth 200 Differential and Integral Calculus</td>
<td>4</td>
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<td>3</td>
</tr>
<tr>
<td>Ec 201, 202, 203 Principles of Economics</td>
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Geology

First Year

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<th>Course</th>
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<tbody>
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</tr>
<tr>
<td>Wr 121 English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Ch 104, 105, 106 General Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>G 201, 202, 203 Geology</td>
<td>12</td>
</tr>
<tr>
<td>Geog 105, 106, 107 Introductory Geography</td>
<td>9</td>
</tr>
<tr>
<td>Mth 101 College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>Mth 102 Trigonometry</td>
<td>4</td>
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<tr>
<td>Mth 200 Differential and Integral Calculus</td>
<td>4</td>
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<td>Physical Education activity courses</td>
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Second Year

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>G 321 Structural Geology</td>
<td>3</td>
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<tr>
<td>G 322 Geomorphology</td>
<td>3</td>
</tr>
<tr>
<td>G 450 Rocks and Minerals</td>
<td>3</td>
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<tr>
<td>Ph 201, 202, 203 General Physics</td>
<td>12</td>
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<td>Mth 201 Differential and Integral Calculus</td>
<td>4</td>
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<td>G 444, 445 Geologic History of Life</td>
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<td>HE 151 Personal Health</td>
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Home Economics

First Year

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<td>Wr 121 English Composition</td>
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<tr>
<td>Hst 101, 102, 103 World History</td>
<td>9</td>
</tr>
<tr>
<td>Ch 104, 105, 106 General Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>Sp 111 Fundamentals of Speech</td>
<td>3</td>
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<td>H 115 The Visual Arts</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education activity courses</td>
<td>3</td>
</tr>
<tr>
<td>HE 151 Personal Health</td>
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</tr>
<tr>
<td>Mth SS Intermediate Algebra</td>
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<td>Electives in Psychology, Sociology, Literature or Music</td>
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Microbiology

First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>Wr 121 English Composition</td>
<td>3</td>
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<tr>
<td>Social Science sequence</td>
<td>9</td>
</tr>
<tr>
<td>Bi 211, 212, 213 Principles of Biology</td>
<td>13</td>
</tr>
<tr>
<td>Ch 204, 205, 206 General Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education activity courses</td>
<td>3</td>
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<tr>
<td>Electives</td>
<td>9</td>
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<tr>
<td>Total hours first year</td>
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Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Wr 222 English Composition</td>
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<tr>
<td>Ch 334, 335, 336 Organic Chemistry</td>
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<td>Ch 312 Quantitative Analysis</td>
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### First Year

<table>
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<tbody>
<tr>
<td>Mth 200, 201, 202</td>
<td>Differential and Integral Calculus</td>
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<tr>
<td>Bi 221</td>
<td>Introductory Microbiology</td>
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</tr>
<tr>
<td>Bi 432</td>
<td>Immunobiology, or</td>
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<td>Bi 412</td>
<td>Pathogenic Microbiology</td>
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<tr>
<td>Bi 341</td>
<td>Genetics</td>
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### Physics

**First Year**

<table>
<thead>
<tr>
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<th>Course Title</th>
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<tbody>
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<td>Introduction to the Liberal Arts and Sciences</td>
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</tr>
<tr>
<td>Wr 121</td>
<td>English Composition</td>
<td>3</td>
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<tr>
<td>Ph 201, 202, 203</td>
<td>General Physics</td>
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<tr>
<td>Bi 101, 102</td>
<td>General Biology</td>
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</tr>
<tr>
<td>Mth 200, 201</td>
<td>Differential and Integral Calculus</td>
<td>8</td>
</tr>
<tr>
<td>Social Science Sequence</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Physical Education activity courses</td>
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<td>Electives</td>
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<td>4</td>
</tr>
<tr>
<td><strong>Total hours first year</strong></td>
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### Second Year

<table>
<thead>
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<tbody>
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<td>Wr 222</td>
<td>English Composition</td>
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</tr>
<tr>
<td>Ch 204, 205, 206</td>
<td>General Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>Mth 202, 203</td>
<td>Differential and Integral Calculus</td>
<td>8</td>
</tr>
<tr>
<td>Ph 311, 312</td>
<td>Introduction to Modern Physics</td>
<td>8</td>
</tr>
<tr>
<td>Literature Sequence</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td><strong>Total hours second year</strong></td>
<td></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>
Social Science

Chairman: Ross R. Cotroneo.

Anthropology: Associate Professors—Dennis Crawford, Kenneth Jensen, Denis Moran.

Corrections/Law Enforcement: Professors—Ernest Ogard, Ernest Timpani. Assistant Professor—Jack Wiseman.


Geography: Professors—Ronald Chatham, James Gallagher. Peter Greco. Associate Professor—Cari Brandhorst. Assistant Professor—Jay Vanderford.


Political Science: Assistant Professor—Cari Shay.

Sociology: Professor—Helen Redbird. Assistant Professor—Lawrence Gooding.

The social sciences are a cluster of disciplines concerned with the characteristics and interactions of humans in their social and physical settings. These include anthropology, sociology, economics, geography, history and political science.

At WOSC, the Social Science Department also includes business administration, corrections and law enforcement. Fire Services Administration, an upper-division degree program, draws on the social sciences and is administered by the Social Science Department.

Courses in these disciplines can be combined by individual students to help them prepare for various academic and professional careers.

Department facilities include the second level of the Humanities and Social Science Building, where classrooms and offices of the economics, geography, history, and political science and fire service administration faculties are located; Terry House, where the corrections and law enforcement programs are centralized; and West House, with anthropology and sociology faculty offices.

The department serves students in these ways:
- Preparation for professional careers and graduate study through the Bachelor of Arts and Bachelor of Science in Social Science and the Bachelor of Science in Fire Services Administration.
- Preparation of teachers of social studies with the Bachelor of Arts or Bachelor of Science in Education.
- Preprofessional preparation for further study in law, business administration, business administration and technology, industrial arts education and sociology.
- Participation in the societal and behavioral aspects of the program in bilingual/cross-cultural education (see Pages 62, 69).
- Service to all students as a resource in their liberal education.

Special Interest Groups

Anthropology Club. Sponsors field trips and field experience at various sites in Oregon and the region.

Economics Club. Sponsors field trips and visiting speakers.

Gamma Theta Upsilon. Student chapter of a professional geography society; sponsors speakers.

Model United Nations. Studies the functions and actions of the United Nations, the foreign policy positions of selected countries and current international problems; participates in regional conferences.

Center for Economic Education

The WOSC Center for Economic Education provides a public service on local and statewide needs for educators and business people. The center cooperates with private and public organizations to develop seminars, workshops, institutes, conferences and lectures designed for special interests, including business, labor, agriculture, education, the professions and the public.

The Social Science Degree

The BA/BS in Social Science degree is awarded to students completing 72 credit hours of major study in the department and a 27-hour minor in a second academic area.

These are the majors:
- Corrections.
- Economics, which may be combined with a business administration minor.
- Geography.
- History.
- Law Enforcement.
- Social Science, an interdisciplinary major combining study according to the student’s needs and interests in anthropology, corrections and law enforcement, economics and business, geography, history, political science and sociology. The emphasis in the major is determined with the help of an adviser.

The Fire Services Administration Degree

The Bachelor of Science in Fire Services Administration complements 24 hours of technical classes that must be taken in a community college. The degree course work at WOSC is on the junior and senior level and designed to develop management skills, including 21 hours of professional courses and 27 hours of nonprofessional courses in the Social Science Department.

Teacher Preparation

Faculty advisers in the department help students in the major and minor programs in Secondary Education listed below. They also advise Elementary Education students in their teaching minors, but these students are guided in their Elementary Education major by faculty advisers in the Elementary and Secondary Education Department.

Secondary Education (curricula Pages 63-70)

Major: Social Science, Language Arts/Social Science, Social Science.

Minor: Bilingual/Cross-Cultural Education, Social Science.
Elementary Education (curricula Pages 59 to 63)

Minors: Language Arts/Social Science, Bilingual/Cross-Cultural Education, Social Science.

Preprofessional Study

Department advisers are assigned to students who intend to transfer later to other schools for further study in law, business administration, business administration and technology, industrial arts education and sociology. WOSC requirements for these programs are outlined below.

Minors in Liberal Studies

The department offers 27-hour minors in these academic areas, some of which are further explained below: anthropology, economics, geography and planning, history, political science, sociology and social sciences.

A business administration minor is also offered in cooperation with Oregon State University. Twelve credit hours are taken at WOSC and 16 at OSU as explained below.

BA/BS in Social Science

Social Science Major

This undergraduate program leads to a broad interdisciplinary degree in Social Science and prepares students for a variety of responsibilities in both private and government agencies. The student can direct specialization by choosing courses, with the approval of an adviser, that best meet goals and needs. The requirement for the degree is 72 credit hours in social science, with at least 36 hours in upper-division courses, to be chosen from at least two of the following areas: anthropology, corrections, economics, geography, history, law enforcement, political science and sociology.

<table>
<thead>
<tr>
<th>Liberal Arts Core Curriculum</th>
<th>73</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science Major</td>
<td>72</td>
</tr>
<tr>
<td>Minor</td>
<td>27</td>
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<tr>
<td>Electives</td>
<td>20</td>
</tr>
<tr>
<td>Total required for degree</td>
<td>192</td>
</tr>
</tbody>
</table>

Corrections Major

The undergraduate program in Corrections leads to the bachelor's degree in Social Science. It prepares the student with theory and practice in the study of crime, delinquency and corrections. Employment opportunities exist as correctional officers, correctional counselors, parole and probation counselors and officers at the adult and juvenile levels. The degree also may be applied toward employment in various other related social services positions.

Students must complete at least 62 credit hours of upper-division courses.

SSc 407 Seminar: Corrections and SSc 409 Practicum: corrections are taken concurrently. The practicum is a block placement in a correctional or correctional-related social service agency.

Economics Major

This undergraduate program leads to the bachelor's degree in Social Science and prepares students for both private and public employment and for graduate study. Of the 72 credits hours in the major, 45 must be in economics, including 27 in upper-division courses.

<table>
<thead>
<tr>
<th>Liberal Arts Core Curriculum</th>
<th>73</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics Major</td>
<td>72</td>
</tr>
<tr>
<td>Ec 201, 202, 203 Principles of Economics</td>
<td>9</td>
</tr>
<tr>
<td>Ec 318 Money and Banking</td>
<td>3</td>
</tr>
<tr>
<td>Ec 319, 320 Public Finance</td>
<td>6</td>
</tr>
<tr>
<td>Ec 457, 458 Economic Theory and Policy</td>
<td>6</td>
</tr>
<tr>
<td>Ec 487 Technology and American Economic History, or</td>
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</tr>
<tr>
<td>Ec 395 Managerial Economics</td>
<td>3</td>
</tr>
<tr>
<td>Ec 444 Human Resource Economics</td>
<td>3</td>
</tr>
<tr>
<td>Ec 436 Environmental Economics and Public Policy, or</td>
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<tr>
<td>Ec 448 Consumer Economics</td>
<td>3</td>
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<td>Ec 440 International Economics</td>
<td>3</td>
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<tr>
<td>Electives in economics</td>
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<tr>
<td>Approved electives in social science</td>
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<tr>
<td>Minor</td>
<td>27</td>
</tr>
<tr>
<td>Electives</td>
<td>20</td>
</tr>
<tr>
<td>Total required for degree</td>
<td>192</td>
</tr>
</tbody>
</table>

Geography Major

This undergraduate program leads to the bachelor's degree in Social Science. Students are prepared for employment in public and private agencies as planners, geographers and cartographers. The curriculum also is a foundation for graduate study.

Of the 72 credit hours in the major, 45 must be in geography, including 27 hours in upper-division courses.

<table>
<thead>
<tr>
<th>Liberal Arts Core Curriculum</th>
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</thead>
<tbody>
<tr>
<td>Geography Major</td>
<td>72</td>
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<tr>
<td>Geog 105, 106, 107 Introductory Geography</td>
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</table>
Liberal Arts and Sciences

Geog 221 Field Geography ............................................. 3
Geog 222 The World in Maps, or
Geog 240 Cartography .................................................. 3
Physical systematic course (choose from Geog 390, 392, 393, 490, 492) ......................... 3
Cultural systematic course (choose from Geog 200, 311, 318, 411, 412, 413, 416, 417, 418,
425, 433) ...................................................................... 3
Regional course (choose from Geog 313, 314, 426,
427, 428, 429, 432, 450, 461, 463) ................................. 3
Geog 407 Senior Colloquium in Geography ............... 3
Electives in geography ................................................... 18
Electives in social science (including one nine-hour upper-division sequence) ............... 27

Minor ........................................................................... 27
Electives ......................................................................... 20
Total required for degree .............................................. 192

History Major

This undergraduate program leads to the bachelor's degree in Social Science and prepares students for employment in private and public agencies and for graduate study. Of the 72 credit hours in the major, 45 must be in history, including 27 hours in upper-division courses.

Liberal Arts Core Curriculum ............................................ 73

History Major ................................................................. 72
Hst 101, 102, 103 World Civilization .............................. 9
Hst 201, 202, 203 History of the United States ............ 9
Hst 420 Historiography ................................................... 3
Upper-division history courses, including nine hours of world or European history and nine
hours of United States history ...................................... 24
Electives in social science, including nine-hour
upper-division sequence ............................................ 27

Minor ........................................................................... 27
Electives ......................................................................... 20
Total required for degree .............................................. 192

Law Enforcement Major

The program in Law Enforcement leads to the bachelor's degree in Social Science. Employment opportunities exist in municipal, county, state and federal law enforcement agencies and in occupations related to law enforcement.

Two program options are available:

- For the student who has completed the Associate degree in an accredited community college transfer program. This student will be admitted to junior standing.
- For the student who wishes to complete all degree requirements at WOSC.

Transfer students from four-year colleges, universities and community colleges may choose either program option. In each option, 12 upper-division credit hours are required in the minor and 62 upper-division credit hours in the degree requirements.

Transfer Program. Students who transfer from community colleges with an associate degree in Law

Enforcement or Criminal Justice must meet the following requirements:

Liberal Arts Core Curriculum ............................................ 73

Law Enforcement Major (36 hours upper division required) ............................................. 72
Lower-division professional core (lower-division transfer law enforcement or criminal justice
courses) .................................................................. 24
Upper-division professional core ................................. 12
Professional courses electives .................................. 0-9
Electives in social science ......................................... 27-36

Minor ........................................................................... 27
Electives ......................................................................... 20
Total required for degree .............................................. 192

WOSC Upper Division Program. Students completing the 192-hour program at WOSC must meet the following requirements:

Liberal Arts Core Curriculum ............................................ 73

Law Enforcement Major .................................................... 72
LE 311 History and Development of American Law Enforcement ........................................ 3
LE 331 Police and the Community .................................. 3
LE 351 Police Organization and Administration ........ 3
LE 407 Seminar: Police Problems ............................... 3
LE 450 Legal Aspects of Law Enforcement .................. 3
SSc 450 Criminology ...................................................... 3
SSc 452 Analysis of Juvenile and Criminal Justice Systems .............................................. 3
SSc 454 Parole and Probation ........................................ 3
SSc 407 Seminar: Law Enforcement Agency ............ 3
SSc 409 Practicum: Law Enforcement Agency ........... 12
Electives in social science ......................................... 33

Minor ........................................................................... 27
Electives ......................................................................... 20
Total required for degree .............................................. 192

Degree in Fire Services Administration

This degree is offered by WOSC, Southern Oregon State College and Eastern Oregon State College, and is approved by the Oregon State Fire Standards and Accreditation Board.

Junior- and senior-level classes at WOSC and the other colleges are built upon the associate degree in fire science or fire protection offered by most Oregon community colleges. The community college 24-credit fire services curriculum must be completed before WOSC or the other colleges can grant the bachelor's degree. In addition, WOSC will accept as electives the transfer of 21 credits of vocational-technical courses which apply to an associate degree.

WOSC develops management skills of fire services administrators through the completion of 21 credit hours of professional fire services courses and 27 hours of social science courses as outlined below.

The Oregon State Fire Standards and Accreditation Board requires a minimum grade-point average of 2.5 in the 72-hour major and a minimum GPA of 2.0 in all college work. A minimum of 45 of the last 60 credit
hours must be completed at one or more of the participating state colleges (WOSC, SOSC and EOSC).

Admission to the program is limited to persons who have been awarded the Firefighter II certificate (or equivalent) by the Fire Services and Accreditation Board and who have completed the required 24 hours of professional course work at a community college. Enrollment is limited, and priorities for admission are determined by a screening committee.

Those in the program at WOSC also must complete the 73-hour Liberal Arts Core Curriculum.

Liberal Arts Core Curriculum ........................................ 73

Fire Services Administration Major ................................. 72

Community College Professional Courses .......................... 24

Approved courses in associate degree program in fire science or fire protection, preferably completed before admission to WOSC.

WOSC Professional Courses ........................................... 21

FSA 311, 312 Principles of Fire Protection Management and Field Study 3

FSA 313, 314 Fire Personnel Management and Field Study 3

FSA 315, 316 Organization of Fire Protection and Field Study 3

FSA 317, 318 Fire Protection and Field Study 3

FSC 319, 320 Legal Aspects of Fire Protection and Field Study 3

FSA 321, 322 Fire Protection Master Planning and Field Study 3

Professional courses elective (consult your WOSC adviser) 3

WOSC Nonprofessional Courses in Social Science 27

Selected with your adviser’s help.

Minor ............................................................................. 27

Electives ........................................................................... 20

Total required for degree .............................................. 192

Minor Programs

The following 27-hour programs must include 12 upper-division hours.

Business Administration Minor

BA 101 Introduction to Business ....................................... 4

BA 211 Fundamentals of Accounting ................................ 3

BA 230 Business Law ..................................................... 4

BA 310 Markets and Marketing ......................................... 3

BA 316 Financial Management ......................................... 3

BA 340 Business Fluctuations and Forecasting, or

BA 370 Business and Society .......................................... 3

BA 361 Organizational Behavior ....................................... 3

BA 380 Management ...................................................... 4

Total hours in minor ..................................................... 27

Economics Minor

Ec 201, 202, 203 Principles of Economics ...................... 9

Ed 318 Money and Banking ............................................ 3

Ec 319, 320 Public Finance ............................................. 6

Ec 457, 458 Economic Theory and Policy ...................... 6

Electives in economics .................................................. 3

Total hours in minor ..................................................... 27

Geography Minor

Geog 105, 106, 107 Introductory Geography ................. 9

Technique course (choose from Geog 221, 222, 240) .... 3

Physical systematic course (choose from Geog 390, 392, 393, 490, 492) ........................................... 3

Cultural systematic course (choose from Geog 200, 311, 318, 411, 412, 413, 416, 417, 418, 426, 433) .... 3

Regional course (choose from Geog 313, 314, 426, 427, 429, 432, 450, 461, 463) 3

Electives in geography .................................................. 6

Total hours in minor ..................................................... 27

Planning (Geography) Minor

Geog 105, 106 Introductory Geography ....................... 6

Geog 221 Field Geography .......................................... 3

Geog 413 Urban Geography ......................................... 3

Geog 417 or 418 Economic Geography ....................... 3

Geog 407 Seminar: Land Use Problems ....................... 3

Electives in geography (including three hours upper division; Geog 240 Cartography recommended) .... 9

Total hours in minor ..................................................... 27

Political Science Minor

PS 106 Introduction to Political Science ...................... 3

PS 201 American Government .................................... 3

PS 202 State and Local Government ......................... 3

PS 306 Introduction to International Relations ............ 3

PS 351 Introduction to Public Administration ........... 3

Electives in political science ...................................... 12

Total hours in minor ..................................................... 27

Anthropology Minors

Anthropology Minor

Anth 214, 215, 216 ...................................................... 9

Anth 213 Cultural Anthropology ................................ 3

Anth 313 Early Man in the New World ....................... 3

Anth 314 Pre-literate Society ..................................... 3

Anth 473g History and Philosophy of Anthropology .... 3

Electives in Anthropology .......................................... 6

Total hours in minor ..................................................... 27

Cultural & Education (Anthropology) Minor

Anth 216 Introduction to Cultural Anthropology .......... 3

Anth 312 Cultural Anthropology ................................ 3

Anth 483g Culture and Education ................................ 3

Anth 464 Comparative Education Anthropology .......... 3

Anth 465 Human Development in Cross Cultural Perspectives 3

Anth 471 Personality & Culture ................................... 3

Anth 472 Psychological Anthropology ....................... 3

Electives in Anthropology .......................................... 6

Total hours in minor ..................................................... 27

History Minor

Twenty-seven hours in history, including 12 upper-

Sociology Minors

Sociology Minor

Soc 213 Principles of Sociology ................................ 3

Soc 327 Intro to Social Research ................................ 3

Soc 370 Development of Sociology ......................... 3

Soc 472 Social Theory ................................................ 3

Plus 15 hours of electives from the following:

Soc 310, 311, 338, 334, 420g, 437g, 454g ................. 15

Total hours in minor ..................................................... 27
Human Services (Sociology) Minor
Soc 213 Principles of Sociology 3
Soc 344q Social Stratification 3
Soc 437g Minority Relations 3
Soc 443q Field of Social Work 3
Plus 15 hours of electives from the following:
Soc 214, 309, 311, 338, 422g, 454g, 459g, 477g 15
Total hours in minor 27

Social Science Minor
Twenty-seven hours in approved social science courses, including 12 upper-division.

Preprofessional Programs

Prelaw: Four-Year Preparation
The minimum requirement for admission to a recognized law school is a bachelor's degree. Most law schools value intellectual maturity and a broad educational background, such as is provided by majors in the social sciences, natural sciences or humanities, rather than narrow specialization. Well-developed research, analysis, oral and written communication skills are considered desirable.

It is usually suggested that students take some coursework in the following areas: accounting, economics, history, political science, philosophy, psychology, sociology, and writing. For more specific information on an appropriate course of study see the Pre-law Adviser, who is assigned by the Social Science Department.

Admission to law schools is highly competitive. Applicants are usually expected to achieve an undergraduate GPA of at least 3.00 and a Law School Admission Test score in the high 500's or better, although strength in one of these areas may compensate for weakness in the other. The Law School Admission Test should be taken early in the senior year. Preparation materials are available in the campus Counselling Center and Ed Media Center or from the Educational Testing Service, Box 944, Princeton, NJ 08540.

Anthropology

First Year
Ist 101 Introduction to the Liberal Arts and Sciences 1
Wr 121 English Composition 3
Sp 111 Fundamentals of Speech 3
Soc 213 Principles of Sociology 3
Soc 214 Social Problems 3
Soc 215 World Population and Social Structure 3
Anth 214, 215, 216 Anthropology 9
Phi 284 Philosophy of Science 3
Hst 101, 102, 103 World History 9
A 210 Art History 3
Physical education activity courses 3
Total hours first year 49

Second Year
Wr 222 English Composition, or
Wr 224 The Research Paper 3
Anth 311 Physical Anthropology 3
Anth 312 Cultural Anthropology 3
Anth 313 Early Man in the New World 3
Eng 107, 108, 109 World Literature 9
Hst 309, 310, 311 Minority Groups in American History 9
Psy 201, 202, 203 General Psychology 9
Physical education activity courses 3
Electives (sociology recommended) 9
Total hours second year 51

Industrial Arts Education

First Year
Ist 101 Introduction to the Liberal Arts and Sciences 1
Wr 121 English Composition 3
Sp 111 Fundamentals of Speech 3
Soc 213 Principles of Sociology 3
Soc 214 Social Problems 3
Soc 215 World Population and Social Structure 3
Anth 214, 215, 216 Anthropology 9
Mth 95 Intermediate Algebra 12
HE 151 Personal Health 3
Social science sequence 6
Physical education activity courses 3
Electives 6
Total hours first year 50

Sociology

First Year
Ist 101 Introduction to the Liberal Arts and Sciences 1
Wr 121 English Composition 3
Sp 111 Fundamentals of Speech 3
Soc 213 Principles of Sociology 3
Soc 214 Social Problems 3
Soc 215 World Population and Social Structure 3
Anth 214, 215, 216 Anthropology 9
Bio 101, 102 General Biology 6
Phi 284 Philosophy of Science 3
Hst 101, 102, 103 World History 9
Physical education activity courses 3
Electives 3
Total hours first year 49

Second Year
Wr 222 English Composition, or
Wr 224 The Research Paper 3
Soc 309 American Society 3
Soc 310 Community Organizations 3
Soc 311 The Family as a Social Institution 3
Psy 201, 202, 203 General Psychology 9
Anth 311 Physical Anthropology 3
Anth 312 Cultural Anthropology 3
Anth 313 Early Man in the New World 3
Literature sequence 9
Physical education activity courses 3
Electives (philosophy recommended) 9
Total hours second year 51
Non-Departmental Studies

BA/BS in Interdisciplinary Studies

The Interdisciplinary Studies degree allows students to break away from traditional majors and minors by designing individual programs to satisfy their career interests and goals. Many societal problems and needs do not fit easily into traditional degree program structures, but require a familiarity with the content and quality of thought from a variety of areas of study.

As an example, the study of environmental or ecological problems is not confined to the boundaries of life sciences, but involves economics, geography, philosophy, psychology and aesthetics. The Interdisciplinary Studies format allows students with ideas and plans for the future to prepare for their careers in a personalized manner.

The degree, like all WOSC bachelor's degrees, is built upon the Liberal Arts Core Curriculum. The personalized major must include two or more areas of study; each of which is to contain no less than 27 hours. Each individual program must be developed by the student with cooperating faculty advisers and must be approved by the Dean's Council for the Interdisciplinary Studies. The program is administered by the Dean of Liberal Arts and Sciences.

Liberal Arts Core Curriculum ........................................ 73
Integrated Major ......................................................... 54-119
The major must include study from two or more academic areas with a minimum of 27 hours in each and a minimum of 48 upper division hours in the major.
Electives ................................................................. 0-65
Total required for degree .............................................. 192

Program Examples

The following are examples of programs that have been approved in the Interdisciplinary Studies program.

Business Administration and Economics. A number of students have prepared for a career in business by combining the areas of business administration and economics and some have specialized by adding another area such as music or geography which prepares them to work in businesses related to that specific field.

Public Relations and Community Planning. The student planned a career in explaining to citizens the need for community planning. Writing, speech, photography and psychology courses were combined with study in public finance, urban economics and geography, state government, community politics, public administration and the environment.

Biological Illustration. The student combined study in botany, zoology, science and society with art and art history courses, synthesized in special individual study.

Social Anthropology. The student's goal was preparation for graduate study. The emphasis was on the study of man as a social-cultural being and included individual study in primate field research.

Social Services and Psychology for Registered Nurse. Several registered nurses without bachelor's degrees have completed programs similar to this. It is designed to give the nurse with an associate degree further preparation in community-based health services. Courses were drawn from political science, sociology, health and psychology, and were pulled together in individual study and internship.

Public Administration. The courses chosen were from economics, business administration, sociology, political science and psychology, plus courses in fire protection science transferred to WOSC from a community college.

Honors

The WOSC Honors program values intellectual rigor and academic excellence. The program gives the student experience for interdisciplinary learning and independent study. It seeks to stimulate the imagination and deepen understanding of the human tradition and condition. It is open to students by invitation and application. To remain in the program the student must maintain above average work.

An outstanding student may arrange for extra honors credit for any course in which he/she is enrolled and in which the professor is willing to evaluate additional work related to the course.

Associate in Arts Degree

This two-year degree is granted to students who complete requirements which are described on page 14.

Military Science (ROTC)

WOSC offers credit for a four-year program in Military Science. Participants are assigned to an Army ROTC detachment at Oregon State University, but classes are taught at WOSC. The program is designed to produce regular and reserve junior officers in the United States Army. The basic military education provides the background and attributes for an Army officer while the student completes the regular course of study.

The Army ROTC commissioning program consists of:

- Either the basic course (MS 111, 112, 113 and MS 211, 212, 213); or the basic summer camp (MS 214); or the Fundamentals of Military Science course (MS 215); or the summer basic orientation course (MS 216, taught only at OSU).

- The advanced course (MS 311, 312, 313 and MS 411, 412, 413).

- The advanced summer camp (MS 314, taken between the junior and senior years).

- The student's regular program of study.

Students completing the commissioning program will have received up to 36 hours of elective credit in Military Science. Courses are graded and included in the student's grade-point average.

The basic course has several entry points. These are the options:

- Freshman classes (MS 111, 112, 113) and sophomore classes (MS 211, 212, 213), plus one Cadet Corps activity per term.

- Outdoor adventure and skill-developing activities scattered over the freshman and sophomore years (one Cadet Corps activity per term and a three-hour class, MS 215, spring term of the sophomore year).
• Attendance at the six-week basic summer camp (MS 214) at Ft. Knox, Ky.
• A summer basic orientation course (MS 216), a combination of classroom instruction and field training, taught at OSU.

The advanced course is less flexible. It requires completion of junior and senior classes (MS 311, 312, 313 and MS 411, 412, 413) and the advanced summer camp (MS 414).

Cadets attending the basic and advanced camps are paid one-half of a second lieutenant’s monthly salary, plus a mileage allowance or the cost of a round-trip airline ticket to camp. Advanced course cadets receive a subsistence allowance of $100 per school month, excluding the advanced camp period.

Advanced students are selected by the following criteria:

• Acceptance by the Professor of Military Science and the OCE Provost.
• Be able to complete commission requirements before age 28 (may be waived for applicants with exceptional ability).
• Successful completion of prescreening education and general screening tests.
• Completion of the basic course (or credit for previous honorable active service in a branch of the armed services or Coast Guard).
• United States citizenship.
• Physically qualified under Army standards (certain correctable defects allowed).
• Acceptance by WOSC as a regularly enrolled student.
• Agree to complete the advanced course (contingent upon remaining in college).
• Attend summer camp at a specified time.
• Agree to accept a commission, if offered.

Commissions. A student must hold a bachelor’s degree and successfully complete the program in Military Science to qualify for a reserve commission in the United States Army. The branch of the Army in which the student is commissioned will be determined by academic standing, the candidate’s desires, and the needs of the Army. Having received a reserve commission, the new officer may be selected for three years of extended active duty or may stay on active duty only long enough to attend the officer’s basic course. The active-duty-for-training-only option is guaranteed to cadets who request it.

Distinguished military students may apply for appointment as commissioned officers in the Regular Army. They must possess outstanding qualities of military leadership, high moral character, and aptitude for the military service; be between the ages of 21 and 27; and meet physical standards. If selected, they will serve for at least four years.

Scholarships. Army ROTC offers four types of scholarships. Each pays full tuition and fees, book costs and $100 subsistence pay per school month for the term of the scholarship. The pay is not paid in addition to the subsistence pay that all advanced course cadets receive, but is an alternative financial aid program. Four-year scholarships are awarded to selected applicants from among high school seniors. One-, two- and three-year scholarships are available to selected junior, sophomore and freshman ROTC cadets. Further information about Army ROTC scholarships and other aspects of the program may be obtained from the Military Science Department, Oregon State University, Corvallis 97331.

Military Science (Army ROTC) Curriculum

Basic Course (or previous honorable active service) ........ 3-9

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS 111, 112, 113</td>
<td>3</td>
</tr>
<tr>
<td>MS 211, 212, 213</td>
<td>3</td>
</tr>
<tr>
<td>MS 214 Basic Summer Camp (6 credits), plus one Cadet Corps activity per term</td>
<td></td>
</tr>
<tr>
<td>MS 215 Fundamentals of Military Science (3 credits), plus specified Cadet Corps activities</td>
<td></td>
</tr>
<tr>
<td>MS 216 Basic Military Science (6 credits), summer only</td>
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</table>

Advanced Course ...................... 24

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS 311, 312, 313 Military Science III</td>
<td>9</td>
</tr>
<tr>
<td>MS 314 Advanced Summer Camp</td>
<td>6</td>
</tr>
<tr>
<td>MS 411, 412, 413 Military Science IV</td>
<td>9</td>
</tr>
<tr>
<td>Total hours in program ............</td>
<td>27-33</td>
</tr>
</tbody>
</table>

Aerospace Studies (Air Force ROTC)

Students interested in obtaining an officer’s commission in the Air Force upon graduation may join the Air Force ROTC unit at Oregon State University. Credit earned at OSU may be transferred to WOSC as electives. The student may complete a degree in any field while in the program. There is no cost to the student, and classes are arranged to fit into the individual student’s schedule.

Four-Year Program. Freshmen or sophomores may enroll in the General Military Course without obligation. The course consists of a one-hour class and one-hour leadership laboratory each term. Previous military experience may allow a waiver of all or part of the General Military Course. Before completion of the second year of the course, sophomores may apply to enter the Professional Officer Course (junior and senior years).

Two-Year Program. Sophomores interested in a two-year program may make application during the fall term of the sophomore year. Those selected attend a six-week summer field training before their junior year. Upon successfully completing summer camp at government expense, they may enter the Professional Officer Course in the junior and senior years.

Scholarships. Four-, three- and two-year scholarships are available on a competitive basis to qualified students. Each scholarship pays full tuition, laboratory fees, textbooks and an allowance of $100 per month.

For further information about Air Force ROTC opportunities, contact the Air Force ROTC, (503)754-2073, McAlester Fieldhouse, Room 308, OSU, Corvallis 97331.

Naval Science (Naval ROTC)

Students interested in Naval ROTC may contact the Oregon State University Naval ROTC unit, Corvallis 97331.
PUBLIC EDUCATION AND SERVICE

Elementary Secondary Education

Chairman: Kenneth Myers.

Elementary Education: Professors—Robert Albritton, Jean Ferguson, Jesse Garrison, Charles Geiger, Gerald Girad, Margaret Hight, Elizabeth Hoyser, Norm Koch, Gloria McFadden, Associate Professors—Patricia Gallagher, Richard Jensen, Assistant Professors—Louis Balmer, Dale Harp, Barbara Holowell, Victor Lund.


Early Childhood Education: Professors—Robert Albritton, Elizabeth Hoyser.

Educational Media: Professor—Richard Forcier, Assistant Professors—Colin MacKinnon, Jacqueline McCrady.

Reading: Professor—Norman Koch, Associate Professor—Pat Gallagher, Assistant Professors—Barbara Holowell, Michael Tanner.

Alaskan Natives Project: Professor—Paul Jensen.

Placement: Assistant Professor—Harold Mason, director of Placement and Teacher Education.

Teacher education at WOSC provides an opportunity for the student to understand and communicate the importance of the search for knowledge. To become a teacher, the student must demonstrate:

- the ability to communicate with and relate effectively to others,
- objectivity toward and respect for unique values and needs of individuals,
- the ability to guide others in problem solving,
- an awareness of humanity’s accomplishments in the fields of knowledge which have affected civilization,
- an awareness of known theory and problems relative to a chosen area of specialization and a competence in the skills for teaching that knowledge,
- an understanding of the historical development of education,
- an understanding of the legal and social position of the teacher in relation to the student, parent, school and community,
- the ability to synthesize learning theory and teaching strategies in the classroom.

Admission to Teacher Education

Students wishing to teach in Oregon public schools should apply for admission to teacher education in the third term of their sophomore year. The College’s Teacher Education Screening Committee establishes policies and standards which students must meet before being admitted to teacher education courses. Both Elementary and Secondary Programs have handbooks listing specific admission requirements and the procedures to follow in enrolling in the Block classes and student teaching. These handbooks are available in the Education Department.

Elementary Education Program

Students wishing to teach in Oregon public elementary schools from kindergarten through ninth grade will enroll in the Elementary Teacher Education program. During the freshman and sophomore years, students should take course work from the Liberal Arts and Teaching Specialty Cores.

In April of the sophomore year students apply for admission to the Professional Education Core by taking a writing test and interviewing with one of the faculty in elementary teacher education.

Students may explore their interest in teaching during their freshman and sophomore years by enrolling in Ed 200, Ed 111, Psy 227, and Ed 358.

Elementary Block

Elementary “block” comprises the major portion of hours (25 credits) within the Professional Education Core. Ed 360, 361 and 362 is a three term sequence of classes dealing with subject matter methodology, educational psychology and educational media. Entry into these courses is gained through Selective Admissions testing during April of one’s sophomore year.

Block classes serve to prepare students for classroom teaching. A maximum of two days per week are devoted to public elementary (or middle) school teaching with close and personalized supervision. These classes are competency based, field centered and highly personalized.

Secondary Education Program

Students wishing to teach in Oregon public schools in a departmentalized program from grades 5 through 12 will enroll in the Secondary Education program. During the freshman and sophomore years, students should take course work from the Liberal Arts Core, from subject areas in which they desire certification.
and electives from special areas of interest. Students may explore their interest in teaching early in their college careers through an orientation course (Ed 200) or practicum courses involving observing and assisting teachers in the public classroom and resource centers. (Ed 111, Psy 227, Ed 358, Ed 412.)

Transfer Students

Students transferring from other institutions with junior class standing should declare their major and minor areas with the registrar’s office, the Education Department and each academic department involved at the beginning of their first term at WOSC.

Secondary Block

During the third term of the sophomore year or at any time after the completion of 90 quarter hours, students should apply to the Secondary Education program by completing applications for both the Teacher Education Screening Committee and the Secondary Block class. At this time students should declare their major and minor areas with each academic department involved.

After being admitted formally to the Teacher Education program, students are required to complete a block of courses involving both instruction in theory and a field experience in the classrooms of the public schools. Block serves not only to prepare students for classroom teaching but is also a time of exploring the decision to enter the teaching profession.

Student Teaching

Elementary and Secondary

Students should submit their application for student teaching in the secondary schools two quarters before they plan to do their student teaching to ensure their assignments. Before student teaching, students must have completed a substantial portion of professional education and subject area course work, met departmental and teacher education requirements.

Application forms for student teaching are available in the Education Office, Ed 201. Specific information regarding requirements and procedures are explained in both the Elementary and Secondary Guides.

Internships

Through a cooperative program with public school districts, a limited number of year-long internships may be granted to selected students. Applications must be submitted to the Education Department between October 15 and November 1 of the year prior to the intended academic year or internship.

Campus Elementary School

The school has served as a WOSC laboratory school since 1917, although several other schools in nearby school districts also cooperate with the College’s programs in student teaching and observation. The school (CES) is part of the Central School District of Independence-Monmouth, although the College owns the building.

WOSC conducts a kindergarten at CES to support the College’s early childhood education programs. The kindergarten is not part of the school district.

Student Professional Organization

Many students who plan to teach are introduced to professional concerns and conduct when they join the Student Oregon Education Association (SOEA), which is affiliated with the Oregon Education Association.

Teacher Certificates

All Oregon teacher certificates are issued by the Teacher Standards and Practices Commission (TSPC) upon recommendation of the College.

WOSC undergraduates must successfully complete an approved degree program to obtain the College’s recommendation. Graduate students must follow planned programs on file in the Graduate Office.

Application for certification is made to the TSPC, Salem, which requires all applicants to pay a $25 fee, have a first-aid card, present the WOSC recommendation and file the required form and official transcript.

Approved Endorsements. Following are the teacher certification endorsements approved by the TSPC for WOSC programs.

Basic endorsements normally are approved in undergraduate programs and standard endorsements in graduate programs. However, both basic and standard endorsements in Counseling, Supervision and Hearing Impaired are approved only on the graduate level. The standard endorsement in Counseling is a joint program with Oregon State University.

<table>
<thead>
<tr>
<th>Endorsement</th>
<th>Basic</th>
<th>Standard</th>
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<tbody>
<tr>
<td>Elementary Education</td>
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<td>Secondary Education</td>
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<td>Standard</td>
</tr>
<tr>
<td>Art (K-12)</td>
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<td>Standard</td>
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<tr>
<td>Language Arts</td>
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<td>Standard</td>
</tr>
<tr>
<td>Speech</td>
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<td>Standard</td>
</tr>
<tr>
<td>Drama</td>
<td>Basic</td>
<td>Standard</td>
</tr>
<tr>
<td>Journalism</td>
<td>Basic</td>
<td></td>
</tr>
<tr>
<td>Language Arts/Social Science</td>
<td>Basic</td>
<td>Standard</td>
</tr>
<tr>
<td>French</td>
<td>Basic</td>
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</tr>
<tr>
<td>German</td>
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<td>Spanish</td>
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<td>Basic Mathematics</td>
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<tr>
<td>Health Education (K-12)</td>
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<tr>
<td>Biology</td>
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<tr>
<td>Physical Science</td>
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<td>Standard</td>
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<td>Integrated Science</td>
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<tr>
<td>Social Science</td>
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<td>Standard</td>
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<td>Educational Media (K-12)</td>
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<tr>
<td>Reading (K-12)</td>
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<tr>
<td>Speech Impaired</td>
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<td>Standard</td>
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<tr>
<td>Handicapped Learner</td>
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</tr>
<tr>
<td>Severely Handicapped Learner</td>
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<td>Standard</td>
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<tr>
<td>Hearing Impaired</td>
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<td>Standard</td>
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<td>Counseling</td>
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<tr>
<td>Supervision</td>
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</tr>
</tbody>
</table>

The text continues with information on the school and the various education programs available at WOSC, including the specific requirements for student teaching and the guidelines for obtaining teacher certification.
BA/BS in Education
( Elementary)

Students who satisfy the requirements for a bachelor’s degree in Elementary Education become eligible for state certification to teach kindergarten through ninth grade in the public schools.

Students interested in becoming elementary teachers should discuss with an adviser how the various teaching areas, as listed in the next few pages, are applied in different grades. Although not required, students should prepare in at least one of the teaching areas.

All students in Elementary Education take the following curriculum:

Liberal Arts Core Curriculum ........................................... 73
Teaching Specialty Core .................................................. 42
ArE 390 Art Education: Elementary .................................. 3
Ed 351 School Health Program ........................................ 3
Ed 344 Physical Education in the Elementary School .......... 3
Eng 480 Children’s Literature, or
TA 240 Creative Drama for Elementary Teachers, or
Eng 110 Introduction to Language Study .......................... 3
Science (select two): GS 311, Biological Science for Elementary Schools, GS 312 Physical Science for Elementary Schools, GS 313 Earth Science for Elementary Schools ...................... 6
Mth 121, 122, 123 Essentials of Mathematics ...................... 9
Mth 311 Mathematics for Elementary Teachers .................. 3
Mus 382 Music Fundamentals .......................................... 3
Soc 301, 302, 303, 304 Social Science for Elementary Teachers (choose three) .................................................. 9

Professional Education Core ............................................. 46
Psy 225 Developmental Psychology for the Classroom ......... 3
Ed 473 Identification of Learning Problems in the Classroom .... 3
Ed 360, 361, 362 Learning and Instruction in the Elementary Schools .................................................. 25
Ed 413 Student Teaching or Internship ................................. 15

Teaching Area and/or Electives ......................................... 31

Total required for degree .................................................. 192

Early Childhood Education

- Elementary Education majors who are interested in teaching children ages 3-8 may complete an area of emphasis in Early Childhood Education. Students in elementary education who satisfy the requirements for certification may become eligible to teach in pre-primary and primary programs. This early Childhood Education program also deals with curriculum at the primary level, grades 1-3.

Required courses ......................................................... 12

Ed 384 Introduction to Early Childhood Educa-
   tion .............................................................................. 3
Ed 409 Early Childhood Practicum and Seminar .................. 3
Ed 459 Curriculum in Early Childhood Educa-
   tion .............................................................................. 3
Ed 457 The Parent-Educator Partnership ............................. 3

Suggested courses ................................................................ 9

Students may fill out the program from among the following 3-credit courses:

Ed 407 Seminar: Encouraging the Discouraged Child
Ed 407 Seminar: Organization and Management of ECE Programs
Ed 406 Special Individual Study: Early Childhood Education
Ed 389 Reading and Telling Children's Stories
Ed 437 Teaching Reading in Primary Grades
Ed 450 Normal Development of Speech and Language
TA 240 Creative Drama for Elementary Teachers

Total hours in concentration ............................................... 21

Art Education (five-year program)

This program prepares the student to teach art at any level from kindergarten through the 12th grade and for teaching in the general elementary classroom. The program requires the completion of the bachelor’s degree and one additional year of preparation. Upon completion of five years, the student will be recommended for the teaching certificate with standard general endorsements for teaching elementary and secondary and a standard subject matter endorsement in art.

Note: Some courses are duplicated in components of this program (i.e., Psy 225 required in both LACC and the Professional Education Component). The 192-hour requirement for the completion of the degree is correct. Consult adviser for specific course requirements.

Liberal Arts Core Curriculum ............................................. 73
Teaching Specialty Core .................................................. 42
Professional Education Component ......................... 29

Art Education Major ...................................................... 57

Art history (choose three): A 210, 211, 212, 213, 310, 311, 410 .................................................. 9
A 220 Design: Two Dimensional, or
A 221 Design: Three-Dimensional ................................ 3
A 222 Design: Color .......................................................... 3
Drawing (choose two): A 230, 231, 232 ............................. 6
Two-dimensional area (choose five): A 235, 236, 335 Life Drawing; A 330, 331 Advanced Drawing; A 250, 251, 255, 256 Watercolor Painting; A 257, 355, 356, 455 Painting; A 420 Advanced Design; A 240, 241, 242, 340, 341, 440 Printmaking; A 245, 246 Light Image (Photography); A 275 Mixed Media; A 475 Visual Techniques .................................................. 15

Three-dimensional area (choose five): A 280, 261, 262 Crafts; A 380, 381, 480 Advanced Crafts; A 265, 266, 267 Ceramics; A 365, 366, 465 Advanced Ceramics; A 266, 267 Ceramics; 485 Weaving; A 268, 388 Textiles; A 320, 321 Advanced Design; A 370, 371, 470 Jewelry; A 260, 261, 360, 460 Sculpture; A 375 Mixed Media .................................................. 15
Art theory (choose two): ArE 491, 492, 493, 494, 496 .................................................. 6

Total required for degree .................................................. 192

Fifth-Year Requirements .................................................. 46

Art theory and studio courses ...................................... 22
ArE 391 Art Education (Secondary) ............................ 3
Ed 413 Student Teaching .................................................. 15
Ed 471 The Classroom Teacher-Counselor ......................... 3
Ed 569 Advanced Reading Instruction ............................. 3

Total hours in five-year programs ................................... 238
Art Teaching Minor
An acceptable portfolio of the student's art work is required for the basic endorsement in art. Of the 48 hours in the minor, 27 must be in studio work.

A 115, 116, Art appreciation area (choose one)......... 3
A 210, 211, 212, 213, 310, 311, 315 Art history area (choose two)........... 6
A 220, 221 Design area (choose one)................. 3
A 222 Design: Color................................. 3
A 231, 232, 233 Drawing area (choose two)......... 6
A 280, 281, 282, 285, 286, 287 Crafts or weaving area (choose one)........... 3
A 140, 240, 241, 242 Printmaking area (choose one)......................... 3
A 266, 266 Ceramics area (choose one).................. 3
A 250, 255 Painting area (choose one).................. 3
A 260, 261, 370 Sculpture or jewelry area (choose one)...................... 3
ArE 491, 492, 493, 494, A 496 Art theory area (choose one)............... 3
ArE 390 Art Education: Elementary.................... 3
ArE 381 Art Education: Secondary...................... 3
Total hours in minor........................................... 48

Language Arts Common Curriculum
The following courses comprise the common curriculum in elementary language arts programs. Courses required for language arts teaching minors are listed after the common curriculum.

Eng 104, 105, 106 Types of World Literature or Eng 107, 108, 109 Literature of Western World.............. 9
Wr 224 The Research Paper........................................ 3
Sp 236 Contemporary Issues in American Broadcasting, or J 211 Introduction to Mass Communications, or TA 110 Introduction to Theater Arts...................... 3
Sp 239 Oral Interpretation........................................ 3
Eng 304, 305 English Literature I & II.................... 6
Eng 309 Major American Writers.............................. 3
Eng 310 Nature of the English Language, or Eng 110 Introduction to Language Study.................... 3
Eng 315 Approaches to Literature............................ 3
Sp 323 Group Discussion Processes, or Sp 413 Development of Oral Communication Skills in Children, or TA 240 Creative Drama for Elementary Teachers...................... 3
Wr 414 Advanced Composition..................................... 3
Eng 499 Literature and Media for Young Adults, or Eng 480 Children's Literature................................. 3
Eng 492 Structure of the English Language.................. 3
Wr 440 The Teaching of Writing.............................. 3
Language Arts Common Curriculum (Elementary)..... 48

Speech Teaching Minor
Sp 112 Interpersonal Speech Communication.................. 3
Sp 120 Communicative Voice and Articulation.................. 3
Sp 236 Contemporary Issues in American Broadcasting............ 3
Sp 239 Oral Interpretation........................................ 3
Sp 270 Principles of Forensics.................................. 2-3
Sp 271 Projects in Speech Communication..................... 0-1
Sp 321 Argumentation............................................. 3
Sp 322 Persuasion.................................................. 3
Sp 323 Group Discussion.......................................... 3
Sp 411 Speech Communication in Secondary Schools............... 3
Sp 412 Criticism of Public Discourse, or Sp 432 Rhetorical Theory, or Sp 439 Contemporary Speech Communication............. 3
Total hours in minor............................................. 30

Theater Arts Teaching Minor (K-12)
TA 110 Introduction to Theater Arts......................... 3
TA 240 Creative Drama for Elementary Teachers.................. 3
TA 261 Elements of Acting....................................... 3
Choose three: TA 244 Technical Theater: Scenecraft, TA 245 Technical Theater: Lighting, TA 246 Technical Theater: Costuming, TA 252 Technical Theater: Make-up............... 9
TA 350 Advanced Creative Drama.............................. 3
TA 414g Children's Theater..................................... 3
TA 364 Play Directing............................................ 3
TA 253 Production Workshop (Children's Theater)........... 3
Total hours in minor............................................. 30

Language Arts/Social Science Teaching Minor
Language Arts Common Curriculum (except 3 hours of upper division literature electives instead of Eng. 304, 305, 309 requirement)........ 42
Ec 201, 202 Principles of Economics.......................... 6
Geog 104, 105 Introductory Geography...................... 6
Hst 201, 202, 203 History of the United States.............. 9
Ps 202 State and Local Government............................ 3
Ssc 450, 491 Senior Social Science Seminar............... 6
Electives in at least three areas of the following: world history, political science, sociology, anthropology, corrections, law enforcement. 12
Total hours in minor............................................. 84

Journalism Teaching Minor
Eng 110 Introduction to Language Study, or Eng 210 The Vocabulary of English.................. 3
J 211 Introduction to Mass Communications................ 3
J 212 Reporting.................................................... 3
J 213 Copyediting and Make-up.................................. 3
J 215 Journalism Projects (1 hour per term).................. 3
Sp 236 Contemporary Issues in American Broadcasting........... 3
J 311 Advanced Journalistic Writing......................... 3
Hum 413 Language of the Mass Media.......................... 3
J 455 Supervision of School Publications.................... 3
Total hours in minor............................................. 27

French Teaching Minor
First-year French may be waived for students on the basis of their high school experience and/or demonstrated competency in French.
Fr 101, 102, 103 First-Year French......................... 0-12
Fr 201, 202, 203 Second-Year French....................... 12
Fr 311, 312, 313 Introduction to French Literature (choose two).................. 6
Fr 314, 315, 316 Intermediate French Composition and Conversation.................. 9
Fr 429, 430 French Culture and Civilization (choose one)................. 3
Fr 331 French Pronunciation and Phonetics.................... 3
Total hours in minor............................................. 33-45
German Teaching Minor

First-year German may be waived for students on the basis of their high school experience and/or demonstrated competency in German.

GL 101, 102, 103 First-Year German 0-12
GL 201, 202, 203 Second-Year German 12
GL 310, 311, 312 Introduction to German Literature (choose two) 6
GL 329 Intermediate Composition in German 3
GL 331 German Pronunciation and Phonetics 3
GL 337, 338 Intermediate Spoken German 6
GL 340, 341 German Culture and Civilization (choose one) 3
Total hours in minor 33-45

Spanish Teaching Minor

Span 341, 342, 343 Literary Genres of Spain, or Span 441, 442, 443 Modern Spanish-American Literature 6
Span 347, 348, 349 Intermediate Spanish Composition and Conversation 9
Span 336 Hispanic Culture and Civilization: Spain, or Span 339 Hispanic Culture and Civilization: Latin America 3
Span 350 Spanish Pronunciation and Phonetics 3
Electives in Spanish 24
Total hours in minor 45

Basic Mathematics Teaching Minor

Mth 121, 122, 123 or Mth 121h, 122h Essentials of Mathematics 6-9
Mth 101 College Algebra 4
CS 133 Symbolic Language: BASIC 4
Mth 163 Mathematics for the Biological, Management and Social Sciences, or Mth 200, 201 Differential and Integral Calculus 4-8
Mth 344 Fundamentals of Geometry 3
Mth 343 Theory of Numbers, or Mth 347 Algebraic Structure 3
Mth 311 Mathematics for Elementary Teachers 3
Mth 492 Mathematics for Secondary Teachers 3
Total hours in minor 30-37

Music Teaching Major (K-9)

Mus 111, 112, 113 Musicianship I 12
Mus 211, 212, 213 Musicianship II 12
Mus 261 Music History I 3
Mus 263 Music History I, or Mus 363 Music History II 3
Mus 171-192 or MuP 271-292 Performance Studies 4
MuP 341-362, MuP 371-392 or MuP 471-492 Performance Studies 4
Mus 195, 196, 197 Large Ensembles 3
Mus 385, 386, 387 Large Ensembles 3
Mus 320 Conducting 2
Mus 321 Instrumental Conducting, or Mus 324 Choral Conducting 2
MuE 385 Music in the Middle School and Junior High School 3
MuE 383 Music Education (Elementary) 3
MuE 347 Instrumental Music Methods and Techniques, or MuE 384 Secondary Choral Techniques 3
Mus 407 Seminar: Music in the Schools 3
Approved electives in music 12
Total hours in major 72

Music Education (K-9)

This program prepares the student to teach music in grades k through 9. The program requires completion of the Liberal Arts Core Curriculum, teaching minor in Music (k-9), and elementary education professional core.

Liberal Arts Core Curriculum 73
Mus 111, 112, 113 Musicianship I 12
Mus 211, 212, 213 Musicianship II 12
Mus 261 Music History I 3
Mus 263 Music History I, or Mus 363 Music History II 3
MuP 171-192 or MuP 271-292 Performance Studies 4
MuP 341-362, MuP 371-392 or MuP 471-492 Performance Studies 4
Mus 195, 196, 197 Large Ensembles 3
Mus 385, 386, 387 Large Ensembles 3
Mus 320 Conducting 2
Mus 321 Instrumental Conducting, or Mus 324 Choral Conducting 2
MuE 385 Music in the Middle School and Junior High School 3
MuE 383 Music Education (Elementary) 3
Mus 347 Instrumental Music Methods and Techniques, or MuE 384 Secondary Choral Techniques 3
Mus 407 Seminar: Music in the Schools 3
Total hours in minor 60

Professional Education Core 46
Psy 225 Developmental Psychology for the Classroom 3
Ed 473 Identification of Learning Problems in the Classroom 3
Ed 360, 361, 362 Learning and Instruction in the Elementary Schools 25
Ed 413 Student Teaching or Internship of Music 15
Teaching Area and/or Electives 13
Total required for degree 192

Physical Education Teaching Minor

Professional Activity Courses 15
PE 111P One hour each: basic rhythms, folk and square dance. 2
PE 112P One hour each: apparatus, tumbling. 2
PE 114P Choose one: recreational games (women) wrestling (men). 1
PE 114P Track and Field 1
PE 115P Choose four: archery, badminton, bowling, golf, tennis, weight training and conditioning. 4
PE 115P Games and relays 2
PE 115P Choose three: basketball, field games, field hockey, softball, volleyball. 3

Theory Courses 32
HE 262 First Aid 3
Z 334, 335 Human Anatomy and Physiology (prerequisite to PE 371) 6
Ed 345 Physical Education and Methods and Materials 3
PE 343 Organization and Administration of Physical Education 3
Elementary/Secondary Education

PE 359 Athletic Training and Conditioning 2
PE 371 Kinesiology 3
PE 445 Physical Education Curriculum and Evaluation 3
PE 230 Introduction to Physical Education 3
PE 310 Motor Development and Learning 3
PE 444 Adaptive Physical Education 3

Total hours in minor 47

Health Education Teaching Minor

HE 151P Personal Health 3
HE 252 First Aid and Safety 3
HE 325 Nutrition 3
HE 427 Introduction to Community and Public Health 2
HE 434 Communicable, Degenerative and Chronic Diseases 3
HE 482 Health in Society 3
HE 440 School Health Program 3
Ed 352 Methods and Materials in Health Education 3

Total hours in minor 44

Biology Teaching Minor

Bi 211, 212, 213 Principles of Biology 13
Bi 221 Introductory Microbiology 4
Bi 341 Genetics 3
Bi 446 Evolution 3
Bi 480 Preparation of Biological Materials 4
Bi 370 Man and the Ecosystem, or
Bi 441 Ecology of the Northwest 3
Z 334, 335 Human Anatomy and Physiology, or
One anatomy and one physiology course 6-8
Ch 104, 105, 106, General Chemistry, or
Ch 204, 205, 206 General Chemistry 12
G 351 Elements of Geology 3

Total hours in minor 51-53

Physical Science Teaching Minor

Choose either the Chemistry or Physics option to supplement the General Chemistry and General Physics requirements.
Ch 204, 205, 206 General Chemistry 12
Ph 201, 202, 203 General Physics 12

Chemistry option
Ch 331, 332 Organic Chemistry, or
Ch 334, 335, 336 Organic Chemistry 6-12
Ch 340 Physical Chemistry 4
Upper-division electives in chemistry 0-5
Upper-division electives in physics 6

Physics option
Ph 311, 312 Modern Physics 8
Upper-division electives in physics 7
Upper-division electives in chemistry 6

Total hours in minor 45-46

Integrated Science Teaching Minor

GS 331 Introduction to Oceanography 3
G 351 Elements of Geology 3

Ph 390 Basic Meteorology 3
GS 351 Elements of Astronomy 3
Bi 101, 102 General Biology 8
Ph 104, 105 General Chemistry 8
Ph 101 Essentials of Physics, or
GS 106 Foundations of Physical Science 3-4
Electives in earth science 15

Total hours in minor 46-47

Social Science Teaching Minor

At least 18 hours must be upper division
American history courses 12
World history courses 9
Ec 201, 202 Principles of Economics 6
Geog 105, 106, 107 Introductory Geography 9
Ps 201 American National Government 3
Ps 202 State and Local Government 3
Ssc 490, 491 Senior Social Science Seminar 6
Electives in social science 6

Total hours in minor 54

Bilingual (Spanish)/Cross-Cultural Teaching Minor

Hst 309 Minority Groups in American History 3
Soc 437 Sociology of Race Relations 3
Anth 312 Cultural Anthropology 3
Anth 471 Personality and Culture 3
Anth 494 Northwest Indian Cultures 3
Anth 497 Mexican-American Culture 3
Sociocultural base 18
Span 217, 218, 219 Spanish for the Native Speaker 9
Span 318 Children's Literature: Spanish 3
Span 347, 348, 349 Intermediate Spanish Composition and Conversation 9
Span 350 Spanish Pronunciation and Phonetics 3
Span 412 Applied Linguistics: Spanish 3
Eng 399 Teaching English as a Second Language 3
Span 407 Bilingual Methods 3
Spanish language base 33

Total hours in minor 51

Reading Teaching Minor

Eng 310 Nature of the English Language, or
Spa 450g Normal Development of Speech and Language 3
Ed 437g Teaching Reading in Primary Grades, or
Ed 438g Teaching Reading in the Intermediate Grades, (for elementary majors only) or
Ed 469g Teaching Reading to Obtain Secondary Content Objectives 3
Ed 456g Curriculum Designs in Reading 3
Ed 468g Diagnostic and Remedial Techniques in Reading 3
Ed 409g Practicum: Reading 3
Approved elective 3

Total hours in minor 18

Educational Media Minor

This program meets the requirements of the basic endorsement for educational media/library specialists in elementary and/or secondary schools. Ed 435 Educational Media and Materials is a prerequisite to the program.
Ed 433 Organization and Preservation of Materials 3
Lib 411 Cataloging and Classification of Materials 3
Lib 421 Reference Courses and Services 3
Lib 442 Selection of Materials 3
Ed 436 Preparation of Educational Materials 3
Ed 409/509 Practicum: Educational Media 3
Electives 3
Total hours in minor 21

Speech Impaired Minor

SPA 370 Phonetics 3
SPA 371 Speech Science 3
SPA 440 Introduction to Speech Pathology and Audiology 3
SPA 474 Speech, Language and Hearing in the Schools 3
SPA 450 Normal Language and Speech Development 3
SPA 476 Diagnostic Methods in Speech and Language Pathology 3
SPA 481 Articulation Disorders 3
SPA 496 Language Disorders 3
SPA 484 Introduction to Clinical Speech Therapy 2
SPA 485, 486 Clinical Speech Therapy 4
SPA 488 Audiology: Hearing Testing 3
SPA 489 Aural Rehabilitation 4
SpEd 413 Student Teaching: Speech Handicapped 6
Total hours in minor 43

Handicapped Learner Teaching Minor

Note: Students may enter the program any term except spring term.
SpEd 470 Education of the Exceptional Child 3
SpEd 421 Diagnosis and Prescription in Reading for the Handicapped Learner 5
SpEd 422 Diagnosis and Prescription in Basic Skills for the Handicapped Learner 4
SpEd 423 Managing Programs for Handicapped Learners 3
SpEd 472 Instructional Materials and Methods in Reading and Basic Skills 3
SpEd 489 Alternative Curriculum and Organizational Patterns 3
SpEd 413 Student Teaching: Handicapped Learner 6
Total hours in minor 27

Severely Handicapped Learner Teaching Minor

Courses must be taken in the block sequence as outlined.

Block I
Note: SpEd 448 and SpEd 409 must be taken concurrently.
SpEd 470 Education of the Exceptional Child 3
Psy 462 Normal and Abnormal Development of the Infant and Young Child 3
SpEd 448 Classroom and Behavior Management for the Severely Handicapped 1
SpEd 409 Practicum: Classroom and Behavior Management for the Severely Handicapped 2
SpEd 445 Nature and Needs of the Severely Handicapped 3
SpEd 449 Curriculum for the Severely Handicapped 3

BA/BS in Education (Secondary)

Students who complete the requirements for a bachelor's degree in the secondary school curriculum become eligible for state certification to teach grades 5-12 in Oregon public schools. These students must complete either one teaching major or two teaching minors, and will become eligible for subject-matter endorsements in their teaching areas. Subject areas are listed on the next few pages. Their advisers are professors in subject-matter areas in the following departments:

Creative Arts Department: art, drama, theater arts, music.
Humanities Department: language arts, speech, journalism, language arts/social science, French, German, Spanish.
Natural Sciences and Mathematics Department: biology, physical science, integrated science, mathematics.
Social Science Department: social science.
Elementary and Secondary Education Department: educational media, reading.
Health and Physical Education Department: physical education, health education.
Psychology and Special Education Department: speech impaired, handicapped learner, severely handicapped learner.

All students in Secondary Education take the following curriculum. Some duplication of Liberal Arts Core Curriculum requirements may occur in the Professional Education and Teaching Area components of the Secondary Education curriculum. The effect, if that occurs, will increase the possible number of elective credits.

Liberal Arts Core Curriculum 73
Professional Education Core 40
Note: Special Methods course required in each teaching area.
Pay 225 Developmental Psychology for the Classroom 3
Elementary/Secondary Education

Ed 363 Learning and Instruction in the Intermediate and Secondary Schools............. 13
Ed 435 Educational Media and Materials ................................................. 3
Ed 463 Teaching Reading in the Elementary School ........................................ 3
Ed 413 Student Teaching .............................................................................. 15
Special Methods Course ..................................................................................... 3–6

Teaching Major or Two Teaching Minors ............................................................... 63
Electives .............................................................................................................. 16

Total required for degree .................................................................................... 192

Art Education (five-year program)

This program prepares the student to teach art at any level from kindergarten through the 12th grade and for teaching in the general elementary classroom. The program requires the completion of the bachelor's degree and one additional year of preparation. Upon completion of five years, the student will be recommended for the teaching certificate with standard elementary endorsement and a standard subject matter endorsement in art (K-12).

Note: Some courses are duplicated in components of this program (i.e., Psy 225 required in both LACC and the Professional Education Component). The 192-hour requirement for the completion of the degree is correct. Consult adviser for specific course requirements.

Liberal Arts Core Curriculum .............................................................................. 73
Teaching Specialty Core ....................................................................................... 39
Professional Education Component ..................................................................... 46

Art Education Minor ............................................................................................ 48

An acceptable portfolio of the student's art work is required for the basic endorsement in art. Of the 48 hours in the minor, 27 must be in studio work.

A 115, 116 Art appreciation area (choose one) .................................................. 3
A 210, 211, 212, 213, 310, 311, 315 Art history area (choose two) ...................... 6
A 220, 221 Design area (choose one) .................................................................. 3
A 222 Design: Color ............................................................................................ 3
A 231, 232, 233 Drawing area (choose two) ....................................................... 6
A 280, 281, 282, 285, 286, 287 Crafts or weaving area (choose one) .................. 3
A 140, 240, 241, 242 Printmaking area (choose one) ........................................... 3
A 265, 266 Ceramics area (choose one) ............................................................... 3
A 250, 255 Painting area (choose one) ............................................................... 3
A 260, 261, 370 Sculpture or jewelry area (choose one) ...................................... 3
ArE 491, 492, 493, 494 Art theory area (choose one) .......................................... 3
ArE 390 Art Education: Elementary ................................................................. 3
ArE 391 Art Education: Secondary ................................................................. 3
Upper-division electives in art .......................................................................... 3

Total required for degree .................................................................................... 192

Fifth-Year Requirements

Art theory and studio courses .......................................................................... 22
Ed 471 The Classroom Teacher-Counselor ....................................................... 3
Ed 569 Advanced Reading Instruction ............................................................. 3
Ed 413 Student Teaching Art ............................................................................ 15

Total hours in five-year program ..................................................................... 241

A 210, 211, 212, 310, 311, 315, 410 Art history area (choose three) .................. 9
A 220, 221 Design area .................................................................................... 3–6
A 222 Design: Color ....................................................................................... 3
A 230, 231, 232 Drawing area .......................................................................... 6–9
Choices in two dimensions selected from life drawing, watercolor, painting, advanced design, printmaking or light image (photography) ................................................................. 15–18
Choices in three dimensions selected from crafts, ceramics, weaving, advanced design, textiles, jewelry, mixed media or sculpture ............................................. 15–18
ArE 390 Art Education: Elementary ............................................................... 3
ArE 391 Art Education: Secondary ............................................................... 3
ArE 491, 492, 493, 494, A 496 Art theory area ................................................. 6

Total hours in major............................................................................................ 64

Language Arts Common Curriculum

The following courses comprise the common curriculum in secondary language arts programs. Courses required in language arts teaching majors and minors are listed after the common curriculum.

Eng 104, 105, 106 Types of World Literature, or Eng 107, 108, 109 Literature of the Western World ................................................................. 9
Wr 224 The Research Paper ............................................................................. 3
Sp 236 Contemporary Issues in American Broadcasting, or J 211 Introduction to Mass Communications, or TA 110 Introduction to Theater Arts ........................................... 3
Sp 239 Oral Interpretation ................................................................................ 3
Eng 304, 305 English Literature I & II .............................................................. 6
Eng 309 Major American Writers ................................................................... 3
Eng 310 Nature of the English Language .......................................................... 3
Eng 315 Approaches to Literature .................................................................... 3
Sp 323 Group Discussion Processes .................................................................. 3
Wr 414 Advanced Composition ....................................................................... 3
Eng 489 Literature and Media for Young Adults ............................................. 3
Eng 492 Structure of the English Language .................................................... 3
Wr 440 The Teaching of Writing .................................................................... 3

Language Arts Common Curriculum (Secondary)................................................. 48

Language Arts Teaching Major

Language Arts Common Curriculum ................................................................ 48
Eng 345 Shakespeare ....................................................................................... 3
Approved electives in literature, language and writing .................................. 9
Approved humanities electives ....................................................................... 3
Total hours in major .......................................................................................... 63

Language Arts Teaching Minor

Language Arts Common Curriculum ................................................................ 48
Total hours in minor ........................................................................................ 48

Language Arts/Writing Teaching Major

Language Arts Common Curriculum ................................................................ 48
Eng 345 Shakespeare ....................................................................................... 3
Electives in writing .......................................................................................... 5
Electives in language (choose two from the following: Eng 110, 210, 215, 470, 490, 499) ................................................................. 6
Wr 409 Practicum ............................................................................................. 1
Total hours in major ........................................................................................ 64
Elementary/Secondary Education

Choose one: TA 301, 302 or 303 History of the Theater; TA 444g Theory and Criticism of Theater Arts; or TA 467g Seminar 3
Total hours in minor 30

Language Arts/Social Science Teaching Major

Language Arts Common Curriculum (except three hours of upper division literature electives instead of Eng. 304, 305, 309 requirement) 42
Ec 201, 202 Principles of Economics 6
Geog 105, 106 Introductory Geography 6
U.S. History courses 9
PS 201, 202 State and Local Government 3
SSc 490, 491 Social Science Senior Seminar 6
Electives in at least three areas of the following: world history, political science, sociology, anthropology, corrections, law enforcement 12
Total hours in major 84

French Teaching Major

First-year French may be waived for students on the basis of their high school experience and/or demonstrated competency in French.
Fr 101, 102, 103 First-Year French 0-12
Fr 201, 202, 203 Second-Year French 12
Fr 311, 312, 313 Introduction to French Literature, or
Fr 423, 424, 425 Studies in French Literature 9
Fr 314, 315, 316 Intermediate French Composition and Conversation, or
Fr 467, 468, 469 Advanced French Composition and Conversation 9
Fr 429, 430 French Culture and Civilization (choose one) 3
Fr 331 French Pronunciation and Phonetics 3
Fr 416 Language Laboratory: Practicum 2
Electives in French 12
Total hours in major 50-62

French Teaching Minor

First-year French may be waived for students on the bases of their high school experience and/or demonstrated competency in French.
Fr 101, 102, 103 First-Year French 0-12
Fr 201, 202, 203 Second-Year French 12
Fr 311, 312, 313 Introduction to French Literature (choose two) 6
Fr 314, 315, 316 Intermediate French Composition and Conversation 9
Fr 429, 430 French Culture and Civilization (choose one) 3
Fr 351 French Pronunciation and Phonetics 3
Total hours in major 33-45
German Teaching Major

First-year German may be waived for students on the basis of their high school experience and/or demonstrated competency in German.

- GL 101, 102, 103 First-Year German 0–12
- GL 201, 202, 203 Second-Year German 12
- GL 310, 311, 312 Introduction to German Literature (choose two) 6
- GL 329 Intermediate Composition in German 3
- GL 331 German Pronunciation and Phonetics 3
- GL 337, 338 Intermediate Spoken German 6
- GL 340, 341 German Culture and Civilization 6
- GL 411 Applied Linguistics: German 3
- GL 416 Language Laboratory: German 2
- Electives in German 9

Total hours in major 50–62

German Teaching Minor

First-year German may be waived for students on the basis of their high school experience and/or demonstrated competency in German.

- GL 101, 102, 103 First-Year German 0–12
- GL 201, 202, 203 Second-Year German 12
- GL 310, 311, 312 Introduction to German Literature (choose two) 6
- GL 329 Intermediate Composition in German 3
- GL 331 German Pronunciation and Phonetics 3
- GL 337, 338 Intermediate Spoken German 6
- GL 340, 341 German Culture and Civilization (choose one) 3

Total hours in minor 33–45

Spanish Teaching Major

- Span 341, 342, 343 Literary Genres of Spain, or Span 441, 442, 443 Modern Spanish-American Literature 6
- Span 347, 348, 349 Intermediate Spanish Composition and Conversation 9
- Span 338 Hispanic Culture and Civilization: Spain, or Span 339 Hispanic Culture and Civilization: Latin America 3
- Span 350 Spanish Pronunciation and Phonetics 3
- Span 412 Applied Linguistics: Spanish 3
- Span 416 Practicum; Language Laboratory 2
- Electives in Spanish 38

Total hours in major 62

Spanish Teaching Minor

- Span 341, 342, 343 Literary Genres of Spain, or Span 441, 442, 443 Modern Spanish-American Literature 6
- Span 347, 348, 349 Intermediate Spanish Composition and Conversation 9
- Span 338 Hispanic Culture and Civilization: Spain, or Span 339 Hispanic Culture and Civilization: Latin America 3
- Span 350 Spanish Pronunciation and Phonetics 3
- Electives in Spanish 24

Total hours in minor 45

Mathematics Teaching Major

A maximum of 20 credit hours is allowed to complete the calculus sequence through Mth 203. The entry level mathematics course will be determined by demonstrated competency or adviser’s consent. Mth 200 is the first term of the four-term calculus sequence. Precalculus work, if necessary, may begin at Mth 95 Intermediate Algebra, Mth 101 College Algebra or Mth 102 Trigonometry, as appropriate.

- Mathematics through Mth 203 Differential and Integral Calculus 16–20
- Mth 344, 345 Fundamentals of Geometry 6
- Mth 347, 348 Algebraic Structure 6
- Mth 349 Introduction to Linear Algebra 3
- Mth 324 Probability Theory, or Mth 426 Elements of Statistical Methods 3
- CS 133 Symbolic Language: BASIC 4
- Mth 492 Mathematics for Secondary Teachers 3
- Ph 201, 202, 203 General Physics 12
- Upper-division electives in mathematics 8–12

Total hours in major 65

Mathematics Teaching Minor

A maximum of 20 credit hours is allowed to complete the calculus sequence through Mth 203. The entry level mathematics course will be determined by demonstrated competency or adviser’s consent. Mth 200 is the first term of the four-term calculus sequence. Precalculus work, if necessary, may begin at Mth 95 Intermediate Algebra, Mth 101 College Algebra or Mth 102 Trigonometry, as appropriate.

- Mathematics through Mth 203 Differential and Integral Calculus 16–20
- Mth 344, 345 Fundamentals of Geometry 6
- Mth 347, 348 Algebraic Structure 6
- Mth 349 Introduction to Linear Algebra 3
- Mth 324 Probability Theory, or Mth 426 Elements of Statistical Methods 3
- CS 133 Symbolic Language: BASIC 4
- Mth 492 Mathematics for Secondary Teachers 3
- Upper-division electives in mathematics 0–4

Total hours in minor 45

Basic Mathematics (Combined)

Option A
- Mth 101 College Algebra 4
- Mth 102 Trigonometry 4
- Mth 163 Mathematics for the Biological, Management and Social Sciences, or Mth 200, 201 Differential and Integral Calculus 4–8
- CS 133 Symbolic Language: BASIC 4
- Mth 344 Fundamentals of Geometry 3
- Mth 343 Theory of Numbers, or Mth 347 Algebraic Structure 3
- Mth 491 Innovations in General Mathematics Education 3
- Mth 492 Mathematics for Secondary Teachers 3

Total hours in Option A 28–32

Option B
- Mth 161, 162, 163 Mathematics for the Biological, Management and Social Sciences 12
- Mth 101 College Algebra 4
- CS 133 Symbolic Language: BASIC 12
- Mth 344 Fundamentals of Geometry 3
- Mth 343 Theory of Numbers, or Mth 347 Algebraic Structure 3
### Elementary/Secondary Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>Mth 491</td>
<td>Innovations in General Mathematics Education</td>
<td>3</td>
</tr>
<tr>
<td>Mth 492</td>
<td>Mathematics for Secondary Teachers</td>
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</tr>
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<td><strong>Total hours in Option B</strong></td>
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### Music Teaching Major (K-12)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mus 111, 112, 113</td>
<td>Musicianship I</td>
<td>12</td>
</tr>
<tr>
<td>Mus 211, 212, 213</td>
<td>Musicianship II</td>
<td>12</td>
</tr>
<tr>
<td>Mus 261, 262</td>
<td>Music History I, or</td>
<td>6</td>
</tr>
<tr>
<td>Mus 361, 362</td>
<td>Music History II</td>
<td>6</td>
</tr>
<tr>
<td>Mus 263</td>
<td>Music History I, or</td>
<td>3</td>
</tr>
<tr>
<td>Mus 363</td>
<td>Music History II</td>
<td>3</td>
</tr>
<tr>
<td>MuP 171-192 or MuP 271-292</td>
<td>Performance Studies</td>
<td>3</td>
</tr>
<tr>
<td>MuP 341-362, MuP 371-392 or MuP 471-492</td>
<td>Performance Studies</td>
<td>3</td>
</tr>
<tr>
<td>Mus 155, 196, 197</td>
<td>Large Ensembles (choose two)</td>
<td>2</td>
</tr>
<tr>
<td>Mus 395, 396, 397</td>
<td>Large Ensembles (choose two)</td>
<td>2</td>
</tr>
<tr>
<td>Mus 320</td>
<td>Conducting</td>
<td>2</td>
</tr>
<tr>
<td>Mus 321</td>
<td>Instrumental Conducting, or</td>
<td></td>
</tr>
<tr>
<td>Mus 324</td>
<td>Choral Conducting</td>
<td>2</td>
</tr>
<tr>
<td>MuE 383</td>
<td>Music Education (Elementary)</td>
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</tr>
<tr>
<td>MuE 347</td>
<td>Instrumental Music Methods and Techniques, or</td>
<td></td>
</tr>
<tr>
<td>MuE 384</td>
<td>Secondary Choral Techniques</td>
<td>3</td>
</tr>
<tr>
<td><strong>Choose three:</strong> Mus 235 Brass Class; Mus 236 Woodwind Class; Mus 237 Percussion Class; Mus 332 Upper Strings Class; Mus 333 Lower Strings Class; Mus 234 Guitar Class</td>
<td>3</td>
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</tr>
<tr>
<td>Mus 407</td>
<td>Seminar: Music in the Schools</td>
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<tr>
<td>Approved electives in music</td>
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<tr>
<td><strong>Total hours in major</strong></td>
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### Music Teaching Minor (K-12)

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<th>Course Title</th>
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<tbody>
<tr>
<td>Mus 111, 112, 113</td>
<td>Musicianship I</td>
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<tr>
<td>Mus 211, 212, 213</td>
<td>Musicianship II</td>
<td>12</td>
</tr>
<tr>
<td>Mus 261, 262</td>
<td>Music History I, or</td>
<td>6</td>
</tr>
<tr>
<td>Mus 361, 362</td>
<td>Music History II</td>
<td>6</td>
</tr>
<tr>
<td>Mus 263</td>
<td>Music History I, or</td>
<td>3</td>
</tr>
<tr>
<td>Mus 363</td>
<td>Music History II</td>
<td>3</td>
</tr>
<tr>
<td>MuP 171-192 or MuP 271-292</td>
<td>Performance Studies</td>
<td>3</td>
</tr>
<tr>
<td>MuP 341-362, MuP 371-392 or MuP 471-492</td>
<td>Performance Studies</td>
<td>3</td>
</tr>
<tr>
<td>Mus 395, 396, 397</td>
<td>Large Ensembles (choose two)</td>
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<tr>
<td>Mus 395, 396, 397</td>
<td>Large Ensembles (choose two)</td>
<td>2</td>
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<tr>
<td>Mus 320</td>
<td>Conducting</td>
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<tr>
<td>Mus 321</td>
<td>Instrumental Conducting, or</td>
<td></td>
</tr>
<tr>
<td>Mus 324</td>
<td>Choral Conducting</td>
<td>2</td>
</tr>
<tr>
<td>MuE 383</td>
<td>Music Education (Elementary)</td>
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</tr>
<tr>
<td>MuE 347</td>
<td>Instrumental Music Methods and Techniques, or</td>
<td></td>
</tr>
<tr>
<td>MuE 384</td>
<td>Secondary Choral Techniques</td>
<td>3</td>
</tr>
<tr>
<td><strong>Choose three:</strong> Mus 235 Brass Class; Mus 236 Woodwind Class; Mus 237 Percussion Class; Mus 332 Upper Strings Class; Mus 333 Lower Strings Class; Mus 234 Guitar Class</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Mus 407</td>
<td>Seminar: Music in the Schools</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total hours in minor</strong></td>
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### Physical Education Teaching Major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PE 111P</td>
<td>One hour each: basic rhythms, folk or square dance, social or modern dance</td>
<td>3</td>
</tr>
<tr>
<td>PE 114</td>
<td></td>
<td>2</td>
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</table>

### Physical Education Teaching Minor

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 111P</td>
<td>One hour each: apparatus, tumbling</td>
<td>2</td>
</tr>
<tr>
<td>PE 114P</td>
<td>Choose two from: archery, bowling, golf</td>
<td>6</td>
</tr>
<tr>
<td>PE 115P</td>
<td>One hour each: badminton, recreational games, tennis, track and field, wrestling, weight training and conditioning</td>
<td>6</td>
</tr>
<tr>
<td>PE 115P</td>
<td>One hour each: basketball, games and relays, field sports, soccer, softball or baseball, volleyball</td>
<td></td>
</tr>
<tr>
<td><strong>Total hours in major</strong></td>
<td></td>
<td><strong>64</strong></td>
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### Theory Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>HE 151</td>
<td>Personal Health</td>
<td>3</td>
</tr>
<tr>
<td>PE 230</td>
<td>Introduction to Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>HE 252</td>
<td>First Aid</td>
<td>3</td>
</tr>
<tr>
<td>PE 310</td>
<td>Motor Development and Learning</td>
<td>3</td>
</tr>
<tr>
<td>Z 334, 335</td>
<td>Human Anatomy and Physiology (prerequisite to PE 371)</td>
<td>6</td>
</tr>
<tr>
<td>PE 343</td>
<td>Organization and Administration of Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Ed 345</td>
<td>Physical Education Methods and Materials</td>
<td>3</td>
</tr>
<tr>
<td>PE 359</td>
<td>Athletic Training and Conditioning</td>
<td>2</td>
</tr>
<tr>
<td>PE 371</td>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>PE 444</td>
<td>Adaptive Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Pe 445</td>
<td>Physical Education Curriculum and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td><strong>Approved electives in physical education (including at least six hours theory courses)</strong></td>
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</tbody>
</table>

### Physical Education Teaching Minor

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 111P</td>
<td>One hour each: basic rhythms, folk and square dance</td>
<td>2</td>
</tr>
<tr>
<td>PE 112P</td>
<td>One hour each: apparatus, tumbling</td>
<td>2</td>
</tr>
<tr>
<td>PE 114P</td>
<td>Choose one: recreational games (women), wrestling (men)</td>
<td>1</td>
</tr>
<tr>
<td>PE 114P</td>
<td>Track and field</td>
<td>1</td>
</tr>
<tr>
<td>PE 114</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Choose four: archery, badminton, bowling, golf, tennis, weight training and conditioning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE 115P</td>
<td>Games and Relays</td>
<td>2</td>
</tr>
<tr>
<td>PE 115P</td>
<td>Choose three: basketball, field sports, field hockey, softball, volleyball</td>
<td>3</td>
</tr>
</tbody>
</table>

### Theory Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE 252</td>
<td>First Aid</td>
<td>3</td>
</tr>
<tr>
<td>Z 334, 335</td>
<td>Human Anatomy and Physiology (prerequisite to PE 371)</td>
<td>6</td>
</tr>
<tr>
<td>Ed 345</td>
<td>Physical Education Methods and Materials</td>
<td>3</td>
</tr>
<tr>
<td>PE 343</td>
<td>Organization and Administration of Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PE 359</td>
<td>Athletic Training and Conditioning</td>
<td>2</td>
</tr>
<tr>
<td>PE 371</td>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>PE 445</td>
<td>Physical Education Curriculum and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PE 230</td>
<td>Introduction to Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PE 310</td>
<td>Motor Development and Learning</td>
<td>3</td>
</tr>
<tr>
<td>PE 444</td>
<td>Adaptive Physical Education</td>
<td>3</td>
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</tbody>
</table>

| **Total hours in major** | | **75** |
### Athletic Coaching Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PE 230 Introduction to Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PE 343 Organization and Administration of Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PE 359 Athletic Training and Conditioning</td>
<td>2</td>
</tr>
<tr>
<td>PE 371 Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>PE 473 Physiology of Exercise, or</td>
<td>3</td>
</tr>
<tr>
<td>PE 310 Motor Development and Learning</td>
<td>3</td>
</tr>
<tr>
<td>Coaching courses (three two-hour courses)</td>
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</tr>
<tr>
<td>Choose from: PE 363 Golf, PE 364 Swimming and Diving, PE 365 Football, PE 366 Basketball, PE 368 Track and Field, PE 369 Wrestling, PE 370 Volleyball</td>
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<tr>
<td>Total hours in concentration</td>
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### Health Education Teaching Major

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>HE 151 Personal Health</td>
<td>3</td>
</tr>
<tr>
<td>HE 252 First Aid and Safety</td>
<td>3</td>
</tr>
<tr>
<td>HE 325 Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>HE 427 Introduction to Community and Public Health</td>
<td>2</td>
</tr>
<tr>
<td>HE 434 Communicable, Degenerative and Chronic Diseases</td>
<td>3</td>
</tr>
<tr>
<td>HE 441 School Health Program</td>
<td>3</td>
</tr>
<tr>
<td>HE 462 Health in Society</td>
<td>3</td>
</tr>
<tr>
<td>Ed 352 Methods and Materials in Health Education</td>
<td>3</td>
</tr>
<tr>
<td>GS 105 Foundations of Physical Science</td>
<td>4</td>
</tr>
<tr>
<td>BI 218 Elements of Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>Z 334, 335 Human Anatomy and Physiology</td>
<td>6</td>
</tr>
<tr>
<td>BI 370 Man and the Ecosystem</td>
<td>3</td>
</tr>
<tr>
<td>Psy 460 Advanced Developmental Psychology</td>
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<tr>
<td>Psy 328 Mental Health</td>
<td>3</td>
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<tr>
<td>Soc 333 Marriage and the Family</td>
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### Health Education Teaching Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>HE 151 Personal Health</td>
<td>3</td>
</tr>
<tr>
<td>HE 252 First Aid and Safety</td>
<td>3</td>
</tr>
<tr>
<td>HE 325 Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>HE 427 Introduction to Community and Public Health</td>
<td>2</td>
</tr>
<tr>
<td>HE 434 Communicable, Degenerative and Chronic Diseases</td>
<td>3</td>
</tr>
<tr>
<td>HE 462 Health in Society</td>
<td>3</td>
</tr>
<tr>
<td>HE 440 School Health Program</td>
<td>3</td>
</tr>
<tr>
<td>Ed 352 Methods and Materials in Health Education</td>
<td>3</td>
</tr>
<tr>
<td>BI 218 Elements of Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>BI 370 Man and the Ecosystem</td>
<td>3</td>
</tr>
<tr>
<td>Psy 328 Mental Health</td>
<td>3</td>
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<tr>
<td>Psy 460 Advanced Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Soc 333 Marriage and the Family</td>
<td>3</td>
</tr>
<tr>
<td>Z 334, 335 Human Anatomy and Physiology</td>
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<tr>
<td>Total hours in minor</td>
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### Biology Teaching Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>BI 211, 212, 213 Principles of Biology</td>
<td>13</td>
</tr>
<tr>
<td>BI 221 Introductory Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BI 341 Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BI 446 Evolution</td>
<td>3</td>
</tr>
<tr>
<td>BI 374, 375, 376 Natural History of Oregon</td>
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</tr>
<tr>
<td>BI 460 Preparation of Biological Materials</td>
<td>4</td>
</tr>
<tr>
<td>Bot 371 Structure of Seed Plants, or</td>
<td>3</td>
</tr>
<tr>
<td>Z 324 Comparative Vertebrate Anatomy</td>
<td>3-4</td>
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<tr>
<td>Z 326 Vertebrate Embryology</td>
<td>4</td>
</tr>
<tr>
<td>Z 434 Animal Physiology, or</td>
<td>4</td>
</tr>
<tr>
<td>Bot 331 Plant Physiology</td>
<td>4</td>
</tr>
<tr>
<td>Ch 104, 105, 106 General Chemistry, or</td>
<td>12</td>
</tr>
<tr>
<td>Ch 204, 205, 206 General Chemistry, or</td>
<td>12</td>
</tr>
<tr>
<td>G 351 Elements of Geology</td>
<td>3</td>
</tr>
<tr>
<td>Mth 101 College Algebra</td>
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<td>Elective in physical science or earth science</td>
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### Biology Teaching Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>BI 211, 212, 213 Principles of Biology</td>
<td>13</td>
</tr>
<tr>
<td>BI 221 Introductory Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BI 341 Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BI 446 Evolution</td>
<td>3</td>
</tr>
<tr>
<td>BI 460 Preparation of Biological Materials</td>
<td>4</td>
</tr>
<tr>
<td>BI 370 Man and the Ecosystem</td>
<td>3</td>
</tr>
<tr>
<td>BI 441 Ecology of the Northwest</td>
<td>3</td>
</tr>
<tr>
<td>Z 334, 335 Human Anatomy and Physiology, or</td>
<td>6-8</td>
</tr>
<tr>
<td>One anatomy and one physiology course</td>
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</tr>
<tr>
<td>Ch 104, 105, 106 General Chemistry, or</td>
<td>12</td>
</tr>
<tr>
<td>Ch 204, 205, 206 General Chemistry, or</td>
<td>12</td>
</tr>
<tr>
<td>G 351 Elements of Geology</td>
<td>3</td>
</tr>
<tr>
<td>Total hours in minor</td>
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### Physical Science Teaching Major

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Ch 204, 205, 206 General Chemistry, or</td>
<td>12</td>
</tr>
<tr>
<td>Ch 312, 313 Quantitative Analysis</td>
<td>8</td>
</tr>
<tr>
<td>Ch 331, 332 Organic Chemistry, or</td>
<td>6-12</td>
</tr>
<tr>
<td>Ch 334, 335, 336 Organic Chemistry, or</td>
<td>4</td>
</tr>
<tr>
<td>Ch 340 Physical Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>Ph 201, 202, 203 General Physics</td>
<td>12</td>
</tr>
<tr>
<td>Ph 331, 312 Modern Physics</td>
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</tr>
<tr>
<td>Upper-division electives in physics</td>
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<tr>
<td>Mathematics requirements: Mth 101 College Algebra, Mth 102 Trigonometry, Mth 200 Differential and Integral Calculus</td>
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<td>Upper-division elective in science</td>
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<tr>
<td>Total hours in major</td>
<td>64-78</td>
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### Physical Science Teaching Minor

Choose either the Chemistry or Physics option to supplement the General Chemistry and General Physics requirements.

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ch 204, 205, 206 General Chemistry, or</td>
<td>12</td>
</tr>
<tr>
<td>Ph 201, 202, 203 General Physics</td>
<td>12</td>
</tr>
</tbody>
</table>

### Chemistry option

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ch 331, 332 Organic Chemistry, or</td>
<td>6-12</td>
</tr>
<tr>
<td>Ch 334, 335, 336 Organic Chemistry, or</td>
<td>4</td>
</tr>
<tr>
<td>Ch 340 Physical Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>Upper-division electives in chemistry</td>
<td>0-5</td>
</tr>
<tr>
<td>Upper-division electives in physics</td>
<td>6</td>
</tr>
</tbody>
</table>

### Physics option

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>Ph 311, 312 Modern Physics</td>
<td>8</td>
</tr>
<tr>
<td>Upper-division electives in physics</td>
<td>7</td>
</tr>
<tr>
<td>Upper-division electives in chemistry</td>
<td>6</td>
</tr>
<tr>
<td>Total hours in major</td>
<td>45-46</td>
</tr>
</tbody>
</table>

### Integrated Science Teaching Major

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GS 331 Introduction to Oceanography</td>
<td>3</td>
</tr>
<tr>
<td>G 351 Elements of Geology</td>
<td>3</td>
</tr>
<tr>
<td>Ph 390 Basic Meteorology</td>
<td>3</td>
</tr>
<tr>
<td>GS 351 Elements of Astronomy</td>
<td>3</td>
</tr>
<tr>
<td>BI 211, 212, 213 Principles of Biology</td>
<td>13</td>
</tr>
</tbody>
</table>
### Integrated Science Teaching Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GS 331</td>
<td>Introduction to Oceanography</td>
<td>3</td>
</tr>
<tr>
<td>G 351</td>
<td>Elements of Geology</td>
<td>3</td>
</tr>
<tr>
<td>Ph 390</td>
<td>Basic Meteorology</td>
<td>3</td>
</tr>
<tr>
<td>GS 351</td>
<td>Elements of Astronomy</td>
<td>3</td>
</tr>
<tr>
<td>BI 101, 102</td>
<td>General Biology</td>
<td>8</td>
</tr>
<tr>
<td>Ch 104, 105</td>
<td>General Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>Ph 101</td>
<td>Essentials of Physics, or</td>
<td></td>
</tr>
<tr>
<td>GS 106</td>
<td>Foundations of Physical Science</td>
<td>3-4</td>
</tr>
</tbody>
</table>

Electives in earth science: 5-3

Total hours in major: 64

Total hours in minor: 46-47

### Social Science Teaching Major

At least 30 hours must be upper division.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>American history courses</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>World history courses</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Geog 105, 106, 107</td>
<td>Introductory Geography</td>
<td>9</td>
</tr>
<tr>
<td>Ec 201, 202</td>
<td>Principles of Economics</td>
<td>6</td>
</tr>
<tr>
<td>PS 201</td>
<td>American National Government</td>
<td>3</td>
</tr>
<tr>
<td>PS 202</td>
<td>State and Local Government</td>
<td>3</td>
</tr>
<tr>
<td>Soc 213</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Anth 453</td>
<td>Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>SSC 490, 491</td>
<td>Senior Social Science Seminar</td>
<td>6</td>
</tr>
</tbody>
</table>

Electives in social science: 6

Total hours in major: 72

### Social Science Teaching Minor

At least 18 hours must be upper division.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>American history courses</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>World history courses</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Geog 105, 106, 107</td>
<td>Introductory Geography</td>
<td>9</td>
</tr>
<tr>
<td>Ec 201, 202</td>
<td>Principles of Economics</td>
<td>6</td>
</tr>
<tr>
<td>PS 201</td>
<td>American National Government</td>
<td>3</td>
</tr>
<tr>
<td>PS 202</td>
<td>State and Local Government</td>
<td>3</td>
</tr>
<tr>
<td>SSC 490, 491</td>
<td>Senior Social Science Seminar</td>
<td>6</td>
</tr>
</tbody>
</table>

Electives in social science: 6

Total hours in minor: 54

### Bilingual (Spanish)/Cross-Cultural Teaching Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hist 309</td>
<td>Minority Groups in American History</td>
<td>3</td>
</tr>
<tr>
<td>Soc 437</td>
<td>Sociology of Race Relations</td>
<td>3</td>
</tr>
<tr>
<td>Anth 312</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>Anth 471</td>
<td>Personality and Culture</td>
<td>3</td>
</tr>
<tr>
<td>Anth 494</td>
<td>Northwest Indian Culture</td>
<td>3</td>
</tr>
<tr>
<td>Anth 497</td>
<td>Mexican-American Culture</td>
<td>3</td>
</tr>
</tbody>
</table>

Sociocultural base: 18

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Span 217, 218, 219</td>
<td>Spanish for the Native Speaker</td>
<td>9</td>
</tr>
<tr>
<td>Span 318</td>
<td>Children's Literature: Spanish</td>
<td>3</td>
</tr>
<tr>
<td>Span 347, 348, 349</td>
<td>Intermediate Spanish Composition and Conversation</td>
<td>9</td>
</tr>
<tr>
<td>Span 350</td>
<td>Spanish Pronunciation and Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>Span 412</td>
<td>Applied Linguistics: Spanish</td>
<td>3</td>
</tr>
<tr>
<td>Eng 499</td>
<td>Teaching English as a Second Language</td>
<td>3</td>
</tr>
<tr>
<td>Span 407</td>
<td>Seminar: Bilingual Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

Spanish language base: 33

Total hours in minor: 51

### Educational Media Minor

This program meets the requirements of the basic endorsement for educational media/library specialists in elementary and/or secondary schools. ED 435 Educational Media and Materials is a prerequisite to the program.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 433</td>
<td>Organization and Preservation of Materials</td>
<td>3</td>
</tr>
<tr>
<td>Lib 411</td>
<td>Cataloging and Classification of Materials</td>
<td>3</td>
</tr>
<tr>
<td>Lib 421</td>
<td>Reference Courses and Services</td>
<td>3</td>
</tr>
<tr>
<td>Lib 442</td>
<td>Selection of Materials</td>
<td>3</td>
</tr>
<tr>
<td>ED 436</td>
<td>Preparation of Educational Materials</td>
<td>3</td>
</tr>
<tr>
<td>ED 409/509</td>
<td>Practicum: Educational Media</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives: 3

Total hours in minor: 21

### Speech Impaired Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 370</td>
<td>Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>SPA 371</td>
<td>Speech Science</td>
<td>3</td>
</tr>
<tr>
<td>SPA 440</td>
<td>Introduction to Speech Pathology and Audiology</td>
<td>3</td>
</tr>
<tr>
<td>SPA 474</td>
<td>Speech, Language and Hearing in the Schools</td>
<td>3</td>
</tr>
<tr>
<td>SPA 450</td>
<td>Normal Language and Speech Development</td>
<td>3</td>
</tr>
<tr>
<td>SPA 476</td>
<td>Diagnostic Methods in Speech and Language Pathology</td>
<td>3</td>
</tr>
<tr>
<td>SPA 481</td>
<td>Articulation Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SPA 496</td>
<td>Language Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SPA 484</td>
<td>Introduction to Clinical Speech Therapy</td>
<td>2</td>
</tr>
<tr>
<td>SPA 485, 486</td>
<td>Clinical Speech Therapy</td>
<td>4</td>
</tr>
<tr>
<td>SPA 488</td>
<td>Audiology: Hearing Testing</td>
<td>3</td>
</tr>
<tr>
<td>SPA 489</td>
<td>Aural Rehabilitation</td>
<td>4</td>
</tr>
<tr>
<td>SpEd 413</td>
<td>Student Teaching: Speech Handicapped</td>
<td>6</td>
</tr>
</tbody>
</table>

Total hours in minor: 43

### Handicapped Learner Teaching Minor

**Note:** Students may enter the program any term except spring term.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SpEd 470</td>
<td>Education of the Exceptional Child</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 421</td>
<td>Diagnosis and Prescription in Reading for the Handicapped Learner</td>
<td>5</td>
</tr>
<tr>
<td>SpEd 422</td>
<td>Diagnosis and Prescription in Basic Skills for the Handicapped Learner</td>
<td>4</td>
</tr>
<tr>
<td>SpEd 423</td>
<td>Managing Programs for Handicapped Learners</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 472</td>
<td>Instructional Material and Methods in Reading and Basic Skills</td>
<td>3</td>
</tr>
</tbody>
</table>
Severely Handicapped Learner Teaching Minor

Courses must be taken in the block sequence as outlined.

Block I

Note: SpEd 448 and SpEd 409 must be taken concurrently.

SpEd 470 Education of the Exceptional Child .............. 3
Pey 462 Normal and Abnormal Development of the Infant and Young Child ....................... 3
SpEd 448 Classroom and Behavior Management for the Severely Handicapped ............ 1
SpEd 409 Practicum: Classroom and Behavior Management for the Severely Handicapped .... 2
SpEd 445 Nature and Needs of the Severely Handicapped .................................................. 3
SpEd 449 Curriculum for the Severely Handicapped ................................................................. 3

Block II

Note: SpEd 451 and SpEd 409 must be taken concurrently. Also, SpEd 454 and SpEd 444 must be taken concurrently.

SpEd 450 Managing Communication Systems for the Severely Handicapped .................. 3
SpEd 451 Basic Programming for the Severely Handicapped ............................................. 2
SpEd 409 Practicum: Basic Programming for the Severely Handicapped ......................... 2
SpEd 454 Specialized Techniques for the Severely Handicapped ..................................... 2
SpEd 444 Medical Aspects in Special Education and Rehabilitation ............................. 3

Block III

SpEd 413 Student Teaching: Severely Handicapped ............................................................... 12

The following may be taken at any time:

SpEd 446 Community Resources for the Handicapped ....................................................... 3
SpEd 447 The Exceptional Parent .......................................................................................... 3

Total hours in minor .................................................................................................................. 45
Health, Physical Education and Athletics

Chairman: Gary A. Cunningham.


The Department of Health, Physical Education and Athletics further the general education of all students of the College by providing them skills, attitudes, and knowledge for active, balanced living. The Department contributes to the professional preparation of teacher education students and assumes the major responsibility for the specialized professional preparation of teachers with majors and minors in health and physical education.

It is basic in the College’s philosophy that participation in athletics is part of an athlete’s education and, conversely, that the total education of students includes participation in physical education activity. Thus, lessons in leadership, working cooperatively with others, and the values in recreation and exercise are learned.

The athletic coaches are part of the regular faculty, and all teach health or physical education classes. They come into contact with all students because a course in Individual Health and Fitness and three physical education activity courses are required of all students in the Liberal Arts Core Curriculum.

The facilities are unsurpassed among small colleges in this region. They include two physical education buildings. One, built in 1971, includes faculty offices, intercollegiate and intramural courts and arenas (seating for 2,220 for basketball), a small field house, classrooms and locker rooms. The other was built in 1936. It contains offices, classrooms, locker room, handball courts, activity areas and dance practice areas. Attached to this building is the indoor Wolverton Memorial Pool.

A new stadium with a seating capacity of 2,000 was completed in October, 1980. It is utilized for spectators of football and track and field, and also outdoor cultural events, both day and night.

Sprawling athletic fields adjoin rural land on the west side of the campus. Well-kept baseball and softball diamonds, soccer pitch, practice fields and areas for other sports have plenty of room. A three-mile running-exercise course threads through the athletic fields.

The College sponsors eight men’s and nine women’s varsity teams and many junior varsities in intercollegiate competition. Men compete in football, soccer, cross-country, basketball, swimming, baseball, golf, tennis and track and field. Women’s varsity sports are volleyball, soccer, cross-country, basketball, gymnastics, swimming, softball, tennis and track and field.

The men’s teams belong to the National Association of Intercollegiate Athletics (NAIA) and the Evergreen Conference. Women’s teams compete in the Associa-

tion of Intercollegiate Athletics for Women (AIAW) and the Northwest College Women’s Sports Association.

Intramural sports also are organized by the department, using the same facilities as the intercollegiate teams. All regularly enrolled students are encouraged to participate. The physical education buildings are open in the evenings and on weekends for recreation.

Teacher Preparation

Faculty advisers in the department assist students in the major and minor programs in Secondary Education, listed below. They also advise Elementary Education students in their teaching minors, but these students are guided by their Elementary Education advisers in the Elementary and Secondary Education Department.

Although not a certificated program, an athletic coaching concentration is available to students who wish to prepare to coach in addition to regular teaching duties.

Secondary Education (curricula Pages 63 to 70)

Major: Health Education, Physical Education.

Minor: Health Education, Physical Education.

Elementary Education (curricula Pages 59 to 63)

Minor: Health Education, Physical Education.
Psychology and Special Education

Chairman: Maxine A. Warnath.

Psychology: Professor—Bert Kersh. Associate Professors—James Keesey, Merle Kelley (section leader, Psychology and Counseling), Victor Stevicki, Maxine Warnath. Assistant Professors—Eric Cooley, Frank Miles.

Counselor Preparation: Professors—Merlin Darby, Reese House, Assistant Professor—Carol Sisson.

Deafness and Rehabilitation Programs: Associate Professors—Betty Holtz, Antonio Iannarone, Ronald Jacobs. Assistant Professors—John Freeburg (Director of Regional Resource Center on Deafness), Carolyn Whitmer. Instructors—William Boland, Laurene Gallimore, Dawn Scott, Shirley Shisler.

Educational Evaluation: Professor—Thomas Rowland (Coordinator of Educational Evaluation Center and affiliated programs). Assistant Professors—Frank Ashmore, Kenneth Kosko, Dalene Westendorf. Instructors—Robert Ayres, Margaret Eschelman, Carol Mathews-Ayres.

Handicapped Learner: Professors—Donald Duncan, Dennis Fahey (Coordinator of Special Education), Arthur McElroy, Bonnie Young. Associate Professor—Eliesa Bourne.

Severely Handicapped Learner: Associate Professor—Beverly Herzog.

Speech Pathology and Audiology: Associate Professor—Colleen Jackson.

This department serves a wide range of students, from beginning freshmen taking the first term of General Psychology to graduate students, already professionals in their own fields and now seeking to specialize in the individual services to physically and mentally limited persons.

The graduate programs of the department are described in the Graduate Study section, beginning on Page 75 of this catalog.

Psychology is the study of human behavior. It may be studied at WOSC as part of the liberal education background, in preparation for career objectives, or as foundation for graduate study in psychology and related fields.

Undergraduates also may prepare to teach speech-impaired, handicapped and severely handicapped children in the public schools.

Students majoring in psychology may minor in the Severely Handicapped Learner and qualify for a basic teacher certificate in that area. The curriculum is outlined on Page 73. Those interested in this field are urged to consult an adviser in this field by contacting the Special Education Office on the lower level of the Education Building.

Facilities in Special Education include faculty offices, classrooms and laboratories both on the lower level of the Education Building and in Maaske Hall, where the Regional Resource Center for the Deaf is located.

The department serves the students in several ways:

- The study of psychology leading to the Bachelor of Science or Bachelor of Arts degree in Psychology.
- Preparation of students in special education minors enhancing their major studies as they pursue the Bachelor of Arts or Bachelor of Science in Education degree.
- Instruction in psychology as a Liberal Arts Core Curriculum requirement of all undergraduate students.
- A psychology minor required of all corrections and law enforcement majors and available to all other students.

Teacher Preparation

Faculty advisers in the department assist students in the minor programs listed below.

Secondary Education (curricula Pages 63 to 70)

Minors: Handicapped Learner, Severely Handicapped Learner, Speech Impaired.

Elementary Education (curricula Pages 59 to 63)

Minors: Handicapped Learner, Severely Handicapped Learner, Speech Impaired.

Special Interests

Students majoring or minoring in psychology have organized the Psychology Club. Three to six speakers lecture publicly on campus and visit psychology classes each term, and field trips are arranged occasionally.

BA/BS in Psychology

The Psychology degree provides a broadly based program in behavioral science. The major may be a component of a general liberal arts background, as preparation for service-oriented occupations, or as a basis for graduate study in psychology and related fields.

The emphasis of the degree at WOSC is on understanding human behavior and experience with a focus on applications of this knowledge in practical ways.

The major requires 45 credit hours in psychology, including 21 hours in a common core and 24 hours in electives. A minor is also required.

Minors are selected to support and broaden a student's intended use of psychology, and specific courses are selected with the help of an adviser in the minor field. An outline of the program follows.

Liberal Arts Core Curriculum .................................................. 64
Psychology Major (minimum of 30 hours upper division) ............ 45
Basic Core (required of all Psychology Majors) ....................... 21
Psy 201, 202, 203 General Psychology ................................. 9
Psy 311 Developmental Psychology ........................................ 6
Psy 334 Social Psychology (Soc 334 does not apply) ............... 3
Psy 457 Quantitative Methods in Psychology .......................... 3
Additional Electives ............................................................... 24

Students should choose these additional 24 hours with an adviser's assistance. It is suggested that students planning a career in the helping professions take Psy 399, Field of Psychology and subsequent to that, Psy 409, Practicum in Psychology.

Minor ..................................................................................... 27
Any recognized college minor may be taken, including the Severely Handicapped Learner Basic Norm (Special Education). It is suggested that students planning a career in the helping professions take a minor in a Social Science area.

Electives ...................................................... 56
Total required for graduation ....................... 192

Severely Handicapped Learner Minor

Courses must be taken in the block sequence as outlined.

Block I

Note: SpEd 448 and SpEd 409 must be taken concurrently.

SpEd 470 Education of the Exceptional Child .... 3
Psy 462 Normal and Abnormal Development of the Infant and Young Child ......................... 3
SpEd 448 Classroom and Behavior Management for the Severely Handicapped .................. 1
SpEd 409 Practicum: Classroom and Behavior Management for the Severely Handicapped 2
SpEd 445 Nature and Needs of the Severely Handicapped ............................................. 3
SpEd 449 Curriculum for the Severely Handicapped ...................................................... 3

Block II

Note: SpEd 451 and SpEd 409 must be taken concurrently.
Also, SpEd 454 and SpEd 444 must be taken concurrently.

Elementary/Secondary Education .......................... 73

SpEd 450 Managing Communication Systems for the Severely Handicapped ................. 3
SpEd 451 Basic Programming for the Severely Handicapped ..................................... 2
SpEd 409 Practicum: Basic Programming for the Severely Handicapped ................... 2
SpEd 454 Specialized Techniques for the Severely Handicapped .................................. 2
SpEd 444 Medical Aspects in Special Education and Rehabilitation ......................... 3

Block III

SpEd 413 Student Teaching: Severely Handicapped ..................................................... 12

The following may be taken at any time:

SpEd 446 Community Resources for the Handicapped .................................................. 3
SpEd 447 The Exceptional Parent ....................................................................................... 3
Total hours in minor ........................................................................................................... 45

Psychology Minor

The following courses are in the minor required of corrections and law enforcement majors. With an advisor’s approval, a minor emphasizing other areas of psychology may be taken by other students.

Psy 201, 202, 203 General Psychology .......... 9
Psy 311 Developmental Psychology .............. 3
Psy 423 Interviewing and Case Study Procedures ......................................................... 3
Psy 435 Theories of Personality ..................... 3
Psy 450 Abnormal Psychology .................... 3
Psy 472 Psychological Assessment ................ 3
Total hours in minor ........................................................................................................... 27
GRADUATE STUDY

WOSC offers study beyond the bachelor's degree. Curricula are developed under the master's degree programs in the following areas:

Master of Science in Education
   Early Childhood Education
   Elementary Education
   Secondary Education (options in Humanities, Mathematics, Science and Social Science)
   Teaching the Deaf
   Speech Pathology and Audiology
   Learning Disabilities
   Multihandicapped
   Socially and Educationally Different
   Educational Media

Master of Arts in Teaching
   Humanities
   Mathematics
   Science
   Social Science

Master of Music Education

Master of Science in Counseling
   Counselor Preparation
   Rehabilitation Counseling/Deafness

Master of Arts and Master of Science in Correctional Administration

Master of Arts and Master of Science in Interdisciplinary Studies

Non-degree, graduate-level programs in elementary and secondary teacher education also are offered for basic and standard certification.

Program Objectives

Post-baccalaureate students are screened and admitted into the various graduate-level programs, each of which has admissions standards and designated graduate faculty. Campus-wide standards for admissions, selection of faculty, curricular revisions, operating policies and final examinations are established in accordance with recommendations of the faculty Committee on Graduate Study. The program is administered by the Director of Graduate Programs.

Graduate students at WOSC are expected to meet objectives as they are pertinent to specific graduate programs:

- Demonstrate advanced competence and skill in the mastery of concepts, principles, systems and practices which are in the context of the student's specialty.
- Demonstrate advanced competence and skill in reading, interpreting and applying the research and literature of the professional studies component of the student's graduate program.
- Demonstrate awareness and understanding of ethical, philosophical and cultural issues that apply to the professional component of the student's graduate program.
- Demonstrate advanced competence and skills in collaborative and leadership functions among professional colleagues.

Admission Procedures

All persons wishing to enroll at WOSC at the graduate (post-baccalaureate) level must be admitted to the college by the Admissions Office. Admission to the college as a graduate student does not constitute acceptance as a candidate for a master's degree.

To apply for admission to WOSC graduate study, students must complete the following steps.

- Submit two completed Application for Admission forms and the nonrefundable and nontransferable $20 application fee.
- Supply to the Admission's Office sealed official transcripts from the institution granting the bachelor's degree and from each graduate institution attended. (Official GPA must be available from all colleges attended. If not available, further transcripts may be required.)
- Present one unofficial photocopy of the current teaching certificate held, if the application is for a professional education program.
- Students desiring a master's degree in educational specializations not requiring teaching certification must attach a petition to waive certification requirements.
- Performance on the Miller Analogies Test or Graduate Record Examination (verbal/quantitative scores) should be recorded. If neither test has been taken, one must be taken the first time it is scheduled after the student's initial registration on campus.
- A health history report which is required of all new students (and those returning to WOSC after an absence of two years or more) must be filed. The report form is mailed to students who are accepted for admission and must be completed and returned to the WOSC Student Health Service.
Application forms and health report forms may be obtained from the Admission's Office. All documents become the property of the College and are nonreturnable. The College reserves the right to deny credit for course work completed before a student is officially admitted for graduate study.

**Evening and Summer Session Students.** Students who begin working toward a planned program of graduate study on campus during the evening programs or in the summer session must file for admission as outlined above if they expect to complete certification requirements or become candidates for a degree.

**Admission and Classification**

The Admissions Office admits and classifies eligible students on the basis of their undergraduate grade-point average and declaration of intent in the Application for Admission.

Qualified students seeking a degree are classified either as Regular or Probationary graduate students. Qualified students who declare that their intent is to complete only requirements for teacher certification at WOSC through a planned non-degree graduate program are classified as Special graduate students. All other eligible graduate students are designated Unclassified graduate students. All students must be classified as Regular before being admitted to degree candidacy.

A student will be admitted as a Regular graduate student if he or she intends to complete a planned program leading to a master's degree, holds a bachelor's degree from a four-year accredited institution as defined by the American Association of Collegiate Registrars and Admissions Officers, has a grade-point average of 2.75 or better for all undergraduate courses attempted in the bachelor's degree program, and holds or is eligible to hold a valid teaching certificate unless it has been waived by petition or is not required in the degree program.

**General Regulations**

Students desiring to pursue a planned post-baccalaureate program are normally expected to complete a program plan with an adviser during the first term in which they are enrolled for course work on campus.

Courses numbered 400-499 (g) and 500-599 may be taken for graduate credit. It is the student's responsibility to make certain the (g) is included on registration materials. Students seeking graduate credit in 400-499 (g) courses are expected to perform at a level of academic competence above that expected of undergraduates, both in quality of work and in the volume of knowledge related to the course. They are also expected to seek additional conferences with their instructors early in the term to determine the specific requirements and standards to which they will be held. The regular procedures and deadlines for course changes apply to students seeking or withdrawing from graduate credit.

Credit earned in workshops may not apply unless previously approved by a college adviser. Approved workshop credits may not exceed nine credit hours. Grades of "pass" will not be used in computing the student's grade-point average. Courses which have numbers of 506, 507, 508 and 509 may not exceed more than 15 hours in an individual's program. No number may normally total more than nine hours.

A maximum of 12 credit hours of upper-division courses (300-400 level) may be approved in the MAT degree program. Six of these hours may be in the teaching area and six in the elective area.

The maximum load for graduate students in a regular term is 16 credit hours of graduate courses (or any combination of graduate and undergraduate courses) unless a petition to carry an overload has been approved by the Director of Graduate Programs before or during registration.

A student within 12 credit hours of completing all requirements for the bachelor's degree, but not including student teaching, may petition to enroll in approved courses to be reserved for later consideration in a master's degree program. Not more than a total of 12 hours recorded as excess credits may be applied in a program.

In addition to the published charge for tuition, graduate students pay the regular $20 fee with the Application for Admission and the $9 fee for the Graduate Qualifying Examination.

**Master's Degree Regulations**

During the first term of full-time enrollment, each student must apply to the Director of Graduate Programs for consideration as a candidate for a particular degree program.

A minimum of 30 credit hours of the official master's degree program must be earned in residence with at least nine taken concurrently. The nine concurrent hours must be taken prior to application for admission to candidacy.

Every student who has been admitted to candidacy for the master's degree must complete at least 18 credit hours of the official program subsequent to the quarter in which all requirements for admission to candidacy were satisfactorily completed.

Up to 15 hours of credit transferred from accredited institutions may be applied to the student's program upon approval of the program adviser and the Director of Graduate Programs. No credit will be approved for correspondence courses.

In order to be admitted or retained in the graduate degree program, a candidate must earn and maintain a grade-point average of 3.00 at all times. A student accumulating nine hours of C grades or lower will be dropped as a candidate for the master's degree. A grade of D will not be applied to the program and requires special attention by the Graduate Study Committee to determine the candidate's future status. At least one-half of the courses in a planned program should be on the 500 level.

Only those courses and requirements completed within a period of five years prior to the completion of the program will apply, including all residence credit, all applicable transfer credit, and required final evaluation. If a thesis or field study is involved, it is to be accepted within the five-year limit. Upon petition, credit
earned between five and seven years prior to the completion of the program may be approved by action of the Graduate Study Committee.

A thesis is not required in most degree programs, but it is recommended for students planning to work toward the doctorate. Any student interested in writing a thesis must contact the Director of Graduate Programs for procedures to be followed.

Final Evaluation

Final evaluation procedures include both written and oral evaluation. In most programs, the evaluation consists of final written comprehensive examinations and an oral examination. In some programs, a thesis or, in certain instances, a professional project may serve as an alternative to the written examinations. Alternatively research must be comprehensive and designed to reflect competency developed in all components of the candidate's program. The oral examination accompanying the alternative research is not limited to the thesis or professional project, but may cover any aspect of the candidate's program.

Normally, a candidate will not be permitted to complete final evaluation until after the term in which all requirements are completed for admission to candidacy for the master's degree. Examinations cannot be taken until the candidate has completed all coursework or is enrolled in the final course or courses. The examinations are offered in winter, spring and summer terms each year.

Each candidate must have on file with the Director of Graduate Programs an Application for the Master's Degree which also serves as the application to complete the final evaluation procedures. The form is obtained from the Director of Graduate Programs and must be filed in early January for the winter evaluation, during the first week of April for the spring evaluation and by mid-June for the summer evaluation.

Conferring of Degrees

The master's degree will be conferred at the June commencement subsequent to the completion of all degree requirements.

All incompletes from previous terms must be completed and the grades filed with the Registrar's Office before the end of the term in which requirements are expected to be completed, or graduation will be delayed until a later term. Incompletes received in the final term must be made up and the grades recorded in the Registrar's Office within three weeks after the end of the final term, or the diploma will be invalidated.

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Procedures
For Graduate Study

*Admission to the College
- Application for admission and transcripts must be filed with the Admissions Office.
- A copy of the teaching certificate or petition for waiver, when applicable, must be included.
- A health history report must be filed with the WOSC Student Health Service.

*Enrollment in Graduate-Level Programs
- Departmental and program entrance requirements must be satisfied, as applicable.
- A program adviser must be chosen through the Graduate Office for consultation regarding initial enrollment.
- A program plan, including the thesis outline, if required, must be completed and filed in the Graduate Office during the first term of on-campus course work.

Admission to Candidacy for a Master's Degree
- At least 12 hours of the approved program, including 9 concurrent hours, must be completed on campus before applications are considered.
- The application for candidacy form must be filed with the Graduate Office.
- References from three faculty members are required.
- Miller Analogies Test or Graduate Record Examination report must be filed with the Graduate Office.
- A minimum of 18 hours of the approved program must be completed after requirements for admission to candidacy are met.

Final Evaluation Procedures
- The thesis or field study must be completed and accepted, if applicable, with departmental approval.
- Application for master's degree must be filed with the Graduate Office.
- Final evaluation procedures must be completed.

Conferring of Degree
- Degrees are conferred in the June following completion of degree requirements.

*Non-degree certification applicants are required to complete procedures under the first two headings.
Graduate Study in Education

WOSC offers three degrees in education and two non-degree programs leading to certification of persons holding the bachelor's degree. They are:

Master of Science in Education

The Master of Science in Education degree is designed primarily for elementary and secondary teachers who plan to develop higher competencies in education and psychology, or to become educational specialists in areas offered by WOSC. Some teachers whose objective is in-depth preparation in a subject area normally complete a program leading to the Master of Arts in Teaching or the Master of Music Education.

Master of Science in Education candidates may earn degrees with concentrations in these curricula:

- Early Childhood Education
- Elementary Education
- Secondary Education
- Language Arts
- Language Arts/Social Science
- Mathematics
- Science
- Social Science
- Educational Specialties:
  - Educational Media
  - Teaching the Deaf
  - Learning Disabilities
  - Multihandicapped
  - Socially and Educationally Different
  - Speech Pathology and Audiology
- In addition, candidates may include course work in their programs to develop competencies in the areas of Reading, Educational Administration and Supervision.

Master of Arts in Teaching

The Master of Arts in Teaching degree is designed primarily for secondary teachers whose objective is the development of exceptional competence in classroom teaching in a subject field offered by WOSC. Those planning to specialize in elementary teaching or some type of specialized educational service normally will complete a program leading to the Master of Science in Education.

Subject fields which are available in the Master of Arts in Teaching program include:

- Humanities
  - Literature
  - Writing
  - Language
- Mathematics
  - Advanced Mathematics
- Natural Sciences
  - Integrated Science
  - Biology
- Chemistry
- Physical Science: Chemistry
- Physical Science: Physics
- Earth Science
- Social Science
  - History
  - Geography
  - Economics
  - Political Science
  - Sociology

General Patterns of Programs

Completion of a minimum of 45 credit hours of approved courses apportioned as follows:

- A minimum of 30 hours in a planned program in one of the areas of concentration, of which at least 24 hours must be designated as graduate credit. This portion of the total program must be approved by a designated adviser to fulfill the student's needs and certification requirements.
- Nine hours in the professional education core of graduate-level professional courses.
- Six hours in courses approved by the Director of Graduate Programs to fulfill the student's needs and certification requirements. Only three hours may be in professional education.

Master of Music Education

The Master of Music Education is designed to improve the student's ability to teach music in the schools. Completion of the program will qualify a student for standard certification and a standard endorsement in music.

The course work usually can be completed in three summers with the following school year devoted to a thesis which should provide a practical culminating synthesis of the graduate program.

In addition to regulations governing admission to the graduate programs, special Music Department interviews are necessary before the Master of Music Education program is begun.

Non-Degree Programs

Non-degree graduate-level programs in teacher education are designed to meet the needs of:

1. Those who plan to complete advanced certification.
2. Those who have earned a bachelor's degree and plan now to complete initial certification.

Establishing an Official Program

All persons desiring to enroll at WOSC for study at the post-baccalaureate level must complete application for admission to the college by filing the following documents with the Admissions Office:

- Two completed Application for Admission forms and payment of the required fee unless said fee has been certified as waived.
• One official transcript from the institution granting the bachelor's degree, and from each graduate institution attended, if any, validating all undergraduate and graduate credits and degrees earned.
• One unofficial photocopy of the current teaching certificate held, if any.
• A health history report.

Advanced (Standard) Certification Programs

Fifth-year non-degree programs may be planned by those who have completed basic certification requirements and intend to meet the requirements for advanced (standard) certification.

General Regulations

Scope of Program. The planned program must total a minimum of 45 credit hours and may include both upper-division and graduate-level courses. At least 12 hours of approved graduate courses must be utilized in the program.

Transfer Credit. Not more than 24 hours of approved credit may be transferred from other accredited institutions. Credits earned through correspondence study will not apply to the fifth-year program.

Time Limit. Only those courses completed within a period of five years before the actual completion of the program will apply. This includes all residence and transfer credit. However, credit earned between five and seven years before completion of the program may be approved by the Director of Graduate Programs.

Residence Requirement. At least 21 credit hours must be completed on the WOSC campus with at least 9 hours being taken concurrently.

Maximum Load. A maximum load in a regular term is 16 credit hours unless a petition to carry an overload has been approved by the Director of Graduate Programs during the week of registration.

Procedures

Teachers planning to accomplish advanced certification through a non-degree program should:
• Complete procedures to be admitted to the College as a graduate-level student.
• Initiate procedures through the Graduate Office to plan a certification program with an adviser.
• File an approved program contract with the Graduate Office. Note: At least 24 credit hours of the official program must be completed after approval of the program.
• Upon completion of program requirements, initiate change-of-certification procedures with the Registrar's Office.

Initial (Basic) Certification Programs

Initial certification programs may be planned for those who have completed a bachelor's degree and wish now to meet the requirements for basic certification to teach in Oregon public schools.

General Regulations

Scope of Program. This program is designed to meet an individual's specific needs in satisfying the requirements of the college's approved Elementary or Secondary Education programs.

Residence Requirements. Students must complete at least one full term of full-time enrollment at WOSC (exclusive of summer session) prior to student teaching or internship.

Maximum Load. A maximum load in a regular term is 16 credit hours unless a petition to carry an overload has been approved during the week of registration by the Director of Graduate Programs.

Procedures

Students who have completed a bachelor's degree and now plan to complete the requirements of initial (basic) certification through a non-degree program should:
• Complete procedures to be admitted to the college as a graduate-level student.
• Initiate procedures through the Registrar's Office for a program evaluation. The Registrar's Office will evaluate the previously completed work and forward the evaluation to a departmental adviser for review.
• Contact the Director of Teaching Education for information on procedures or clarification of program requirements.
• Confirm that an approved program is filed with the Registrar's Office.
• Upon completion of the program requirements, initiate certification procedures through the Registrar's Office.

Programs for Classroom Teachers

Early Childhood Education

This curriculum leads to a Master of Science in Education degree. It satisfies the needs for specific skills to teach, plan, implement and evaluate programs for children up to 8 years of age.

Elective hours may be chosen to lead to a specialization in a subject area (Art, Music, Science, Social Science) or an endorsement in Educational Media, Handicapped Learner, Severely Handicapped Learner, Hearing Impaired, Speech Impaired, Reading or Supervision.

Professional Education Core .......................................................... 9
Ed 512 Research Procedures in Education .......................... 3
Ed 546 Philosophy of Education ........................................ 3
Psy 520 Psychology of Learning, or
Ed 449g Educational Psychology: Learning .................. 3
Early Childhood Education Core .................................................. 24

(Students should enroll in the following sequence.
Note: Enrollment in Ed 509 practica required simultaneously with enrollment in Ed 459g, Ed 520, and Ed 528. Also, Ed 443g or Psy 520 and Psy 462 Normal and Abnormal Development in Infants and Children are prerequisite to Ed 520 Application of Learning and Development Theories in ECE.)
Phase I
Ed 459g Curricular in ECE ................................................. 3
Ed 509 Observation of ECE Programs ............................. 1
Ed 519 Contemporary Developments in ECE ................. 3
Psy 462g Normal and Abnormal Development: Infants and Children ................................................. 3

Phase II
Ed 520 Application of Learning and Development Theories to ECE ................................................. 3
Ed 509 ECE Program Application ................................. 1
Ed 457g Parent-Educator Partnership ......................... 3

Phase III
Ed 528 Educational Diagnosis and Prescription: Preacademic ................................................. 3
Ed 509 ECE Case Study .................................................. 1
Ed 458g Organization and Management of ECE Programs ................................................. 3

Elective Core ................................................................. 12
A concentration in one of the following:
Subject area (Art, Music, Science, Social Science),
Target population (Handicapped Learner, Culturally Different),
Specialization (Counseling, Psychology, Child Development Specialist, Reading).

Elementary Education

Advanced Certification

The planned program consists of a minimum of 45 credit hours of upper-division or graduate-credit courses designed to meet requirements for advanced (standard) certification.

Elementary Education Core ................................................. 12
Ed 460g Educational Foundations ........................................ 3
Ed 553 Elementary School Curriculum ............................ 3
Ed 443g Educational Psychology: Learning .................... 3
Ed 566 Curriculum Construction ....................................... 3

Academic Specialization ................................................... 12
Includes graduate preparation in one or more of the following areas: language arts, mathematics, science, social science, performing arts, philosophy, health education, physical education, art, or qualify for a subject-matter endorsement in areas recognized by the Oregon Teacher Standards and Practices Commission.

Area of Application ......................................................... 6–12
Ed 410g Methods and Research Materials ........................ 3
Ed 509 Practicum: Curriculum Implementation 2–6
Ed 507 Seminar: Evaluation of Field Experience 1–3

Electives ................................................................. 9–15
Total required in degree ................................................. 45

Master of Science in Education—Elementary

The elementary education program for a Master of Science in Education degree is designed to enable a student to extend his competency in teaching skills in education and in an academic area of specialization. The student must hold a basic elementary certificate in Oregon or its equivalent to be admitted to the program.

At least one year of classroom experience is recommended.

Completion of a fifth year of preparation is not required for elementary teachers in Oregon. However, the program emphasizes extension of the student's competency in the areas of specialization and/or generalization that will enable him to meet the standard endorsement for elementary teachers. By including appropriate courses in the degree program, and upon recommendation of the college, the student may complete all academic requirements for the standard Oregon teaching certificate.

Candidates for this degree who also are seeking advanced certification in Oregon must complete an area of professional competence as outlined in the statement on advanced certification.

Elementary Education Core ................................................. 9
Ed 460g Educational Foundations ........................................ 3
Ed 553 Elementary School Curriculum ............................ 3
Ed 443g Educational Psychology: Learning .................... 3

Professional Education Core ........................................... 9
Ed 546 Philosophy of Education ........................................ 3
Ed 512 Research Procedures in Education ........................ 3
Psy 460g Advanced Developmental Psychology, or
Psy 520 Psychology of Learning ........................................ 3

Academic Specialization ................................................... 12
Includes graduate preparation in one or more of the following areas: language arts, mathematics, science, social science, performing arts, philosophy, health education, physical education, art, or qualify for a subject-matter endorsement in areas recognized by the Oregon Teacher Standards and Practices Commission.

Area of Application ......................................................... 6–12
Ed 410g Methods and Research Materials ........................ 3
Ed 509 Practicum: Curriculum Implementation 2–6
Ed 507 Seminar: Evaluation of Field Experience 1–3

Electives ................................................................. 3–9
Total required in degree ................................................. 45

Master of Arts in Teaching

The Master of Arts in Teaching degree at WOSC is designed primarily for secondary teachers. Some elementary teachers will choose to complete this degree with the objective of developing exceptional competence in classroom teaching in one of the subject fields.

Candidates for this degree who plan to simultaneously complete advanced certification should have requirements apply to the degree program. The MAT is minimally a 45-hour program. Additional hours may be needed to satisfy all requirements for advanced certification, depending on the candidate's previous preparation, background, and experience.

Candidates for this degree who also are seeking advanced certification in Oregon must complete an area of professional competence as outlined in the statement on advanced certification.

Planned Program (in one area of concentration) .................. 30
At least 24 hours of this must be designated as graduate credit. This portion of the total program is to be approved by a designated advisor in terms of the student's needs and certification requirements.
Professional Education Core
- Ed 512 Research Procedures in Education: 3
- Ed 546 Philosophy of Education: 3
- Choose one: Psy 489g Advanced Developmental Psychology, or Psy 520 Psychology of Learning: 3
Approved by Director of Graduate Programs: 6
Approved in terms of the student's needs and certification requirements. Only 3 hours may be in professional education.
Total required for degree: 45

Secondary Education
Advanced Secondary Certification

The planned program consists of a minimum of 45 credit hours of upper-division or graduate-credit courses designed to meet requirements for advanced (standard) certification.

Areas of Professional Competence: 15

Secondary Endorsement (5-12)
- Ed 471 The Classroom Teacher-Counselor: 3
- Ed 513 Evaluation of Classroom Instruction: 3
- Ed 589 Advanced Reading Instruction: 3
- Ed 522 Secondary School Curriculum: 3
- Ed 509 Practicum: Curriculum Improvement: 3

Subject Area Competence: 12-24

Secondary Endorsement (5-12): Refer to designated academic area for standard endorsement requirement.
Electives: 6-18
Total required for degree: 45

Art

The student must present a portfolio of work and confer with a visual arts graduate committee before being accepted into the advanced certification program.

Areas of Professional Competence: 15

Standard Endorsement in Art: 22
This program provides for upper-division or graduate preparation designed to further develop the competencies necessary as a teacher of art. The program is planned with the assistance of an adviser and is selected from the areas of painting and drawing, sculpture, art history, crafts, basic design and theory as determined by an analysis of the candidate's background, skills, knowledge and interest.
Electives: 9
Total required in program: 46

Humanities

Language Arts

Areas of Professional Competence: 15

Standard Endorsement in Language Arts: 12
Language Arts: At least 12 credit hours of upper-division or graduate preparation in language arts selected with the approval of an adviser. At least 6 hours must be at the 500 level.
Speech: At least 12 credit hours of upper-division or graduate preparation in speech.

Graduate Study: 81

Drama: At least 12 credit hours of upper-division or graduate preparation in theater arts selected from the areas of acting, directing, technical theater or history/criticism.
Electives: 18
Total required in program: 45

Language Arts/Social Science

Areas of Professional Competence: 15

Combined Endorsement in Language Arts and Social Studies: 24
At least 24 hours of upper-division or graduate preparation with a minimum of 12 hours in language arts and 12 hours in social science. Courses are selected with the approval of an adviser, with at least 6 hours of language arts at the 500 level.
Electives: 6
Total required in program: 45

Mathematics

Areas of Professional Competence: 15

Standard Endorsement in Mathematics: 9-18
Advanced Mathematics: At least 18 hours of upper-division or graduate preparation in mathematics selected with adviser’s approval: 18
Electives: 12-21
Total required in program: 45

Music

Areas of Professional Competence: 15

Standard Endorsement in Music: 12
At least 12 hours of preparation in music selected with advisor’s approval.
Electives: 18
Total required in program: 45

Science

Area of Professional Competence: 15

Standard Endorsement in Science: 15
Biology or Physical Science: At least 15 credit hours of upper-division or graduate preparation in science selected with adviser’s approval.
Integrated Science: At least 15 hours of preparation distributed among the biological, earth and physical sciences. The courses are selected with the adviser’s approval.
Electives: 15
Total required in program: 45

Social Science

Area of Professional Competence: 15

Standard Endorsement in Social Science: 12
At least 12 hours of upper-division or graduate preparation in social science selected with adviser’s approval.
Mathematics

Professional Education Core and education/psychology

Teaching Area

Advanced Mathematics

Mth 410g Foundations of Mathematics 3
Mth 541 Modern Algebra 3
Mth 415g Modern Geometry 3
Electives (at least 9 hours in mathematics) 12–18

Total required for degree 21–27

Science

Professional Education Core and education/psychology

Teaching Area

Select one from among the following:

Biology or Physical Science

At least 15 credit hours of upper-division or graduate preparation in science selected with adviser's approval.

Integrated Science

At least 15 hours of preparation distributed the biological, earth and physical sciences, selected with adviser’s approval.

Social Science

Professional Education Core and education/psychology

Teaching Area

Select one from among the following:

Anthropology

Anth 473g History and Philosophy of Anthropology 3
Courses in Anthropology 18–24

History

Hst 420g Historiography 3
Ssc 507 Seminar: History 3
Courses in history 15–21

Geography

Geog 518 Modern Viewpoints, Methods and Materials 3
Ssc 507 Seminar: Geography 3–9
Courses in geography 9–21

Economics

Courses in economic theory 6
Courses in economics 15–21

Political Science

Ssc 507 Seminar: Political Science 3
Courses in political science 18–24

Total required for degree 21–27
Sociology
SSc 507 Seminar: Sociology ........................................... 3
Courses in sociology ..................................................... 18-24

Total required for degree ............................................. 21-27

Master of Arts in Teaching

The Master of Arts in Teaching degree at WOSC is designed primarily for secondary teachers whose objective is the development of exceptional competence in classroom teaching in one subject field. (Also see Master of Music Education degree program on Page 84).

Candidates for this degree who also are seeking advanced certification in Oregon must complete an area of professional competence as outlined in the statement on advanced certification.

The MAT is minimally a 45-hour program. Additional hours may be needed to satisfy all requirements for advanced certification, depending on the candidate’s previous preparation, background and experience.

Planned Program (in one area of concentration) ................. 30

At least 24 hours of this must be designated as graduate credits. This portion of the total program is to be approved by a designated adviser in terms of the student’s needs and certification requirements.

Professional Education Core ........................................ 9

Ed 512 Research Procedures in Education ....................... 3
Ed 546 Philosophy of Education .................................. 3
Choose one: Psy 460g Advanced Developmental Psychology, or Psy 520 Psychology of Learning .......................... 3

Electives ........................................................................ 6

Approved by the Director of Graduate Programs in terms of the student’s needs and certification requirements. Only 3 hours may be in professional education.

Total required for degree ............................................. 45

Mathematics

Graduate Study 83

Professional Education Core ........................................ 9

Teaching Area ........................................................... 30

Advanced Mathematics
Mth 410g Foundations of Mathematics ......................... 3
Mth 415g Modern Geometry ........................................... 3
Mth 541 Modern Algebra .............................................. 3
Electives (at least 9 hours in mathematics) ..................... 21

Electives ..................................................................... 6

Total required for degree ............................................. 45

Science

Professional Education Core ........................................ 9

Teaching Area ........................................................... 30

Select one from among the following:

Biology or Physical Science
At least 15 credit hours of upper-division or graduate preparation in science selected with adviser’s approval.

Integrated Science
At least 15 hours of preparation distributed among the biological, earth and physical sciences, selected with adviser’s approval.

Electives ..................................................................... 6

Total required for degree ............................................. 45

Social Science

Professional Education Core ........................................ 9

Teaching Area ........................................................... 30

Select one from among the following:

Anthropology
Anth 473g History and Philosophy of Anthropology ........ 3
Courses in Anthropology ............................................... 18-27

History
Hst 420g Historiography ............................................... 3
SSc 507 Seminar: History .............................................. 3
Courses in history ......................................................... 24

Geography
Geog 518 Modern Viewpoints, Methods and Materials .. 3
SSc 507 Seminar: Geography ........................................ 3-9
Courses in geography ................................................... 18-24

Economics
Courses in economic theory .......................................... 6
Courses in economics .................................................... 24

Political Science
SSc 507 Seminar: Political Science ............................... 3
Courses in political science .......................................... 27

In total, 45 hours are required for the degree.

Humanities

Professional Education Core ........................................ 9

Teaching Area ........................................................... 30

Select one from among the following:

Language Arts
Course in criticism ....................................................... 3
Courses in language ..................................................... 3-6
Courses in writing ....................................................... 3-9
Courses in literature ................................................... 3-16

Language Arts/Drama
Language arts .............................................................. 18
Theater arts courses in acting, directing, technical theater and/or history/criticism ........................................ 12

Electives ..................................................................... 30

Language Arts/Speech
Language arts .............................................................. 18
Speech ........................................................................ 12

Electives ..................................................................... 30

Total required for degree ............................................. 45
Graduate Study

Sociology
Soc 507 Seminar: Sociology ................................ 3
Courses in sociology ............................................. 27

Electives .................................................................... 6
Total required for degree ........................................ 45

Master of Music Education

The Master of Music Education degree is designed to improve the student's ability to teach music in the schools. Completion of the program will qualify a student for standard certification and a standard endorsement in music.

The course work usually can be completed in three summers, with the following school year devoted to a thesis or field study which should provide a practical synthesis of the graduate program.

Special interviews in the Creative Arts Department are necessary before a student can be admitted to the program.

General Professional Core .................................. 15
Ed 512 Research Procedures in Education ............. 3
Ed 513 Evaluation of Classroom Instruction .......... 3
Ed 471g The Classroom Teacher-Counselor ........... 3
Ed 522 Secondary School Curriculum .................. 3
Ed 569 Advanced Reading Instruction ................. 3

Music Education .................................................. 15
Mus 524 Contemporary Developments in Music Education (Elementary) ......................... 3
Mus 525 Contemporary Developments in Instrumental Music Education, or Mus 526 Advanced Secondary Choral Techniques ........................................ 3
Mus 543 Philosophical Concepts in Music Education ................................................................. 3
Mus 503 Thesis or Field Study .............................. 6

Musicianship ........................................................ 16
MusP 541-562 Performance Studies .................... 4
Mus 514 Arranging .................................................. 2
Mus 520 Analytical and Compositional Studies .... 2
Mus 550 Music History and Literature ................. 4
Choose two: Mus 570 Conducting; Mus 515 Arranging; Mus 521 Analytical and Compositional Studies; Mus 551 Music History ............. 4

Total required for degree ...................................... 46

Basic Endorsement ............................................ 18
Eng 310 Nature of the English Language, or SPA 450g Normal Development of Speech and Language ......................................................... 3
Ed 437g Teaching Reading in Primary Grades, or Ed 438g Teaching Reading in the Intermediate Grades, or Ed 469g Teaching Reading to Obtain Secondary Content Objectives ........................................ 3
Ed 456 Curriculum Designs in Reading ............... 3
Ed 468g Diagnostic and Remedial Techniques in Reading ......................................................... 3
Ed 509 Practicum: Reading ................................. 3
Approved electives .............................................. 3

Standard Endorsement ........................................ 18
Ed 522 Secondary School Curriculum, or Ed 553 Elementary School Curriculum, or Ed 569 Advanced Reading Instruction ............. 3
Ed 597 Psychology of Reading, or Ed 410g Methods and Materials; Reading ......................... 3
Ed 424g Measurement in Education, or Ed 513 Evaluation of Classroom Instruction ........... 3
Approved electives .............................................. 9

Educational Media

Advanced Certification

The planned program consists of a minimum of 45 credit hours of upper division or graduate credit courses designed to meet requirements for basic and standard certification.

Basic Endorsement ............................................ 21
LIB 411 Cataloging and Classification ................ 3
LIB 421 Information Sources and Services .......... 3
LIB 422 Selection of Materials .......................... 3
Ed 433 Organization and Preservation of Materials ................................................................. 3
Ed 436 Preparing Instructional Materials ............ 3
Ed 409/509 Practicum ......................................... 3
Elective ............................................................ 3

Standard Endorsement ........................................ 15
15 credit hours from the following. 
Ed 509 Practicum .............................................. 3–9
Ed 521 Administration of Media Programs .......... 3
Ed 523 Selection of Instructional Equipment ....... 3
Ed 564 Self-Instructional Systems and Learning Packages .................................................. 3
LIB 561 Specialized Systems for Libraries and Media Centers ............................................. 3
Approved Electives ............................................ 9

Total required in program .................................. 45

Master of Science in Education—Media

The advanced program for education technologists leading to the Master of Science in Education degree with a specialization in Educational Media also provides for possible recommendation for the standard educational media endorsement. The program is designed to develop competence in curriculum research design, evaluation of communications techniques, selection of instructional materials, preparation and utilization of materials, information organization and management, and program administration.

The program prepares those students who wish to develop a career in classroom teaching, who wish to

Programs for Educational Specialists

Reading

Students seeking standard certification in Reading (K-12) must complete or have completed requirements for a standard teaching certificate in a subject area other than Reading. Reading is regarded as a support area to the teacher's subject area of competence.
fulfill the role of educational media specialist in a k-12 school situation, who desire to be librarians in small to medium sized public libraries, who wish to specialize in microcomputer applications in education and training, who aspire to positions in community colleges, who are aiming at training positions in government, industry or public agencies, or who wish to subsequently pursue doctoral programs in fields related to educational media.

Admission to the program is by application to the program director. The applicant must present a copy of college transcripts and must request that three letters of recommendation be sent to the program director. The applicant will receive a questionnaire concerning personal and professional goals which must be completed and returned to the program director. The program director will then schedule an interview with the applicant and one other faculty member. The successful applicant will be assigned an adviser who will meet with the applicant and administer an evaluation whose results will be used for advisement purposes. The student may then register for courses approved by his adviser. Normally, by the end of the student’s first term a graduate program contract will be filed with the graduate office.

Upon completion of eighteen hours of the approved program, a mid-course evaluation session is held with the adviser to assess the student's progress. At this time a student must formally apply for his choice of final evaluation. If the thesis option is selected, the student with the concurrence of his adviser, must choose a thesis committee composed of his adviser, another faculty member from within the department and one faculty member from outside the department. The student will then submit a formal thesis proposal to the committee. The thesis will carry 9 hours of credit as part of a 48 hour program.

If a student selected the thesis option his final evaluation will be completion of a comprehensive thesis, acceptance of it by his thesis committee and an oral defense of his thesis. The other option available consists of final written comprehensive examinations in professional education and in educational communications and technology as well as an oral examination.

Professional Education Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Ed 512</td>
<td>Research Procedures in Education</td>
<td>3</td>
</tr>
<tr>
<td>Ed 564</td>
<td>Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>Psy 520</td>
<td>Psychology of Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

Program Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIB 411g</td>
<td>Cataloging and Classification</td>
<td>3</td>
</tr>
<tr>
<td>LIB 421g</td>
<td>Information Sources and Services</td>
<td>3</td>
</tr>
<tr>
<td>LIB 442g</td>
<td>Selection of Materials</td>
<td>3</td>
</tr>
<tr>
<td>Ed 453g</td>
<td>Organization and Preservation of Materials</td>
<td>3</td>
</tr>
<tr>
<td>Ed 436g</td>
<td>Preparing Instructional Materials</td>
<td>3</td>
</tr>
<tr>
<td>Ed 434g</td>
<td>Photography in Instruction</td>
<td>3</td>
</tr>
<tr>
<td>Ed 521</td>
<td>Administration of Educational Media Programs</td>
<td>3</td>
</tr>
<tr>
<td>Ed 525</td>
<td>Selection of Instructional Equipment</td>
<td>3</td>
</tr>
<tr>
<td>Ed 564</td>
<td>Television in Instruction</td>
<td>3</td>
</tr>
<tr>
<td>Ed 564</td>
<td>Self Instructional Systems and Learning Packages</td>
<td>3</td>
</tr>
</tbody>
</table>

Selected graduate courses from other subject areas

Graduate Study 85

<table>
<thead>
<tr>
<th>Type of Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum/Internship</td>
<td>3-9</td>
</tr>
<tr>
<td>Thesis (optional)</td>
<td>9</td>
</tr>
<tr>
<td>Total required for degree</td>
<td>45-48</td>
</tr>
</tbody>
</table>

Socially and Educationally Different

This program is designed to provide:

1. Specialized preparation at the graduate level for teachers who wish to extend their professional competence through greater concentration on the study of the socially and educationally different.
2. Specialized preparation at the graduate level for professional workers whose work objective requires knowledge about the socially and educationally different person but does not require certification as a teacher. This aspect of the program requires that the student petition the Graduate Study Committee for waiver of the requirement for holding a teaching certificate.

Professional Education Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 509</td>
<td>Practicum: Supervision</td>
<td>3</td>
</tr>
<tr>
<td>Ed 522</td>
<td>Secondary Curriculum, or</td>
<td>3</td>
</tr>
<tr>
<td>Ed 553</td>
<td>Elementary Curriculum, or</td>
<td>3</td>
</tr>
<tr>
<td>Ed 489g</td>
<td>Alternative Curriculum and Organizational Patterns</td>
<td>3</td>
</tr>
<tr>
<td>Ed 574</td>
<td>School Supervision</td>
<td>3</td>
</tr>
</tbody>
</table>

Standard Endorsement

(Select one of the following tracks)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 471g</td>
<td>The Classroom Teacher/Counselor</td>
<td>3</td>
</tr>
<tr>
<td>Ed 510</td>
<td>Skills and Techniques of Supervision</td>
<td>3</td>
</tr>
<tr>
<td>Ed 506</td>
<td>Special Individual Studies: Supervision</td>
<td>3</td>
</tr>
<tr>
<td>Ed 512</td>
<td>Research Procedures in Education</td>
<td>3</td>
</tr>
<tr>
<td>Ed 559</td>
<td>Evaluation of School Programs</td>
<td>3</td>
</tr>
</tbody>
</table>

Program Development/Evaluation

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 471g</td>
<td>The Classroom Teacher/Counselor</td>
<td>3</td>
</tr>
<tr>
<td>Ed 506</td>
<td>Special Individual Studies: Program</td>
<td>3</td>
</tr>
</tbody>
</table>

Supervision

The program provides for the completion of both basic and standard endorsements. State competency requirements in practicum or field experience, philosophy and techniques of supervision, improvement and evaluation of instruction, group processes, and research skills are met within the program.

The basic endorsement may be completed as part of a graduate degree program. At least nine of the 15 hours required for the standard endorsement must be completed subsequent to a master's program. For both endorsements, the applicant must hold a current Oregon Standard Teaching Endorsement.

Exceptions to the following program may be approved by the program director.

Basic Endorsement

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
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<td>Practicum: Supervision</td>
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</tr>
<tr>
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<td>Secondary Curriculum, or</td>
<td>3</td>
</tr>
<tr>
<td>Ed 553</td>
<td>Elementary Curriculum, or</td>
<td>3</td>
</tr>
<tr>
<td>Ed 489g</td>
<td>Alternative Curriculum and Organizational Patterns</td>
<td>3</td>
</tr>
<tr>
<td>Ed 574</td>
<td>School Supervision</td>
<td>3</td>
</tr>
</tbody>
</table>

Standard Endorsement

(Select one of the following tracks)

Personnel Specialty

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 471g</td>
<td>The Classroom Teacher/Counselor</td>
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<td>Ed 506</td>
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<tr>
<td>Ed 512</td>
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Program Development/Evaluation

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<td>The Classroom Teacher/Counselor</td>
<td>3</td>
</tr>
<tr>
<td>Ed 506</td>
<td>Special Individual Studies: Program</td>
<td>3</td>
</tr>
</tbody>
</table>
Educational Administration

This is a cooperative program with the University of Oregon and Portland State University. WOSC offers a planned program not to exceed 24 credit hours which may be applied to programs in educational administration at the U of O or PSU. These 24 hours are taken in the following way:

1. Nine hours which may apply to the master's degree program at WOSC.
2. Fifteen hours beyond the master's degree which may be transferred from WOSC to either of the universities.

Programs in Special Education

These programs are designed to enable candidates who wish to become educational specialists to complete a Master of Science in Education degree plan which includes the course requirements for the endorsements. Some candidates may complete all requirements for the selected basic specialist endorsement and the master's degree but fall short of completing all requirements for the standard endorsement. Ultimately, for certification purposes, educational specialists must complete all course requirements for the standard endorsement in the area of specialization.

Candidates in these educational specialist programs who wish to add courses which will meet standard elementary or secondary certification requirements should refer to Page 55 (elementary) or Page 59 (secondary).

Students who have little or no undergraduate work in the selected field may be required to complete additional hours. Each curriculum requires completion of a professional education core of nine credit hours, as follows:

Professional Education Core

(Common to all programs)

Ed 512 Research Procedures in Education ...... 3
Ed 546 Philosophy of Education ............... 3
Psy 460g Advanced Developmental Psychology, or
Psy 520 Psychology of Learning .......... 3

A specialized core consists of not less than 36 credit hours in the selected area for a master's degree program total of at least 45 hours. Each candidate's program is determined by the designated adviser in terms of the student's needs, interests and certification requirements.

Those who wish may plan a non-degree certification program incorporating a specialized core and courses required to meet general endorsements.

Teaching the Deaf

This program is for certification of teachers of the deaf. The completion of at least 45 credit hours of course and practicum work is required by the Council on Education of the Deaf and the State of Oregon. Priority consideration is given to candidates who hold or are eligible for a state teaching certificate.

The Council on Education of the Deaf requires that the student seek elementary or secondary teacher certification. In addition, the student may prepare to teach preprimary or multihandicapped children.

Interested students must apply for admission to the college and apply for acceptance into the program. Correspondence should be addressed to the Teaching the Deaf Coordinator, WOSC, Monmouth, OR 97361.

Completion of the following program leads to the Master of Science in Education degree with specialization in Teaching the Deaf.

Professional Education Core

Specialized Education Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SpEd 484g</td>
<td>Orientation to the Deaf and Hard of Hearing</td>
<td>4</td>
</tr>
<tr>
<td>SpEd 509</td>
<td>Practicum: Directed Observation of the Deaf</td>
<td>4</td>
</tr>
<tr>
<td>SpEd 509</td>
<td>Practicum: Speech with Deaf Children</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 556</td>
<td>Teaching Language and Communication to the Deaf</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 541</td>
<td>Teaching School Subjects to the Deaf: Reading</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 542</td>
<td>Teaching Elementary School Subjects to the Deaf</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 543</td>
<td>Teaching Secondary School Subjects to the Deaf</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 557</td>
<td>Teaching Language to the Elementary Deaf Pupil, or</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 560</td>
<td>Teaching Language to the Secondary Deaf Student</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 578</td>
<td>Teaching Speech to the Elementary Deaf Child, or</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 579</td>
<td>Teaching Speech to the Advanced Deaf Student</td>
<td>3</td>
</tr>
</tbody>
</table>

Learning Disabilities (Handicapped Learner)

The Learning Disabilities program will satisfy state certification requirements for the education of the handicapped learner. The program includes the learning disabled, mentally retarded, physically handicapped and emotionally disturbed. To receive the handicapped learner endorsement, the student must hold either an elementary or secondary teaching certificate.

The program is designed to prepare personnel in diagnostic and prescriptive procedures and for a variety of roles—classroom teacher, resource room teacher, itinerant teacher, clinical diagnostician or consultant.
The handicapped learner endorsement may be completed as part of a non-degree fifth-year program or a master's degree program. Candidates for degrees must meet general program requirements described elsewhere in this catalog. Students may enter the program any term except spring term.

The courses in the basic endorsement for handicapped learner may be counted toward the master's degree if taken as part of the student's approved program. However, such a plan might require the completion of up to 57 credit hours of work.

Persons who have completed the basic endorsement in handicapped learner before entering this program may, at the same time, prepare in another area of concentration by completing 15 credit hours of work which will count toward the master's degree. These areas include early childhood education, speech and hearing, severely handicapped learner, counseling, reading, educational media, talented and gifted, and supervision and/or administration. A standard secondary certification or subject matter endorsement in secondary education also may be earned in this way.

Professional Education Core ............................................................... 9

Basic Endorsement in Handicapped Learner ........................................ 27
  SpEd 470g  Education of the Exceptional Child ............................... 3
  SpEd 421g  Diagnosis and Prescription in Reading for the Handicapped Learner ................................. 5
  SpEd 422g  Diagnosis and Prescription in Basic Skills for the Handicapped Learner ................................. 4
  SpEd 423g  Managing Programs for Handicapped Learners, or
  SpEd 516  Diagnosis of Learning Problems: Case Study ..................... 3
  SpEd 472g  Instructional Materials and Methods in Reading and Basic Skills for the Handicapped Learner .................. 3
  SpEd 489g  Alternative Curriculum and Organizational Patterns, or
  Psy 523  Individual Intelligence Testing ..................................... 3
  SpEd 539  Student Teaching; Handicapped Learner ......................... 6

Standard Endorsement in Handicapped Learner .................................... 21
  SpEd 585  Administration of Special Education .............................. 3
  SpEd 423g  Managing Programs for Handicapped Learners, or
  SpEd 516  Diagnosis of Learning Problems: Case Study ..................... 3
  SpEd 517  Prescriptions for Learning Problems ............................. 3
  SpEd 516  Managing Classroom Behavior of Handicapped Learners ......... 3
  Psy 523  Individual Intelligence Testing, or
  SpEd 489g  Alternative Curriculum and Organizational Patterns, or
  Psy 524  Individual Intelligence Testing .................................. 3
  Ed 509  Field Practicum; Handicapped Learner ............................ 3

Electives in Area of Concentration ................................................. 15

Total required for degree ......................................................... 45

With basic endorsement courses ............................................... 57

Multihandicapped (Severely Handicapped Learner)

The Multihandicapped program will satisfy the Oregon standard certification requirements for education of the severely handicapped learner. This is defined to include multihandicapped, the trainable mentally retarded, severely/profoundly retarded and the severely emotionally disturbed.

The program is designed to prepare persons for a variety of roles, including the classroom teacher, home-hospital teacher, vocational educator, adult program coordinator, supervisor and administrator.

Completion of the program leads to the Master of Science in Education degree.

A non-degree endorsement program leading to basic and standard certification also is offered. Its description follows the master's degree curriculum below.

Admission to this specialty is approved by the Program Admission Committee after graduate admission to the College. An application and recommendations are required prior to approval.

The master's degree program consists of at least 45 credit hours. Prerequisite to the Multihandicapped master's program are 21 credit hours or competencies as listed below.

Prerequisites from Basic Endorsement in Severely Handicapped

Note: SpEd 448g and SpEd 509 must be taken concurrently.

SpEd 470g  Education of the Exceptional Child ............................... 3
Psy 462g  Normal and Abnormal Development of the Infant and Young Child ............................................ 3
SpEd 446g  Community Resources for the Handicapped ....................... 3
SpEd 447g  The Exceptional Parent ............................................ 3
SpEd 449g  Curriculum for the Severely Handicapped ......................... 3
SpEd 448g  Classroom and Behavior Management for the Severely Handicapped ........................................ 3
Ed 509  Practicum: Classroom and Behavior Management for the Severely Handicapped ........................................ 2
Ed 448g  Nature and Needs of the Severely Handicapped ................. 3

Professional Education Core ............................................................... 9

Required from Basic Endorsement in Severely Handicapped

Note: SpEd 444g and SpEd 454g must be taken concurrently. Also, SpEd 451g and SpEd 509 must be taken concurrently.

Also, SpEd 451g and SpEd 509 must be taken concurrently.

SpEd 450g  Managing Communication Systems for the Severely Handicapped ........................................ 3
SpEd 444g  Medical Aspects in Special Education ...................... 3
SpEd 454g  Specialized Techniques for the Severely Handicapped .... 2
SpEd 451g  Basic Programming for the Severely Handicapped ........ 2
SpEd 509  Practicum: Severely Handicapped Learner Basic Programming ........................................ 2
SpEd 539  Student Teaching: Severely Handicapped ...................... 12

Standard Endorsement Requirements ............................................... 6

Note: SpEd 509 and SpEd 529 must be taken concurrently.

SpEd 529  Advanced Programming for the Severely Handicapped .... 2
SpEd 509  Practicum: Severely Handicapped Learner Advanced Programming ........................................ 1
SpEd 530  Contemporary Issues in the Education of the Severely Handicapped ........................................ 3
Severely Handicapped Learner Non-Degree Basic and Standard Endorsements

Teachers may earn the non-degree endorsements for teaching the severely handicapped with this program. The severely handicapped learner program includes multihandicapped, trainable mentally retarded, severely/profoundly retarded and severely emotionally disturbed.

The basic endorsement courses total 45 credit hours. The standard endorsement consists of other courses in special education totalling 12 credit hours not included on the basic endorsement level as approved by the adviser.

Basic Endorsement Courses .................................................. 45

Courses must be taken in the block sequence as outlined.

Block I

Note: SpEd 446g and SpEd 409g must be taken concurrently. Also SpEd 454g and SpEd 444g must be taken concurrently.

SpEd 470g Education of the Exceptional Child ................................ 3
SpEd 448g The Exceptional Parent .............................................. 3

Speech Pathology and Audiology

The profession of Speech Pathology and Audiology is concerned with problems and disorders of human communication. It is devoted to the prevention of speech and hearing disorders, the provision of clinical services to children and adults, and the extension of knowledge through basic and applied research. Some professionals concern themselves primarily with disorders of speech and language, and others with disorders of hearing. However, speech and hearing are so interrelated that professional competency requires familiarity with both.

The WOSC program provides students with comprehensive academic and clinical training in Speech Pathology and Audiology. Graduate students complete the requirements for a Master of Science in Education degree as well as the requirements for the state basic and/or standard certification in Speech Impaired which qualify them to work in the public schools. Most students also elect to fulfill the academic and practicum requirements for national certification by the American Speech, Language and Hearing Association which qualify them for employment in clinical settings. The basic and standard endorsements also may be pursued in a non-degree, fifth-year program.

The clinical practicums at the College offer students opportunities to experience and advance clinical skills. Both on-campus and off-campus practicum sites enable students to work with communicatively handicapped persons of all ages.

The graduate program is designed to meet the needs of both students who have an undergraduate major in the field and those who are new to the profession by offering basic introductory courses and advanced courses and seminars. Special education programs at WOSC offer many electives. Students may choose to work concurrently toward certification in another area of special education. The courses below are required for the master's degree and certification. Additional seminars are offered under the SPA 407g and SPA 507 numbers.

Professional Education Core .................................................. 9

Basic Endorsement: Speech Impaired ....................................... 43

SPA 370 Phonetics ................................................................. 3
SPA 371 Speech Science .......................................................... 3
SPA 440g Introduction to Speech Pathology and Audiology .............. 3
SPA 474g Speech, Language and Hearing in the Schools ................. 3
SPA 450g Normal Language and Speech Development .................... 3

Standard Endorsement Courses ................................................. 12

Courses must be approved by the area adviser. The following list is an example of those available. Note: SpEd 529 and SpEd 509 must be taken concurrently.

SpEd 500 Practicum: Multihandicapped ................................. 3
SpEd 584 Orientation to the Deaf and Hard of Hearing .................. 3
SpEd 591g Communication with the Deaf ................................... 3
SpEd 530 Contemporary Issues in the Education of Severely Handicapped ....... 3
SpEd 529 Advanced Programming for the Severely Handicapped ........ 2
SpEd 545 Educational Assessment for the Severely Handicapped .......... 3
SpEd 544 Programming for the Severely Emotionally Disturbed .......... 3
Master of Science in Counseling

This is a joint degree granted by Western Oregon State College and Oregon State University. It uses a competency-based approach in preparing counselors for professional services in social, education, personal and career development. Preparation consists of a sequent-program which integrates academic knowledge and theory with closely supervised counseling practice and field work experience.

A minimum of 57 credit hours of course work is required. The final evaluation includes a comprehensive examination. A thesis is optional and determined in each case by the department and major advisor. The minimal prerequisite is a bachelor’s degree. However, persons holding a master’s degree may apply for non-degree status or a second master’s degree.

Admission to the program is by application to the program coordinator. Screening includes a personal interview in which the applicant's educational goals, experience and employment status are reviewed. Academic background, personal and emotional suitability, and educational and professional goals of each candidate are evaluated before admission is granted.

Students may enroll at WOSC or Oregon State University. Course work may be taken at either school. The faculty of both institutions share the teaching on each campus, and the transfer of credit between the schools for the approved courses is unlimited.

School Counseling

The School Counseling curriculum is designed to prepare teachers to work in the public schools as counselors in grades K-12. The Master of Science in Counseling degree for school personnel leads to both basic and standard endorsements for the Personnel Service Certificate.

Prerequisites for the basic endorsement are two years of public school teaching and specific course work in the program. The standard endorsement requires two years of successful public school counseling and specific course work.

The training program for school counselors can be on a full-time basis starting fall term or on a part-time basis starting summer session. Application for entrance into the program for summer should be submitted to the program coordinator by March 1. Applications for fall entrance should be completed by May 1.

Basic Endorsement

Coun 581 Prepracticum in Counseling
Coun 577 Group Procedures
Coun 585 Principles and Practices of Guidance Services
Coun 586 Educational and Occupational Information
Coun 587 Counseling Techniques
Coun 509 Practicum in Counseling
Psy 472 Psychological Assessment (WOSC), or
Ed 424g Measurement in Education (OSU)
Ed 512 Research Procedures in Education

Total required for degree 45-52

Approved Electives

Elective courses may be selected from the areas counseling, psychology, education or social science.

Total required for degree 57

Agency Counseling

The curriculum of this program is designed to prepare persons for work in agencies that provide counseling services. Persons with a master’s degree in Counseling find employment in correctional institutions, children’s service agencies, mental health agencies, colleges, employment offices, private counseling agencies, rehabilitation agencies, pastoral counseling settings and a variety of other agencies and institutions.

Training experiences are designed to encourage students to develop personal styles of counseling consistent with their personality or philosophical orientation.

The program generally requires full-time participation and is sequential in nature. Fall term is the usual starting time. Application for the program should be made by May 1. Contact the program coordinator for further information.
Rehabilitation Counseling with Deaf Clients

This program is designed to prepare students to become rehabilitation counselors to serve hearing-impaired and other handicapped clients in a variety of public and private agencies.

The primary objective of the multidisciplinary curriculum is to provide knowledge and competencies in the following areas:

- American Sign Language and Communication Strategies with Handicapped Clients.
- Implications of hearing impairment and other handicapping conditions.
- Counseling skills.
- The rehabilitation process.

The program generally requires full-time participation with a starting date in September. A limited number of stipends are available. Contact the program coordinator for further information.

MA/MS in Interdisciplinary Studies

The master's degree program in Interdisciplinary Studies has been developed to serve the needs of individuals interested in continuing their education at the graduate level and directed toward a personal goal. This goal usually is career-oriented, but some students pursue a program designed simply to enrich their lives through advanced study in the liberal arts and sciences.

This program takes advantage of available course offerings at the graduate level to put together an individually designed interdisciplinary program of study. Since each person's program is different, depending on the need of the student and the courses available, there are no named majors. The program is a planned combination of courses from various subject areas which the candidate and his adviser determine will allow him to make progress toward his personal goal.

Candidates for the degree must meet general graduate program requirements as well as the following:

- A planned program includes at least 46 hours of credit in at least three but no more than five subject areas. Subject areas are identified by course prefixes.
- Each subject area must include a minimum of nine credit hours and may include a maximum of 21 hours.
- The program might or might not include a thesis or field study.
- Whether the program will lead to a master of arts or master of science is determined by the predominance of subjects in the arts or sciences.

MA/MS in Correctional Administration

The 45-hour Master of Arts and Master of Science in Correctional Administration degree programs are designed to prepare graduate students in advanced professional roles in Correctional Administration. Employment opportunities exist in private and governmental agencies that are responsible for supervision and treatment of juvenile and adult law offenders. Ex-
amples of correctional programs are probation, adult penal institutions, juvenile training schools, parole, work release, camps, juvenile detention facilities, and youth and child care centers.

An Academic Studies Program and a Professional Studies Program options are available to candidates for the degree. Both offer considerable flexibility for meeting the student's particular academic and professional needs.

Both require the following 21-hour professional core:

SSc 516 Contemporary Community-Based Correctional Programs ........................................... 3
SSc 517 Corrections and Administration of Justice ................................................................. 3
SSc 518 Criminal Law and Corrections ..................................................................................... 3
SSc 519 Detention, Jail and Correctional Facility Management .............................................. 3
SSc 520, 521, 522 Treatment of the Adult and Juvenile Law Offender .................................... 9

Professional core .................................................................................................................. 21

Requirements for the two program options include study in social or behavioral science areas as outlined below. Social and behavioral sciences available at WOSC are anthropology, counseling, economics, education and/or psychology, geography, history, law enforcement, political science and sociology.

Academic Studies Program
Professional Core ................................................................................................................. 21
Supporting study in one social or behavioral science area .................................................... 15
Supporting study in a second social or behavioral science area ........................................... 9

Total required for degree ........................................................................................................ 45

Professional Studies Program
Professional Core ................................................................................................................. 21
Thesis/Field Study or On-Site Management Field Experience .............................................. 9
Supporting student in a social or behavioral science area .................................................... 15

Total required for degree ........................................................................................................ 45
COURSE DESCRIPTIONS

Non-Departmental Studies

Interdisciplinary Studies

LOWER-DIVISION COURSE

Idst 101 Introduction to the Liberal Arts and Sciences 1 hour
To provide all entering freshmen students with an introduction to the liberal arts and a preparation for college-level study at WOSC. Required first term for entering freshmen.

Honors

LOWER-DIVISION COURSES

H 101 Freshman Honors 1 hour
Supplementary enriching work related to a regular course taken simultaneously is guided by an instructor during weekly meetings. The course is under the approval of the Honors Committee.

H 201 Sophomore Honors 1 hour
Additional work related to a regular course taken simultaneously is guided by an instructor during weekly meetings. Students and work are subject to approval by the Honors Committee.

UPPER-DIVISION COURSES

H 303 Junior Honors 2 hours
Individual research or original writing with scheduled seminars in approved areas of work. Enrollment is limited to selected students of superior academic achievement. Limit of six credit hours.

H 401 Senior Honors 2 hours
Individual research or original writing with scheduled seminars in approved areas of work. Enrollment is limited to selected students of superior academic achievement. Limit of six credit hours.

Military Science (ROTC)

LOWER-DIVISION COURSES

MS 111, 112, 113 Military Science I 1 hour each term
Fundamentals of Leadership and Management. Organization of the Army and ROTC; the Army as a profession; leadership communication methods; military geography and land navigation; leadership laboratory. Must be taken in order.

MS 211, 212, 213 Military Science II 2 hours each term
Applied Leadership and Management. American military history; basic military tactics and operations; organization and function of national security structure; leadership laboratory. Must be taken in order.

MS 214 Basic Summer Camp 6 hours
Six weeks of instruction at Ft. Knox, Ky.; substitute for the first two years of the ROTC program.

MS 215 Fundamentals of Military Science 3 hours
Leadership and management fundamentals; techniques, responsibilities and communication. The role of Army ROTC; land navigation; the role of the military in American history; squad tactics; leadership laboratory.

MS 216 Basic Military Science 6 hours
Introduction to leadership and management; organization of the Army and ROTC; the Army as a profession; communication methods; map reading and land navigation; military tactics; function, duties and responsibilities of junior leaders. Offered summer session only.

UPPER-DIVISION COURSES

MS 311, 312, 313 Military Science III 3 hours each term
Advanced Leadership and Management. Leadership communication methods; review of current leadership theory, to include individual acclimatization, group dynamics, organization theory, bureaucratic processes and military professional ethics; the philosophy of modern warfare; modern offensive and defensive small-unit tactics; branches of the Army; leadership laboratory, selected field training exercises. Usually taken in order.

MS 314 Advanced Summer Camp 6 hours
Practical and theoretical instruction for five to nine weeks at a military installation. Prerequisites: MS 311, 312, 313.

MS 405 Reading and Conference Terms and hours to be arranged Consent of professor of Military Science required.

MS 411, 412, 413 Military Science IV 3 hours each term
Theory and Dynamics of the Military Team. Leadership and management problems of combat operations; seminar in leadership and management; position of the United States in the contemporary world; unit administration; military justice; obligations and responsibilities of an officer on active duty; leadership laboratory. Usually taken in sequence.

Creative Arts

Fine Arts

CA 101, 102, 103 A Correlated Study of the Arts 3 hours each term
The development of means for perceiving, analyzing and evaluating the arts through readings and lecture-discussion. Emphasis on relationships among various arts (music, drama, painting, film, sculpture, architecture, dance, etc.) is sought through various field experiences. Instruction is shared by the Art, Music and Theater Arts faculties.
Art

LOWER-DIVISION COURSES

A 115 The Visual Arts 3 hours
An introductory course in the visual arts as expressions of the thought and culture of mankind.

A 116 The Art Idea: Visual Thinking 3 hours
A course designed to aid students with limited background in the visual arts to develop the capability and awareness to think in visual terms. Studio problems requiring aesthetic visual solutions.

A 140 Printmaking: Relief 3 hours
A survey of and studio practice in the expressive and technical principles of relief printing processes. No prerequisite.

A 199 Special Studies
Terms and hours to be arranged

A 210 Art History: Prehistoric Through Greek 3 hours
A survey of the visual arts from early man through the Greek civilization with an emphasis on the relation of art to socio-cultural development.

A 211 Art History: Roman Through Gothic 3 hours
A survey of the visual arts from Roman through the Gothic with an emphasis on the relation of art with socio-cultural development.

A 212 Art History: Renaissance Through Rococo 3 hours
A survey of art history beginning with early Renaissance and continuing through Rococo art. No prerequisites. Non-sequential.

A 213 Art History: Neo-Classical Through 19th Century 3 hours
A survey of art history beginning with neoclassicism and continuing through post-impressionism. No prerequisites. Non-sequential.

A 215 Craft History 3 hours
A survey of crafts for the general student as well as the prospective crafts student, illustrated lectures on regional, national and international handicrafts with emphasis on the contemporary view. Field trips are included and all are expected to participate.

A 220 Design: Two-Dimensional 3 hours
Theory and studio practice in using the elements and principles of visual design to articulate visual ideas in the two-dimensional arts. No prerequisite. Non-sequential.

A 221 Design: Three-Dimensional 3 hours
Theory and studio practice in using the elements and principles of visual design to articulate visual ideas in the three-dimensional arts. No prerequisite. Non-sequential.

A 222 Design: Color 3 hours
Theory and studio practice in using theoretical concepts in the development and deployment of color in the visual arts. Required of all art majors and minors. No prerequisite.

A 225 Lettering 3 hours
An introductory studio course exploring both historic and contemporary letter design and layout. Emphasis on developing personal calligraphic skill. No prerequisites.

A 230 Drawing: Linear 3 hours
A general studio introduction to drawing and composition. Emphasis on line, shape and texture. No prerequisites. Non-sequential.

A 231 Drawing: Tonal 3 hours
A general studio introduction to drawing and composition. Emphasis on planes, values, and volumes. No prerequisites. Non-sequential.

A 232 Drawing: Spatial 3 hours

A 235 Life Drawing I 3 hours
A studio introduction to the structure and form of the figure. No prerequisites.

A 236 Life Drawing II 3 hours
A studio course involving the structure and form of the figure. Prerequisite: consent of instructor.

A 240 Printmaking: Serigraphy 3 hours
A survey of and studio practice in the expressive and technical principles of stencil and serigraphic processes. Prerequisite: consent of instructor.

A 241 Printmaking: Intaglio 3 hours
A survey of and studio practice in the expressive and technical principles of intaglio processes. Prerequisite: consent of instructor.

A 242 Printmaking: Lithography 3 hours
A survey of and studio practice in the expressive and technical principles of lithographic processes. Prerequisite: consent of instructor.

A 245 Light Image I 3 hours
Studio and laboratory involvement designed to extend vision through manipulation of the developed, printed and found abstract image. Experiences in the many forms motion and time take as they relate to vision and consciousness.

A 246 Light Image II 3 hours
Continued studio and laboratory involvement designed to extend vision manipulation of the developed, printed and found abstract image. Prerequisite: consent of instructor.

A 250 Watercolor 3 hours
Analysis of compositional and technical principles in watercolor painting. Studio practice in still life and landscape, using aqueous media. Prerequisite: consent of instructor.

A 251 Watercolor II 3 hours
Continued analysis of compositional and technical principles in watercolor painting. Studio practice in still life and landscape, using aqueous media. Prerequisite: consent of instructor.

A 255 Painting I 3 hours
A survey of expressive and technical principles in painting. Studio practice in still life and landscape, using oil and related media. Prerequisite: consent of instructor.

A 256 Painting II 3 hours
A survey of expressive and technical principles in painting. Studio practice in still life and landscape, using oil and related media. Prerequisite: consent of instructor.

A 257 Painting III 3 hours
A survey of expressive and technical principles in painting. Studio practice in still life and landscape, using oil and related media. Prerequisite: consent of instructor.

A 260 Sculpture: Introduction 3 hours
Basic approaches. Introductory experiences in three principle sculptural approaches: modeling, carving and construction. Study of the physical characteristics of materials used in sculpture. No prerequisite.

A 261 Sculpture: Subtractive 3 hours
Direct carving. Basic sculptural experiences and use of sculpture tools. Emphasis on the subtractive method. Wood and stone as primary media. Prerequisite: consent of instructor.

A 265 Ceramics I 3 hours
Basic laboratory exploration in hand building processes and glazing of ware. Survey of clay origins and composition, decorating processes, drying and firing kilns, glaze composition. No prerequisites.

A 266 Ceramics II 3 hours
Basic laboratory practice in throwing on the potter’s wheel. Nontechnical glaze composition, kiln stacking and firing. Prerequisite: A 265.

A 267 Ceramics III 3 hours
A course designed to explore specific possibilities in glaze formulation and application as related to the forms and functions of pottery. Prerequisite: A 266.

A 270 Beginning Jewelry 3 hours
Introductory course in the design and production of jewelry. Studio practice in traditional and contemporary techniques using silver and other metals, ebony, bone, and teak. No prerequisite.
A 275 Mixed Media: Introduction 3 hours
An introduction to mixed media as an expressive visual form. Studio practice in the use of a variety of homogeneous and heterogeneous materials in the execution of two and three dimensional work. Prerequisite: consent of instructor.

A 280 Introduction to Crafts 3 hours
Introductory course in the materials and processes of the crafts. Studio practice in traditional and contemporary techniques using natural and man-made materials. No prerequisites.

A 281 Crafts: Interior 3 hours
A studio exploration in crafts with emphasis on individual design and professional skills related to consideration of the interior. No prerequisites. Non-sequential.

A 282 Crafts: Personal 3 hours
A studio exploration in crafts with emphasis on individual design and professional skills related to personal concomitants. No prerequisites. Non-sequential.

A 285 Weaving: Preparation of Fibers 3 hours

A 286 Weaving: Non-Loom 3 hours
Studio introduction to hand weaving. Emphasis on design consideration in weaving. Survey of current trends in weaving. Study of basic principles, weaves, and processes. Preparation of a variety of looms. Prerequisite: consent of instructor.

A 287 Weaving: Loom 3 hours
Weaving design. Fabric construction with studio practice in weaving on multiple harness table and floor looms. Study of fibers and pattern.

A 288 Textile Design 3 hours
Articulation of design concepts in textile. Original design production using dyeing processes. Studio experience in batik, dye painting, tie dye, and other dye techniques, with exploration of combined techniques. Prerequisite: consent of instructor.

A 289 Visual Learning and Communication 3 hours
The course will investigate the structure of visual communication, its vocabulary, syntax and meaning-making systems. May be taken by non-majors. No prerequisite.

UPPER-DIVISION COURSES:

A 310 Modern Art History: Impressionism Through Expressionism 3 hours
A survey of modern art history beginning with impressionism and continuing through expressionism. For majors and non-majors.

A 311 Modern Art History: Dada Through Abstract Expressionism 3 hours
A survey of modern art history beginning with Dada and continuing through abstract expressionism. For majors and non-majors.

A 315 American Art History: 17th to 19th Century 3 hours
A survey of the visual arts and crafts of the United States from Pre-Colonial through the Industrial Revolution with emphasis on the relation of art to sociocultural development.

A 320 Advanced Design: Two-Dimensional 3 hours
Advanced study of design theory with studio practice. Emphasis on two-dimensional exploration. Prerequisite: lower-division design.

A 321 Advanced Design: Three-Dimensional 3 hours
Advanced study of design theory with studio practice. Emphasis on three-dimensional exploration. Prerequisite: lower-division design.

A 325 Lettering and Layout 3 hours
Experience in brush, pen and built alphabet styles as they relate to layout and reproduction of the graphic image.

A 330 Advanced Drawing 3 hours
Advanced study of technique and composition in graphic expression. Prerequisite: lower-division drawing.

A 331 Advanced Drawing 3 hours
Advanced study of technique and composition in graphic expression. Prerequisite: lower-division drawing.

A 335 Advanced Drawing: Life 3 hours
Advanced study of anatomical structure and form. Life drawing as a means of graphic communication. Prerequisite: lower division life drawing. May be repeated once for credit.

A 340 Printmaking: Relief/Serigraphy 3 hours
Intermediate study and studio practice in the technical and expressive use of relief or serigraphic and stencil processes. Prerequisite: lower-division work in printmaking.

A 341 Printmaking: Intaglio/Lithography 3 hours
Intermediate study and studio practice in the technical and expressive use of intaglio or lithographic processes. Prerequisite: lower-division work in printmaking.

A 350, 351 Advanced Watercolor 3 hours each term
Continued analysis of compositional and technical principles in watercolor painting; studio practice in still life and landscape using aqueous media. Prerequisite: lower-division watercolor.

A 355 Advanced Painting 3 hours
Advanced study in composition. Individual work in selected media. Prerequisite: lower-division painting.

A 356 Advanced Painting 3 hours
Advanced study in composition. Individual work in selected media. Prerequisite: lower-division painting.

A 360 Advanced Sculpture 3 hours
Advanced study of the technical and expressive principles of sculpture. Individual choice of media. Prerequisite: consent of instructor.

A 365 Advanced Ceramics 3 hours
Advanced course in ceramic art with an emphasis on sculptural possibilities in the medium. Prerequisite: lower-division ceramics.

A 366 Advanced Ceramics 3 hours
Advanced study in ceramic art. Individual projects in selected ceramic areas. Prerequisite: lower-division ceramics.

A 370 Jewelry I 3 hours
Intermediate course in the design and production of jewelry. Studio practice in traditional and contemporary techniques using silver and other metals, bronze, bone, and leather. Prerequisite: consent of instructor.

A 371 Jewelry II 3 hours
Intermediate metal design and construction involving hand processes of raising, forging, and casting with silver and other metals. Prerequisite: consent of instructor.

A 375 Advanced Mixed Media 3 hours
Advanced study in selected areas of mixed media. Prerequisite: consent of instructor.

A 380 Advanced Crafts 3 hours
Advanced creative work in selected craft media. Emphasis on considerations related to the exterior environment. Prerequisite: lower-division crafts.

A 381 Advanced Crafts 3 hours
Advanced creative work in selected craft media. Emphasis on consideration related to the interior environment. Prerequisite: lower-division crafts.

A 385 Advanced Weaving 3 hours
Studio practice extending the study of weaving as an art form. Development of pattern and dimension in weaving. Emphasis on design considerations and personal skills. Prerequisite: lower-division weaving.
A 358 Textile Design II 3 hours
Articulation of design concepts in textile. Original design production using printing processes. Studio experience with emphasis on aesthetic and technical aspects of screen printing. Prerequisite: lower-division textiles.

A 397 Professional Concerns 3 hours
A survey of professional practice in the visual arts. Problem and study in matters related to "going public," professional ethics, contracts, public obligations, art and the law, taxes, preparation of portfolios, galleries, museums, and exhibitions; grants fellowships and awards; professional organizations. Prerequisite: upper-division standing, consent of instructor.

A 406 (g) Special Individual Studies Terms and hours to be arranged Graduate or undergraduate credit for A 406, 407, and 408, singly or combined, may not exceed 12 credit hours.

A 407 (g) Seminar Terms and hours to be arranged Graduate or undergraduate credit for A 406, 407 and 408, singly or combined, may not exceed 12 credit hours.

A 408 (g) Workshop Terms and hours to be arranged Graduate or undergraduate credit for A 406, 407 and 408, singly or combined, may not exceed 12 credit hours.

A 409 Practicum 1-12 hours Intended for non-teaching majors in art.

A 410 (g) Modern Art History: Pop to Present 3 hours A survey of modern art history beginning with pop art and continuing through art today. For majors and non-majors.

A 420 (g) Advanced Design 3 hours Advanced study of design theory with studio practice. Emphasis on two-dimenional exploration. Prerequisite: lower-division design.

A 425 (g) Graphic Arts/Layout 3 hours Instruction in layout design, publication art, illustration, camera-ready art and other graphic arts forms. Prerequisite: A 325.

A 430 (g) Advanced Drawing 3 hours Advanced study of techniques and composition in graphic expression. Prerequisite: lower-division drawing.

A 431 (g) Advanced Drawing Advanced study of techniques and composition in graphic expression. Prerequisite: lower-division drawing.

A 435 (g) Advanced Drawing: Life 3 hours Advanced study of anatomical structure and form. Life drawing as a means of graphic communication. Prerequisite: lower-division life drawing.

A 440 (g) Advanced Printmaking 3 hours Advanced work in the expressive use and technical principles of printmaking processes. Prerequisite: A 340 or A 341.

A 450 (g) Advanced Watercolor 3 hours Advanced study in composition in aqueous media. Individual study in selected media.

A 455 (g) Advanced Painting Advanced study in composition. Individual work in selected media. Prerequisite: lower-division painting.

A 460 Advanced Sculpture: Life 3 hours Life sculpture: armature construction, clay modeling and casting experiences as they relate to volume studies of the human anatomy.

A 461 (g) Advanced Sculpture 3 hours Advanced study of the technical and expressive principles of sculpture. Individual choice of media. Prerequisite: consent of instructor.

A 465 (g) Advanced Ceramics 3 hours Advanced study in ceramic art. Individual projects in selected ceramic areas. Prerequisite: lower-division ceramics.

A 470 (g) Advanced Jewelry 3 hours Advanced study in jewelry design, analysis of design trends, individual exploration and projects. Prerequisite: consent of instructor.

A 475 (g) Visual Techniques 3 hours Advanced production and design class in newer media: including film, light, sound, and plastics in kinetic as well as static interpretation. Prerequisites: consent of instructor and upper-division standing.

A 480 (g) Advanced Crafts 3 hours Advanced creative work in selected craft media. Emphasis on considerations related to personal concomitants. Prerequisites: lower-division crafts.

A 485 (g) Advanced Weaving 3 hours Advanced study in weaving art. Individual projects in selected weaving areas. Prerequisite: lower-division weaving.

A 496 (g) Appreciative Aspects in Art 3 hours A theory course designed to aid the general as well as the art student in his understanding of the visual arts. Emphasis on art criticism, aesthetic appreciation, the viewpoint of the artist, art and the public, and women in art. Prerequisite: upper-division or graduate standing.

A 497 (g) Composition and Visual Theory 3 hours A study of problems of color, composition and form; visual theories, processes and techniques.

A 700 (p) In-Service Education
Art Education
UPPER-DIVISION COURSES

ARe 390 Art Education: Elementary 3 hours A survey of art education for prospective elementary teachers. Studio experiences in painting, design, and crafts, integrated with art theory, appreciation, and philosophy. Prerequisites: art appreciation (A 115 or A 116) and junior standing.

ARe 391 Art Education: Secondary 3 hours A survey of art education for prospective secondary teachers. Studio experiences in painting, design, and crafts, integrated with art theory, appreciation, and philosophy. Prerequisite: consent of instructor.

ARe 490 (g) Art in the Elementary School 3 hours A course designed to provide additional art experiences in the philosophy, materials, and techniques of the visual arts for teachers and administrators. Prerequisites: upper-division or graduate standing.

ARe 491 (g) Curriculum Theory in Art Education 3 hours Analysis of current curriculum theories and their application to curriculum construction in art education. Prerequisite: consent of instructor.

ARe 492 (g) The Artistic Development of the Child 3 hours Designed to introduce students to the child's artistic development as seen in the light of research in the behavioral sciences. Prerequisite: consent of instructor.

ARe 493 (g) Foundations of Aesthetic Education 3 hours A study and analysis of historical and philosophical aspects of art education. Designed to introduce the student to the changing functions of art in American education and to the examination of various concepts of art as they relate to education. Prerequisite: consent of instructor.
ArE 494 (g) Contemporary Problems in Art Education 3 hours
A course designed to offer a critical examination of the current status of art education with particular emphasis in the areas of creativity, research, and the place of art in education. Prerequisite: upper-division or graduate standing.

Dance

LOWER-DIVISION COURSES

D 180, 181, 182 Beginning Modern Dance 1 hour each term
Introduction to the use of the human body in space and time. The elements of dance activity will be examined as they relate to the body in motion. Varied types of music and sound will be utilized to explore the relationship of sound to movement. Some choreographic studies will be included.

D 185, 186, 187 Beginning Ballet 1 hour each term
Introduction to the basic concepts of body alignment, the technical movement vocabulary in traditional ballet, the accompanying French terminology and the basic movement sequences that will develop strength and flexibility.

D 188, 189, 190 Beginning Jazz Dance 1 hour each term
Introduction to the varied styles of contemporary jazz technique with an emphasis on the uses of rhythm, syncopation, isolation of the various body parts, and varied rhythmic accompaniment. Different ethnic styles will be integrated.

D 196, 197, 198 Beginning Tap Dance 1 hour each term
Introduction to the basic elements of tap dancing, such as the shuffle, the slap, the ball change and the varied combinations of these and other elements. Tap notation also will be introduced and the varied styles of tap will be explored.

D 199 Special Studies
Terms and hours to be arranged.

D 251 Introduction to Dance 3 hours
This course will introduce the student to the artistic, social and recreational aspects of dance. Also included within the course are notation, career possibilities, therapy and differentiation of the dance idioms.

D 280, 281, 282 Intermediate Modern Dance 1 hour each term
Development of the technique level of the student through exposure to varied styles of past and contemporary modern dance trends in movement theory. Individual and compositional studies also will be included.

D 285, 286, 287 Intermediate Ballet 1 hour each term
Introduction of the elements of advanced adagio, barre, petite and grande allegro. Emphasis will be placed on work in the center and across-the-floor combinations.

D 288, 289, 290 Intermediate Jazz Dance 1 hour each term
Intermediate level past and contemporary jazz dance techniques. In addition to American jazz forms, the student will be exposed to African, Haitian and Caribbean jazz dance forms. Some emphasis will be placed on improvisatory jazz dance.

UPPER-DIVISION COURSES

D 351 Dance Composition I 3 hours
This course will explore choreographic concepts as they relate to the elements of space, time and force. Emphasis will be placed on solo, duo and trio compositions.

D 352 Dance Composition II 3 hours
This course will explore choreographic concepts as they relate to the elements of spatial design, musical form, character study and textural differences. Emphasis will be on quartet, quintet and sextet compositions.

D 357 Dance in Musical Theater 3 hours
Introduction to various dance styles used in musical theater choreography. Roles played by selected choreographers in the development of musical theater choreography. Investigation of the relationship between the choreographer and the director, musical director and scene designer in terms of overall production values.

D 380, 381, 382 Advanced Modern Dance 1 hour each term
To develop the technique level of the student through advanced study in past and contemporary modern dance trends. Some exposure to European as well as American modern dance idioms will be explored.

D 406 (g) Independent Studies in Dance 1 hour
This course is aimed toward students who wish to study in depth selected topics in dance history, theory, education or criticism. Only 3 credit hours of D 406 and D 408, singly or combined, count as electives in the dance minor.

D 407 (g) Modern Repertory Dance 1 hour
This course is designed to expose the advanced student in modern dance to the more advanced and varied modern dance techniques. Some of the techniques that might be explored, dependent upon the experience and background of the instructor, are those of Martha Graham, Doris Humphrey, Merce Cunningham and Alvin Nikolais. Advanced choreographic concepts will be explored in student choreographies. Performance ability and development of personal style will be emphasized. Only 3 credit hours of D 406 and D 408, singly or combined, count as electives in the dance minor.

D 451 Dance Production 3 hours
This course will provide the practical and theoretical knowledge of the various areas of dance production. Included will be practical experience in sound production, lighting, costume, makeup, management and publicity.

D 453 (g) Survey of Dance History 3 hours
This course will provide a survey in dance history beginning with the early shamanistic rites to contemporary modern, ballet and theatrical dance artists.

D 454 (g) Evolution of Modern Dance 3 hours
This course will cover the development of modern dance and the philosophies of the leading modern dances of the decade from Duncan to the present.

D 455 (g) Group Choreography 3 hours
This course will examine the use of groups of dancers as they relate to design, shape, focus, pace and balance. Group choreographers are integral.

D 491 (g) Dance in Elementary Education 3 hours
Contemporary American and European movement theory as it relates to the elementary school program. The interrelationship of dance to other subject areas will be explored.

D 494 (g) Dance in Secondary Education 3 hours
This course will prepare a student to teach dance in the secondary schools. The topics examined are how to build a dance class, what to teach and teaching methodology.

D 495 (g) Pantomime Practice and Performance 3 hours
Introduction to the basic pantomimic exercises and illusionary techniques involved in the art of pantomime. Some of them include the illusionary walk and run, walking against the wind, climbing up and down stairs and pulling a rope. The rudimentary elements involved in sketch construction also will be explored. The history and theory of pantomime will be included.

D 496 (g) Dance and Related Arts 3 hours
This course will examine the aesthetic foundations of dance as a creative art. In addition, the philosophic basis of music, theater and art will be analyzed in relation to dance.
Music
A maximum of 12 hours of group music participation may be counted toward graduation. Courses include Mus 195, 196, 197, 395, 396 and 397.

LOWER-DIVISION COURSES

Mus 111, 112, 113 Musicianship I 4 hours each term
The study of music through performance, listening, analysis and composing. Ear training and keyboard work included. Meter, rhythm, scale materials, melody, counterpoint (two and three voice texture) and formal aspects are studied.

Mus 178, 179, 180 Voice Proficiency Class 2 hours each term
Essentials of singing, including tone production, diction, style, interpretation, and sight singing. These three terms form a sequence specially designed for the music education major who is preparing for the voice proficiency examination.

Mus 181, 182, 183 Voice Class 1 hour each term
The essentials of singing, including tone production, diction, style and interpretation.

Mus 189, 190, 191 Piano Proficiency Class 2 hours each term
Elementary piano course including rhythm, notation, transposition, harmonization, performance of easy repertoire and sight reading. First three terms of a six-term sequence specially designed for the music major who is preparing for the piano proficiency examination.

Mus 192, 193, 194 Piano Class 1 hour each term
Elementary piano course including rhythm, notation, keyboard and transposition.

Mus 195 Band 1 hour each term
Participation in Marching Band, Symphonic Band, and Instrumental Jazz Ensemble. Open to freshmen and sophomores who pass the necessary test of ability. The class meets three hours per week. Opportunities also are offered for membership in small instrumental ensembles.

Mus 196 Orchestra 1 hour each term
Participation in the Chamber Symphony Orchestra. Open to freshmen and sophomores who pass the necessary test of ability. The class meets three hours each week. Opportunities also are offered for membership in small instrumental ensembles.

Mus 197 Chorus 1 hour each term
Participation in the Concert Choir, Woman's Chorale, and WOSC Chamber Singers. Open to freshmen and sophomores who pass the necessary test of ability. The class meets three hours per week.

Mus 199 Special Studies Terms and hours to be arranged
An introduction to music literature through the study of elements and organizing principles as they relate to music of all periods. Stress is placed on listening to music that is popular in the concert hall. This course may be used to satisfy the Liberal Arts Core Curriculum requirement.

Mus 211, 212, 213 Musicianship II 4 hours each term
The study of music through performance, listening, analysis and composing. Ear training and keyboard work included. Topical emphases: counterpoint, harmony, arranging and form. Prerequisite: Mus 113.

Mus 234 Guitar Class 1 hour
Introduction to guitar playing with emphasis on chording, strumming, and finger-picking techniques and note reading.

Mus 235 Brass Class 1 hour
The study of the brass family, stressing good tone production and fingering techniques. Class serves as a laboratory to develop some playing and theoretical knowledge of instruments, including teaching techniques. Some instruments are provided by the college.

Mus 236 Woodwind Class 1 hour
The study of the woodwind family, stressing good tone production and fingering techniques. Class serves as a laboratory to develop some playing and theoretical knowledge of instruments, including teaching techniques. Some instruments are provided by the college.

Mus 237 Percussion Class 1 hour
The study of the percussion family. Class serves as a laboratory to develop some playing and theoretical knowledge of instruments, including teaching techniques. Some instruments are provided by the college.

Mus 261 Music History I 3 hours
History of music, 1725-1825. Stylistic developments in the Classic period through analytical listening, formal analysis and research with representative works of Haydn, Mozart, Beethoven. Critical acquaintance with standard orchestral, operatic, solo and chamber works. For music majors and minors.

Mus 262 Music History II 3 hours
History of music, 1825-1900. Stylistic developments in the Romantic period through analytical listening, formal analysis and research with representative works of Schubert, Mendelssohn, Schumann, Brahms, Berlioz, Wagner and nationalist composers. Critical acquaintance with standard orchestral, vocal, dramatic, solo and chamber works. Prerequisite: Mus 261 or consent of instructor.

Mus 263 Music History III 3 hours
History of music, 1900-45. Stylistic developments in the first half of the 20th century with representative works from Debussy, Ravel, Bartok, Stravinsky, Schoenberg, Berg, Webern and Hindemith. Techniques such as impressionism, serialism, expressionism, neoclassicism discussed and illustrated. Critical acquaintance with standard orchestral, vocal, dramatic, solo and chamber works. Prerequisite: Mus 261 or consent of instructor.

Mus 292, 293, 294 Piano Proficiency Class 2 hours each term
In addition to the study of solo repertoire and technical studies, skills pertinent to the successful performance as a public school music specialist will be studied. Second three terms of a six-term sequence specially designed for the music education major who is preparing for the piano proficiency examination. Prerequisite: Mus 191 or consent of instructor.

UPPER-DIVISION COURSES

Mus 314 Harmonic and Structural Analysis 3 hours
Thorough study of formal analysis, including the phrase unit, period, two and three-part song forms, developed ternary forms, sonata, symphony, concerto, etc. Prerequisite: Mus 213.

Mus 320 Conducting 2 hours
Techniques of conducting, vocal and instrumental, including analysis of composition conducted. The class serves as a laboratory for singing and playing compositions conducted. Prerequisite: Mus 113 or consent of instructor.

Mus 321 Instrumental Conducting 2 hours
Conducting techniques as they apply to instrumental music. Includes work with transposition and score understanding. Opportunity to conduct instrumental ensembles. Prerequisite: Mus 320.

Mus 324 Choral Conducting 2 hours
Conducting techniques applied to choral music, including different styles and 20th century avant-garde. Opportunity to conduct choral ensembles. Prerequisite: Mus 320.

Mus 332 String Class 1 hour
Preparation training in the basic techniques of violin and viola playing with emphasis on various approaches to class teaching and the development of string programs in the public schools. Consent of instructor.
Mus 333 String Class 1 hour
Preparatory training in the basic techniques of cello and bass playing with emphasis on various approaches to class teaching and the development of string programs in the public schools. Consent of instructor.

Mus 335 Guitar in the Schools 1 hour
Study of methods and materials for organizing and teaching guitar classes in elementary and secondary schools. This course is designed for music majors or minors. Prerequisite: basic folk-style guitar competency.

Mus 336 Instrumentation and Orchestration 2 hours
Study of the instruments of the orchestra and band; the practical art of scoring for various instrumental choirs and large ensembles. Prerequisite: Mus 213.

Mus 344 Brass Class II 1 hour
Continued study of the brass family, stressing good tone production and fingering techniques. Class serves as a laboratory to develop playing and theoretical knowledge of instruments and teaching techniques not studied in Mus 235. Prerequisite: Mus 235.

Mus 345 Woodwind Class II 1 hour
Continued study of the woodwind family, stressing good tone production and fingering techniques. Class serves as a laboratory to develop playing and theoretical knowledge of instruments and teaching techniques not studied in Mus 236. Prerequisite: Mus 236.

Mus 351 Music History II 3 hours
The history of music before 1600. A study of stylistic developments in the music of this period through analytical listening, formal analyses and research. Primarily for music majors. Prerequisite: Mus 261 or consent of instructor.

Mus 362 Music History II 3 hours
The history of music from 1600 to 1750. A study and analysis of representative works from Monteverdi to Domenico Scarlatti. Primarily for music majors. Prerequisite: Mus 261 or consent of instructor.

Mus 363 Music History II 3 hours
An analytical study of 20th century music that reflects radical trends. Serial music, expressionism, aleatoric processes and electronic music are among the topics studied. Primarily for music majors. Prerequisite: Mus 261 or consent of instructor.

Mus 381 Music Fundamentals 3 hours
A study of basic music fundamentals. Course content includes the study of major scales, keyboard, rhythm patterns, and primary chord progressions. Students demonstrate competency in playing such instruments as the soprano recorder, autoharp, resonator bells, and classroom rhythm instruments.

Mus 382 Music Fundamentals 3 hours
A study of the rudiments of folk guitar, functional application of music fundamentals in playing chords and melodies, sight reading of rhythm patterns, and listening to selected recordings. Prerequisite: Mus 381.

Mus 385 Band 1 hour each term
Participation in Marching Band, Symphonic Band, and Instrumental Jazz Ensemble. Open to juniors and seniors who pass the necessary test of ability. The class meets three hours per week. Opportunities also are offered for membership in small instrumental ensembles.

Mus 386 Orchestra 1 hour each term
Participation in the Chamber Symphony Orchestra. Open to juniors and seniors who pass the necessary test of ability. The class meets three hours each week. Opportunities also are offered for membership in small instrumental ensembles.

Mus 397 Chorus 1 hour each term
Participation in the Concert Choir, Women's Chorale, WOSC Chamber Singers, and Vocal Jazz Ensemble. Open to juniors and seniors who pass the necessary test of ability. The class meets three hours per week. Opportunities also are offered for membership in small vocal ensembles.

Mus 398 Music Theater 2 hours
Study, analysis, rehearsal, performance of operas, operettas and musicals from classics to modern works. Small works and excerpts from longer operas may be used. May be repeated to a maximum of six hours toward graduation. Prerequisite: consent of instructor.

Mus 406 Special Individual Studies Terms and hours to be arranged
Designed for individual or special studies in a limited area of interest under the guidance of a designated faculty member.

Mus 407 (g) Seminar Terms and hours to be arranged
Mus 408 (g) Workshops Terms and hours to be arranged
Mus 409 Practicum Terms and hours to be arranged
Field experience in areas other than public school teaching. Maximum of 12 hours.

Mus 414 (g) Arranging 2 hours
Arranging music for small and large choirs, small instrumental combinations and children's vocal or instrumental groups. Includes analysis of published vocal and instrumental scores. Arrangements performed and critiqued when practical. Prerequisite: Mus 213 or consent of instructor.

Mus 418 (g) Advanced Composition 2 hours
Selecting and developing projects in original composition for instruments and voices. Compositions will be performed and critiqued when practical. Formal analysis of published music for research purposes will be included as needed. Prerequisite: Mus 213 or consent of instructor.

Mus 421 (g) Introductory Electronic Music Techniques 3 hours
Basic means of creating electronic music; musique concrete, tape manipulation, synthesizer operation, Electronic terminology. Study of selected electronic works. Prerequisite: consent of instructor.

Mus 422 (g) Advanced Electronic Music Techniques 3 hours
Composing with tape and synthesizer. Includes examination of selected electronic works. Prerequisite: Mus 421 or consent of instructor.

GRADUATE COURSES
Courses numbered 400-499 and designated (g) may be taken for graduate credit.

Mus 503 Thesis or Field Study 6 hours
A culminating experience for the degree candidate, consisting of a practical application of his graduate studies to his professional needs. This culminating project may consist of an oldMiscellaneous Assignment or a new assignment. Students may be assigned to a particular field of study by the instructor. Prerequisites: permission of instructor.

Mus 507 Seminar Terms and hours to be arranged

Mus 514, 515 Arranging 2 hours each term
Independent study of texts on choral and instrumental arranging, with analysis of vocal and instrumental scores. Students will make sample arrangements for the various media studied. Insofar as possible, arrangements will be performed and critiqued on the basis of their practicability and accuracy.

Mus 520, 521 Analytical and Compositional Studies 2 hours each term
Students will examine and analyze musical literature illustrating stylistic techniques. Grasp of style demonstrated by sample compositions. Reading and
Course Descriptions

reports on texts and articles relating
to writing techniques of traditional, 20th
century and avant garde music.

Mus 524 Contemporary Developments
in Music Education (Elementary)
3 hours
New music materials and resources
are examined and evaluated. Feasibility
of innovations in terms of local re-
sources and budgets is considered.
New trends in elementary music edu-
cation are examined.

Mus 525 Contemporary Developments
in Instrument Music Education
3 hours
Designed to familiarize the student
with new philosophical and pedagogical
concepts in instrumental music educa-
tion, to acquaint him with innovative
resources and techniques, and to aid
him in developing curricular plans for
introducing and evaluating new pro-
grants appropriate to his specific teach-
ing situation; evaluation of new music
and materials; marching band tech-
niques; improvisational techniques; ad-
vanced rehearsal techniques; instrument
repair.

Mus 526 Advanced Secondary Choral
Techniques 3 hours
Designed to familiarize the student
with new philosophical and pedagogical
concepts in vocal music education,
to acquaint him with innovative resour-
ces and techniques, and to aid him in
developing curricular plans for intro-
ductive and evaluatory new programs
appropriate to his specific teaching sit-
utation.

Mus 537 Administration of School
Music 2 hours
This course emphasizes the adminis-
trative functions of music education:
curriculum planning and development;
budget preparation; purchase and main-
tenance of materials and equip-
ment; the role of the music teacher in
guidance and public relations; schedule
planning; the relationship of the music
teacher to the school administration and
teachers in other departments; and the
functions of music specialists who work
with classroom teachers.

Mus 543 Philosophical Concepts in
Music Education 3 hours
An examination of the historical de-
velopment of music education, focusing
attention on philosophical expressions
of music educators, administrators,
boards of education and the lay public
which have influenced the various
trends in curriculum emphasis from one
generation to the next; various and
sometimes conflicting philosophies of
education, aesthetic and music educa-
tion are examined, challenging the stu-
dent to develop his own personal phi-
losophy based on a critical analysis of
the social-cultural forces affecting the
lives of children and young people now
in public schools.

Mus 550, 551 Music History and
Literature 2-4 hours each term
Study projects of selected representa-
tive composers from different musical
eras. Emphasis on acquisition of com-
petency in identifying stylistic traits pe-
culiar to each style studied and their
relationship to other periods, and on de-
voping a sensitivity for aesthetic val-
ues and a basis for value judgments.
(Specific content determined by place-
ment examination. First term normally
offered for 4 hours credit. Second term
offered for variable credit on an indi-
vidualized or small group basis.)

Mus 570, 571 Conducting 2 hours
each term
Problems and techniques in choral or
instrumental conducting. Preparation
of repertoire and proper interpretation
of music from various periods. Emphasis
on problems of contemporary music.
(Specific content determined by place-
ment examination.)

Mus 700 (p) In-Service Education

Music Education

UPPER-DIVISION COURSES

MuE 347 Instrumental Music Methods
and Techniques 3 hours
Materials and methods for organizing,
developing and administering the school
instrumental music program: history and
philosophy of instrumental music in
education; class teaching of instru-
ments; rehearsal organization and tech-
niques; evaluation of music and music
performance; public performance. Pre-
requisites: Mus 235, 236, 237, and 320,
or consent of instructor.

MuE 358 Music in the Middle School
and Junior High School 3 hours
Study of teaching strategies and ma-
terials applicable to the junior high
school and middle school students. Con-
sideration of growth patterns and soci-
etal influences unique to the 10-14-
year-old, the changing voice, special
interests, listening skills, and creative
experience to foster enjoyment and un-
derstanding of music. Prerequisites:
Mus 113, Mus 382 or consent of instruc-
tor.

MuE 383 Music Education
(Elementary) 3 hours
A study of current teaching strategies
in elementary school music education,
with opportunity to teach children in a
classroom situation where feasible. Stu-
dents analyze, plan and present lessons
designed to increase children's enjoy-
ment and understanding of music. Pre-
requisite: Mus 381, 382 or Mus 111,
112, 113.

MuE 384 Secondary Choral
Techniques 3 hours
Materials and methods for developing
high school choral organizations; ado-
escent voice, its care and development;
survey of choral literature; public per-
formance; program building; evaluation
techniques; philosophy of music edu-
cation; the high school musical. Pre-
requisites: Mus 111, 112, 113 and 320.

Music Performance

LOWER-DIVISION COURSES

MuP 171-192 Performance
Studies 1-2 hours each term
Individual instruction in voice, key-
board, wind, string and percussion in-
struments. First level of lower-division
study. Consent of instructor required.

MuP 171 Piano
MuP 172 Harpsichord
MuP 173 Organ
MuP 174 Voice
MuP 175 Violin
MuP 176 Viola
MuP 177 Cello
MuP 178 Bass
MuP 180 Guitar
MuP 181 Flute
MuP 182 Oboe
MuP 183 Clarinet
MuP 184 Saxophone
MuP 185 Bassoon
MuP 186 Trumpet
MuP 187 French horn
MuP 188 Trombone
MuP 189 Baritone
MuP 190 Tuba
MuP 191 Percussion
MuP 192 Miscellaneous

MuP 271-292 Performance Studies
1-2 hours each term
Second level of lower-division study.
For details see MuP 171-192. Consent of
instructor required. Prerequisite: pro-
ficiency required for satisfactory com-
pletion of instruction at the level of
MuP 171-192.

UPPER-DIVISION COURSES

MuP 341-368 Performance Studies
1-2 hours each term
Upper-division study for students who
have not passed the jury audition re-
quired for MuP 371-392. Consent of in-
structor required.

MuP 341 Piano
MuP 342 Harpsichord
MuP 343 Organ
MuP 344 Voice
MuP 345 Violin
MuP 346 Viola
MuP 347 Cello
MuP 348 Bass
MuP 350 Guitar
MuP 351 Flute
MuP 352 Oboe
MuP 353 Clarinet
MuP 354 Saxophone
MuP 355 Bassoon
MuP 356 Trumpet
MuP 357 French horn
Course Descriptions 101

TA 384 Play Direction 3 hours
Introduction to dramatic theories and techniques and their application to play direction. Sources of dramatic materials, choice of plays, casting and rehearsal. Prerequisites: TA 251 and consent of instructor.

TA 406 (g) Special Individual Studies 1-3 hours
Designed for advanced individual study in some aspects of the theater arts. Prerequisite: consent of instructor.

TA 407 (g) Seminar Hours to be arranged
Advanced study in seminar format of the theatrical literature and history, or production techniques of a specific nation, culture, or the work of a particular theatrical artist of contemporary or historical significance. Prerequisite: consent of instructor.

TA 408 (g) Workshop Terms and hours to be arranged

TA 409 (g) Theater Practicum Terms and hours to be arranged

TA 414 (g) Children’s Theater 3 hours
The study of aesthetic and technical problems in producing theater for youth, including the history, philosophy and psychology of children’s theater.

TA 415 (g) Drama in the Secondary School 3 hours
The role of drama in the high school; its relation and value to administration, faculty, students and community; curriculum and teaching materials; selection and production of high school plays.

TA 421 (g) American Theater 3 hours
A historical study of the major developments in the American theater from the Revolutionary War to 1970.

TA 427 (g) Contemporary Theater 3 hours
A study of a selected number of the most recent available scripts and the most recent production developments in the contemporary theater.

TA 434, 435, 436 (g) Advanced Theater Technology and Design 2 hours each term
Advanced work in the area of technical theater, new development of scenic craft and design (434), lighting (435) and costuming (436). Each course involves two hours of lecture and demonstration and three hours of laboratory work weekly.

TA 444 (g) Theory and Criticism of Theater Arts 3 hours
Comparative study of the major theories which have influenced theatrical practice in western civilizations from ancient times to the present. Prerequisite: consent of instructor.
GRADUATE COURSES

Courses numbered 400-499 and designated (g) may be taken for graduate credit.

TA 506 Special Individual Studies
1-3 hours
Designed for graduate advanced individual study in some aspects of the theater arts. Prerequisite: consent of instructor.

TA 507 Seminar
Hours to be arranged
Designed for graduate students as a supplemental enrichment course of study in the theatrical literature and history, or production techniques, of a specific nation, culture, or the work of a particular theatrical artist of contemporary or historical significance. Prerequisite: consent of instructor.

TA 509 Theater Practicum
Terms and hours to be arranged

HUMANITIES

HUMANITIES

LOWER-DIVISION COURSES

Hum 199 Special Studies
Terms and hours to be arranged

UPPER-DIVISION COURSES

Hum 306 Special Studies in Humanities 3 hours
One of a variety of topics in the humanities as announced in the Schedule of Classes. The course may be taken twice if subject content is not repeated.

Hum 375 Studies in Ethnic Literature 3 hours
The study of the literature of a specified ethnic group to be identified in each year’s official Schedule of Classes. The course may be taken twice if the subject content is not repeated.

Hum 385 Folklore 3 hours
An introduction to the major types of folklore and oral tradition (ballads, folk tales, superstitions, etc.), with particular emphasis on Anglo-American materials.

Hum 386 Studies in Eastern Mythology 3 hours
An introduction to Oriental mythologies, focusing on the materials and tools of mythic studies as announced in the official Schedule of Classes, such as: The Ancient Near East, The Far East, etc. The course may be taken twice if the subject content is not repeated.

Hum 387 Studies in Western Mythology 3 hours
An introduction to Occidental mythologies, focusing on the materials and tools of mythic studies as announced in the official Schedule of Classes, such as: Greco-Roman myth, Norse myth, Modern Myth-Makers, etc. The course may be taken twice if the subject content is not repeated.

Hum 406 (g) Special Individual Studies
Terms and hours to be arranged
Designed for individual or special studies in a limited area of interest, under the guidance of a designated staff member.

Hum 407 (g) Seminar
Hours to be arranged

Hum 408 (g) Workshop 2-3 hours

Hum 411 (g) Philosophy and Literature 3 hours
Reflection upon the research for meaning in the modern world as it is mirrored by developments in both philosophy and literature. A survey of major philosophical and literary works for the purpose of investigating the relations between literary form and philosophical meaning.

Hum 413 (g) Language of the Mass Media 3 hours
The uses of verbal and visual language in the popular media—motion pictures, television, radio, newspapers and magazines—both by direct study and analysis of the various media and by the study of the relevant scholarship and criticism.

Hum 443 (g) Symbolic Forms 3 hours
The course will inquire into the nature of symbolic forms, focusing on examples from mythology and religion, science, the arts and politics.

Hum 456 (g) Form and Meaning in Film 3 hours
A study of the distinctive aspects of film as an art and communication form, as embodied in the theory and practice of filmmakers and scholars.

GRADUATE COURSES

Courses numbered 400-499 and designated (g) may be taken for graduate credit.

Hum 503 Thesis 3-9 hours

Hum 506 Special Individual Studies
Terms and hours to be arranged
Designed for individual or special studies in a limited area of interest, under the guidance of a designated staff member.

Hum 507 Seminar
Hours to be arranged

Hum 508 Workshop 2-3 hours

WRITING

LOWER-DIVISION COURSES

Wr 045 Words, Sentences, Paragraphs 3 hours
Writing papers based on experience, concentrating on the smaller units of composition. Practical study of word forms, sentence structure and paragraph development, with emphasis on grammar and usage. Does not count toward graduation.

Wr 121 English Composition 3 hours
A basic course in expository writing required of all freshmen. It is the first course in the sequence followed by a 200 level course in the sophomore year and an upper-division course in the junior or senior year.

Wr 222 English Composition 3 hours
The writing of documented exposition and argumentation based on primary and secondary sources. Prerequisites: Wr 121 and sophomore standing.

Wr 224 The Research Paper 3 hours
The writing of the research paper; required of all students in language arts teaching programs. Prerequisites: Wr 121 and sophomore standing.

Wr 241 Introduction to Writing Fiction 3 hours
An introductory course in the techniques of writing fiction, with attention to development of critical appreciation of the art of writing.

Wr 242 Introduction to Writing Poetry 3 hours
An introductory course in the technique of writing poetry, with attention to the development of critical appreciation of the art of writing.

Wr 243 Introduction to Writing Plays 3 hours
An introductory course in the technique of writing plays, with attention to the development of critical appreciation of the art of writing.
UPPER-DIVISION COURSES

Wr 321 Business and Technical Communications 3 hours
Practice in analysis and writing of the special forms common to business, industry, and professions. Emphasis on the organization, form and style of technical reports, articles, abstracts, memoranda, and correspondence. Prerequisites: Wr 121 and Wr 222 or equivalent, or consent of instructor.

Wr 323 English Composition 3 hours
A course in intermediate expository writing. Prerequisites: Wr 222 or Wr 224, and junior standing.

Wr 341 Advanced Creative Writing 3 hours
Study and writing of poetry, prose, fiction, and drama.

Wr 409 (g) Writing Practicum and Seminar
Terms and hours to be arranged
The theory and practice of critical analysis of student writing.

Wr 414 (g) Advanced Composition 3 hours
Advanced instruction and practice in the principles of writing: required of all students who plan to teach English. Prerequisites: Wr 222 or Wr 224, and junior standing.

Wr 440 (g) Teaching of Writing 3 hours
The teaching of writing in language arts programs and various subject matter areas; problems in student writing; planning classroom activities; selection of materials; evaluation of student performance. Prerequisites: Wr 222 or 224 and junior standing.

Wr 450 (g) Writing for Publication 3 hours
A survey of methods of publication and of markets for various kinds of writing. Theory and practice in manuscript preparation, manuscript form, proofreading, and copyright application. Submission of actual manuscript for publication.

GRADUATE COURSES

Courses numbered 400-499 and designated (g) may be taken for graduate credit.

Wr 510 Forms of Expository Prose 3 hours
Intensive study and practice in analyzing and writing expository prose. Recommended for secondary teachers.

English

LOWER-DIVISION COURSES

Eng 104, 105, 106 Types of World Literature 3 hours each term
A sequence in literary techniques and forms involving works in English and in translation. 104, fiction; 105, drama; 106, poetry.

Eng 107, 108, 109 Literature of the Western World 3 hours each term
A chronological survey of masterpieces in Western world literature from ancient times to the present. 107, Greek and Roman; 108, Medieval and Renaissance; 109, 18th century to the present.

Eng 110 Introduction to Language Study 3 hours
A survey of such basic topics in language study as language acquisition, sociology of language, semantics and linguistic resources.

Eng 199 Special Studies Terms and hours to be arranged
Eng 204, 205, 206 Survey of English Literature 3 hours each term
A survey in representative English literature, including intellectual and cultural influences, 204, beginnings through Renaissance; 205, Restoration through Romantic; 206, Victorian to present.

Eng 210 The Vocabulary of English 3 hours
The study of affixes, root words, derived forms, loan words, etymologies and definitions of words with the aim of increasing knowledge of basic English vocabulary processes.

Eng 215 Basic Grammar for Teachers 3 hours
A systematic and thorough survey of basic English grammar and usage, including terminology and traditional diagramming.

Eng 253, 254, 255 Survey of American Literature 3 hours each term
A sequence in representative American literature including intellectual and cultural influences, 253, beginnings to 1850; 254, 1850-1914; 255, 1914 to the present.

UPPER-DIVISION COURSES

Eng 310 Nature of the English Language 3 hours
Introduction to current studies in English grammar, the sounds of English, social and regional dialects, with some attention to their applications in the teaching of English.

Eng 315 Approaches to Literature 3 hours
A study of contemporary critical approaches to literature. Written and oral reports on specific literary works.

Eng 318 The Bible as Literature 3 hours
A study of the representative literary forms, events and figures of the Old and New Testaments of the English Bible, with emphasis on their importance to the subsequent development of the literary and philosophical traditions of the Western world.

Eng 320 Classical Literature 3 hours
A study of Greek and Roman literature, in translation, with emphasis on the predominant literary ideas, genres and figures of the classical world.

Eng 321 Medieval Literature 3 hours
A study of European and English medieval literature, with emphasis on the predominant literary ideas, genres and figures of the period.

Eng 322 Literature of the Renaissance 3 hours
A study of European and English Renaissance literature, with emphasis on the predominant literary ideas, genres and figures of the period.

Eng 323 Literature of the Enlightenment 3 hours
A study of European and English literature of the Enlightenment, with emphasis on the predominant literary ideas, genres and figures of the period.

Eng 324 Romanticism 3 hours
A study of European, English and American literature of the early 19th century, with emphasis on the Romantic movement.

Eng 325 Realism 3 hours
A study of European, English and American literature of the late 19th century, with emphasis on the Realistic movement.

Eng 326 Modern Literature 3 hours
A study of European, English and American literature since 1900, with emphasis on predominant literary ideas, genres and figures.

Eng 327 Contemporary Literature 3 hours
Contemporary fiction, poetry and drama with emphasis on the development of new literary forms, concepts, attitudes and movements.

Eng 345 Shakespeare 3 hours
A study of selected major works of Shakespeare.

Eng 365 The European Novel 3 hours
The study of the European novel from its beginnings to the end of the 19th century.

Eng 366 The English Novel 3 hours
A study of the English novel from its beginnings to the end of the 19th century.

Eng 367 The American Novel 3 hours
A study of the American novel from its beginnings to the end of the 19th century.

Eng 368 The Modern Novel 3 hours
The modern novel with concentration on both Anglo-American and Continental works.
Eng 406 (g) Special Individual Studies
Terms and hours to be arranged
Individual or special studies in a limited area of interest under the guidance of a designated staff member.
Consent of instructor required.

Eng 407 Seminar
Terms and hours to be arranged
Intended for non-teaching majors in English. Maximum of 3 hours.

Eng 438 (g) Advanced Shakespeare 3 hours
An intensive study of the sources, backgrounds and texts of a selected few of Shakespeare’s plays.

Eng 447 (g) A Study of Major Figures in Literature 3 hours
An in-depth study of a major writer and his works. This course may be taken twice if subject content is not repeated.

Eng 451 (g) The Short Story 3 hours
The short story in English and translation from the mid-19th century to the present.

Eng 456 (g) Form and Meaning in Poetry 3 hours
A general study of the forms, subject matter and conventions of poetry, particularly lyric, with special emphasis on poetry in English.

Eng 457 (g) Modern Poetry 3 hours
A study of 20th century poetry and poets.

Eng 460 (g) Form and Meaning in Drama 3 hours
A general study of the forms, subject matter and conventions of drama, with special emphasis on the formal qualities that persist in dramatic literature, regardless of era or genre.

Eng 463 (g) Modern Drama 3 hours
The study of modern dramatic literature from Ibsen to the present, focusing on the works of major playwrights, those who have shaped and influenced the nature of current theater.

Eng 470 (g) Modern American Usage 3 hours
An examination of current American usage and the question of standard dialect based on modern studies in linguistics. The relationship between grammar and usage is examined to help the student and the prospective teacher.

Eng 480 (Lib 480) (g) Children’s Literature 3 hours
A study of the many books available for children in the elementary school. 
(Applicable as Education on elementary degree requirements and certification.)

Eng 484 (g) Comedy 3 hours
Comedies and the comic concept in Western literature.

Eng 485 (g) Tragedy 3 hours
An analysis of tragedy and the tragic vision in a range of literary works.

Eng 486 (g) Satire 3 hours
An analysis of satire and its literary forms.

Eng 489 (Lib 489) (g) Literature and Media for Young Adults 3 hours
A study of the literature and related media used in junior and senior high schools.

Eng 490 (g) Development of the English Language 3 hours
Growth of the English language from its beginning to the present day. Prerequisite: Eng 310 or consent of instructor.

Eng 492 (g) Structure of the English Language 3 hours
A study of English grammar according to traditional, structural and transformational linguistic theories, with attention paid to practical application of those theories. Prerequisite: Eng 310 or consent of instructor.

Eng 499 (g) The Teaching of English as a Second Language 3 hours
Linguistic study of the English language for students or teachers planning to engage in the teaching of English as a second language, especially in bilingual, bicultural educational programs.

GRADUATE COURSES
Courses numbered 400-499 and designated (g) may be taken for graduate credit.

Eng 510 Recent Developments in Language Study 3 hours
An examination of recent trends in language study and their relationships with school and society.

Eng 515 Applied Linguistics for Teachers 3 hours
Application of principles of the scientific study of language to areas that would be of interest to teachers, including pronunciation, grammar, dialect, spelling, vocabulary development, and English as a second language. No prerequisites.

Eng 523 Studies in British Literature to 1660 3 hours
A study of different periods, writers or literary movements in British literature from the beginnings through 1660. Different topics will be indicated in the official Schedule of Classes. A maximum of two terms (6 hours) may be included in each student’s degree program.

Eng 524 Studies in British Literature Since 1660 3 hours
A study of different periods, writers or literary movements in British literature from 1660 to the present. Different topics will be indicated in the official Schedule of Classes. A maximum of two terms (6 hours) may be included in each student’s degree program.

Eng 526 Studies in American Literature 3 hours
A study of different periods, writers or literary movements in American literature from the beginnings to the present. Different topics will be indicated in the official Schedule of Classes. A maximum of two terms (6 hours) may be included in each student’s degree program.

Eng 528 Studies in Continental Literature Through the Renaissance 3 hours
A study of different periods, writers or literary movements in European continental literature from the beginnings through the Renaissance. Different topics will be indicated in the official Schedule of Classes. A maximum of two terms (6 hours) may be included in each student’s degree program.

Eng 529 Studies in Continental Literature Since the Renaissance 3 hours
A study of different periods, writers or literary movements in European continental literature since the Renaissance to the present. Different topics will be indicated in the official Schedule of Classes. A maximum of two terms (6 hours) may be included in each student’s degree program.

Eng 531 Major Theories of Literary Criticism 3 hours
The history, principles and practice of various aspects of literary criticism. Prerequisite: 15 hours of literature or consent of instructor.

Journalism

LOWER-DIVISION COURSES
J 211 Introduction to Mass Communications 3 hours
Introduction to the elements of modern mass communications, both printed and electronic; history, scope, philosophy and techniques of various media, as well as their relevance to modern society.

J 212 Reporting 3 hours
Basic training in news writing and reporting, with emphasis on accuracy, clarity and objectivity of writing.

J 213 Copy Editing and Markup 3 hours
Instruction in the fundamentals of copy editing, headline writing, proofreading and makeup; study of technical processes as they affect copy preparation.
J 215 Journalism Projects 1 hour
each term. Maximum of 6 hours
Application of journalistic techniques
and principles through work on student
publications.

UPPER-DIVISION COURSES
J 311 Advanced Journalistic Writing
3 hours
The course is designed to develop
students’ skills in particularized
writing: features, interviews; book,
play and music reviews; editorial writ-
ing, in-depth reporting, business and
technical reporting, political and juris-
dicial reporting, investigative reporting,
and writing for broadcast media.

J 455 (g) Supervision of School
Publications 3 hours
A theoretical and practical investiga-
tion of the teacher’s role in guiding
student publications in secondary
schools.

German
LOWER-DIVISION COURSES
GL 101, 102, 103 First Year German
4 hours each term
Emphasis on practicing German in
small groups, individual work with tapes
and language learning through the use
of film. Open to all students who wish
to begin the study of German.

GL 199 Special Studies
Terms and hours to be arranged

GL 201, 202, 203 Second Year
German 4 hours each term
Emphasis on developing oral fluency
and progressive development of writing
skill. Complete grammar review. Open
to all students who wish to improve
their ability to speak and understand
German. Prerequisite: GL 103 or equiva-
 lent.

GL 221, 222, 223 Conversational
German 3 hours each term
Exercises in free speaking and em-
phasis on acquisition of active vocab-
ulary. Topics chosen from a wide range
of situations and current events. Sum-
mer term only.

GL 229 Basic Writing in German
3 hours
A systematic introduction to the writ-
ing of German prose focusing on simple
grammatical structures and the orthog-
raphy of German. First in a vertical
series of writing courses (see GL 329).
Prerequisite: one year of college Ger-
man.

UPPER-DIVISION COURSES
GL 310, 311, 312 Introduction to
German Literature
3 hours each term
Readings from representative German
authors within the major genres
such as drama, novelle, novel and poe-
try. Conducted in German. Prerequisite:
two years of college, German or equiva-
 lent. Offered in alternate years.

GL 329 Intermediate Composition
in German 3 hours
Use of more complex grammatical
structures in writing; compound tenses,
passive voice, subjunctive mood; more
specialized vocabulary. Prerequisite:
two years of college German.

GL 331 German Pronunciation
and Phonetics 3 hours
A thorough study of the sound sys-
tem of German, with individual atten-
tion to each student’s difficulties.
Ofered in alternate years.

GL 337, 338 Intermediate Spoken
German 3 hours each term
Presentation of talks on both as-
signed and “free” topics. Practice in
narration of stories and films and of
extemporaneous speaking. Prerequisite:
two years of college German.

GL 340 Survey of German Culture
and Civilization 3 hours
A historical, cultural and sociological
background for the understanding of
contemporary German and Austria. Con-
ducted in German.

GL 341 Survey of German Culture
and Civilization 3 hours
Focus on cultural aspects of modern
Germany and Austria, their people, cus-
toms and institutions. Conducted in
German.

GL 406 Special Individual Studies
Terms and hours to be arranged
Individual study in German under the
supervision of the instructional staff.
Credit for GL 406 and 407, singly or
combined, may not exceed six hours.
Consent of instructor required.

GL 407 Seminar 1-6 hours
An in-depth study of a literary figure,
literary genre or other relevant activity
related to the German language. Credit
for GL 406 and 407, singly or combined,
may not exceed six hours.

GL 411 Applied Linguistics: German
3 hours
The application of linguistic science,
particularly in the modern language
classroom. Emphasis on comparing and
contrasting the sound systems and the
grammars of English and German.

GL 416 Language Laboratory:
Practicum 2 hours each term
Maximum of 6 hours
Practice as a teaching assistant in the
instructional processes and the ad-
ministration of the first-year language
courses. This course will give students
an early beginning in their careers as
professional educators and provide an
opportunity to work as assistants in a
regularly scheduled language class-
room. Prerequisite: consent of instruc-
tor.

Course Descriptions

GL 423 Studies in German Language
and Literature 2-6 hours
An in-depth study of a literary figure,
literary genre, or other relevant activity
related to the study of German lan-
guage, literature, and modern Germany,
identified in each year’s class sched-
ule. Students may repeat the course and
accumulate a maximum of 6 hours if
the subject content is not repeated.

GL 424, 425, 426 Advanced German
Composition and Conversation.
3 hours each term
Systematic review of functional gram-
matic and extensive practice in composi-
tion and conversation. Special attention
given to idiomatic phrases. Conducted
in German. Prerequisite: GL 336.

Romance Languages

LOWER-DIVISION COURSE
RL 199 Special Studies
Terms and hours to be arranged

UPPER-DIVISION COURSES
RL 355 Second and Foreign
Languages in the Elementary School
3 hours
A review of past practices and pres-
tent trends in second and foreign lan-
guage teaching in the elementary school.
Examination of the child’s develop-
mental levels, adult attitudes and pres-
sure group influences to second and
foreign language teaching and learn-
ing. Prerequisites: junior or senior
standing with a minor in a foreign lan-
guage, or consent of instructor.

RL 450 Reading Techniques in a
Bilingual-Bicultural Program 3 hours
Analysis of the basic principles, is-
sues and methodologies in the teach-
ing of reading in the native language
and its transferability to the second
language; investigation of the current
research and materials. Appropriate
applications of these in a bilingual-
bicultural program.

French

LOWER-DIVISION COURSES
Fr 101, 102, 103 First Year French
4 hours each term
Open to any student who wishes to
begin the study of French. This course
allows the student to acquire experi-
ence systematically in speaking, read-
ing, and writing in French, including
practice in French in small groups with
assistants and individual work with
cassettes.

Fr 201, 202, 203 Second Year French
4 hours each term
For all students who wish to improve
their ability to speak and understand
French. Emphasis is on conversation.
Course Descriptions

reading and discussion of modern writers of short stories, magazine and newspaper articles; practice in writing; and continued study of the structure of the French language. Prerequisite: RL 103 or two years of high school French.

UPPER-DIVISION COURSES

Fr 311, 312, 313 Introduction to French Literature 3 hours each term
An initiation to the study of French literature; an overview from the medieval to modern periods with the reading of selected major literary works. First- and second-year level French or equivalent.

Fr 314, 315, 316 Intermediate French Composition and Conversation 3 hours each term
Intensive practice in speaking and writing the language. Oral reports and writing of original compositions. Reading includes selections of newspaper articles, short stories, etc. Conducted in French. Prerequisite: RL 103 or equivalent.

Fr 331 French Pronunciation and Phonetics 3 hours
A thorough study of the sound system of French, with individual attention to each student's difficulties. Prerequisite: two years of college French or equivalent. Offered in alternate years.

Fr 405 Reading and Conference Terms and hours to be arranged
Credit for Fr 405 and 407, singly or combined, may not exceed six hours.

Fr 407 Seminar Terms and hours to be arranged
Credit for Fr 405 and 407, singly or combined, may not exceed six hours.

Fr 411 Applied Linguistics: French 3 hours
The application of linguistic science in the foreign language classroom. Emphasis on comparing and contrasting the sound systems and the grammars of English and French. Prerequisite: two years of college French or equivalent.

Fr 416 Language Laboratory: Practicum 2 hours each term
Maximum of 6 hours
Practice as a teaching assistant in the instructional processes and the administration of the first-year French courses. This course will give students an early beginning in their careers as professional educators and provide an opportunity to work as assistants in a regularly scheduled language classroom. Prerequisite: consent of instructor.

Fr 423 Studies in French Literature: Medieval to Renaissance 3 hours
Major writers of the period, including study of the three principal medieval narrative genres: epic, romance, allegory of love. Introduction to Renaissance and Baroque poetry. Analysis of works from the perspective of modern criticism.

Fr 424 Studies in French Literature: Classical to Age of Enlightenment 3 hours
Study of selected novels and plays of 17th and 18th centuries, including Corneille, Racine, Molière, Voltaire, Diderot and Rousseau. Special attention to the evolution of literary genres of novel and theater. Perspective of modern criticism.

Fr 429, 430 French Culture and Civilization 3 hours each term
The historical, political and social background of French literature; introduction to French music and art.

Fr 467, 468, 469 Advanced French Composition and Conversation 3 hours each term
Systematic review of functional grammar and extensive practice in composition and conversation. Special attention given to idioms. Conducted in French. Prerequisite: RL 316 or equivalent.

Spanish

LOWER-DIVISION COURSES

Span 107, 108, 109 First Year Spanish 4 hours each term
Open to any student who wishes to begin the study of Spanish. This course allows the student to acquire experience systematically in speaking, reading, and writing in Spanish, including practice in conversational Spanish in small groups with assistants and individual work with cassettes.

Span 207, 208, 209 Second Year Spanish 4 hours each term
For all students who wish to improve their ability to speak and understand Spanish. Emphasis is on conversation; reading and discussion of modern writers of short stories, magazine and newspaper articles; practice in writing; and continued study of the structure of the Spanish language. Prerequisite: RL 109 or two years of high school Spanish.

Span 217, 218, 219 Spanish for Native Speakers 3 hours each term
Theory and practice in spelling, reading and writing for the native speaker of Spanish.

UPPER-DIVISION COURSES

Span 318 Children's Literature in Spanish 3 hours
A course designed to acquaint the prospective bilingual/bicultural teacher with the availability of children's literature in Spanish and how such materials may be utilized in the classroom.

Span 338 Hispanic Culture and Civilization: Spain 3 hours
A cultural survey of Spain, including geography, history, politics, economics, religion and contemporary civilization. Conducted in Spanish. Prerequisite: two years of college Spanish or equivalent.

Span 339 Hispanic Culture and Civilization: Latin America 3 hours
A cultural survey of Latin America, including geography, history, politics, economics, religion and contemporary civilization. Conducted in Spanish. Prerequisite: two years of college Spanish or equivalent.

Span 341, 342, 343 Literary Genres of Spain 3 hours each term
Readings from representative Spanish authors within the major genres such as drama, short story, novel and poetry. Conducted in Spanish. Prerequisite: two years of college Spanish or equivalent. Offered in alternate years.

Span 347, 348, 349 Intermediate Spanish Composition and Conversation 3 hours each term
Intensive practice in speaking and writing the language. Oral reports and writing of original compositions. Reading includes selections of newspaper articles, short stories, and the like. Conducted in Spanish. Prerequisite: Span 107, 108 and 109, or equivalent.

Span 350 Spanish Pronunciation and Phonetics 3 hours
A thorough study of the sound system of Spanish, with individual attention to each student's difficulties. Prerequisite: two years of college Spanish or equivalent.

Span 405 Reading and Conference Terms and hours to be arranged
Credit for Span 405 and 407, singly or combined, may not exceed six hours.

Span 407 Seminar Terms and hours to be arranged
Credit for Span 405 and 407, singly or combined, may not exceed six hours.

Span 412 Applied Linguistics: Spanish 3 hours
The application of linguistic science in the foreign language classroom. Emphasis on comparing and contrasting the sound systems and the grammars of English and Spanish. Prerequisite: two years of college Spanish or equivalent.

Span 416 Language Laboratory: Practicum 2 hours each term
Maximum of 6 hours
Practice as a teaching assistant in the instructional processes and the administration of the first-year courses. This course will give students an early beginning in their careers as professional educators and provide an opportunity to work as assistants in a regularly scheduled language classroom. Prerequisite: consent of instructor.
Course Descriptions

Phil 281 Elementary Ethics 3 hours
The course develops the idea of man as a moral agent and considers critically various interpretations of the ideals and standards of moral conduct.

Phil 282 Philosophy of Art 3 hours
An introductory study of theories of beauty and art and interpretations of the meaning and value of aesthetic experience.

Phil 283 Philosophy of Religion 3 hours
An introduction to some philosophical questions relating to religious concepts and beliefs, such as the existence and nature of God, religious experience, the relation of God and creation, evil.

Phil 284 Philosophy of Science 3 hours
A study of such problems as the nature of scientific concepts, theories and laws; the nature of scientific explanation; and the relation between science and mathematics.

UPPER-DIVISION COURSES

Phil 311 Early Greek Philosophy 3 hours
Greek philosophical thought from the pre-Socratic philosophers to Plato. May include analysis of movements of the period and of pre-philosophical thought in the ancient Near East. Reflection on reality and man's approach to reality on the one hand and the nature of value in human life on the other. May be taken twice for credit if content isn't repeated.

Phil 312 Later Greek and Roman Philosophy 3 hours
An introduction to Aristotle and to the basic philosophical materials of the Roman Empire; figures and movements may include the Stoics, Platonists, Seneca, Cicero, the Jurists, and Epicureans.

Phil 313 Medieval and Renaissance Philosophy 3 hours
The philosophical materials of the Medieval and Renaissance world. Figures may include Tertullian, the Latin and Greek church fathers, St. Bonaventure, St. Thomas Aquinas, Thomas More, Roger Bacon, and Galileo.

Phil 314 European Philosophy in the 16th, 17th and 18th Centuries 3 hours
Modern philosophical reflection from the Reformation to the French Revolution; emphasis will vary between philosophical reflection on reality and man's knowledge of reality on one hand and the nature of value in human life on the other. May be taken twice for credit if content is not repeated.

Phil 315 Contemporary Anglo-American Philosophy 3 hours
Anglo-American philosophical investigations into meaning, truth, verification, knowledge, being, perception and memory. Readings in logical analysis, logical positivism, ordinary language philosophy, and pragmatism.

Phil 316 Contemporary European Philosophy 3 hours
Principal forms of thought in contemporary European philosophical life; Kantianism, phenomenology, existentialism, Hegelianism and Marxism; reflection on reality and man's approach to it on one hand and the nature of value in human life on the other. May be taken twice for credit if content isn't repeated.

Phil 335 Social and Political Philosophy 3 hours
History and analysis of major social and political theories from Plato through Marx. Inquiry into such ideas as justice, sovereignty, law, rights and social contract.

Phil 341 Symbolic Logic 3 hours
An introduction to symbolic logic; the propositional and predicate calculi, followed by "meta" proofs of the consistency, completeness and decidability of these calculi. The course will provide facility with logical techniques and insight into logical systems.

Phil 406 (g) Special Individual Studies
Terms and hours to be arranged
Individual or special studies in a specific area of interest, under the guidance of a designated staff member. Credit for Phil 406 and 407, singly or combined, may not exceed six hours.

Phil 407 (g) Seminar
Terms and hours to be arranged
Credit for Phil 406 and 407, singly or combined, may not exceed six hours.

Religion

LOWER-DIVISION COURSES

R 201 Introduction to the World's Religions: Eastern 3 hours
An introduction to the major religions of the Far East: Confucianism, Taoism, Hinduism and the Buddhism of India, Tibet and Japan (Zen).

R 204 Introduction to the World's Religions: Western 3 hours
An introduction to the origins and development of Western religious thought. Readings may include: Egyptian sources, Persian, Greek, the Old and New Testaments, Gnosticism; early Christian theology; the Koran; Sufism.

R 215 Interpreting Religious Phenomena: Problems and Perspectives 3 hours
The kinds of problems a person may confront and approaches to take to make intelligible, for himself and others, the meaning of diverse religious phenomena.
Course Descriptions

UPPER-DIVISION COURSES

R 460 Comparative Religion 3 hours
A study and comparison of the great religions of the world.

Speech

LOWER-DIVISION COURSES

Sp 111 Fundamentals of Speech 3 hours
Projects in oral communication to develop skill and confidence in speaking and discussion, with emphasis on content, organization, audience motivation and language.

Sp 112 Interpersonal Speech Communication 3 hours
Practical approaches to developing effective interpersonal speech communication skills; listening, message construction and interpretation, and nonverbal communication in dyadic and small group communication settings. Prerequisite: No prerequisite.

Sp 120 Communicative Voice and Articulation 3 hours
Instruction and practice in the principles of breathing, tone production, formulation of speech sounds, and development of vocal effectiveness.

Sp 199 Special Studies
Terms and hours to be arranged

Sp 236 Contemporary Issues in American Broadcasting 3 hours
Developing critical awareness of recent issues in television and radio broadcasting; social criticism, ethical problems, government regulation, minority interests, technological effects of the broadcasting industry on society; methods of criticizing the media.

Sp 239 Oral Interpretation 3 hours
Emphasis is placed on the practical values and application of oral reading through the interpretation of prose, poetry and dramatic literature.

Sp 270 Principles of Forensics 1-6 hours
Training and participation in debate, oratory and extemopole speaking. Limit of 1 hour credit per term, except with consent of instructor. Prerequisite: Sp 111 or consent of instructor.

Sp 271 Speech Communication Projects 1-3 hours
Training and participation in speech communication activities in the public setting. Terms and hours arranged with consent of instructor.

UPPER-DIVISION COURSES

Sp 321 Argumentation 3 hours
Concepts and processes of argumentation, cogency in oral communication, systems of logic, critical analysis of contemporary efforts to convince, construction and presentation of cases. Prerequisite: Sp 111.

Sp 322 Persuasion 3 hours
Lectures and demonstrations applying to the philosophical, psychological and rhetorical principles of persuasion. Prerequisite: Sp 111 and/or consent of instructor.

Sp 323 Group Discussion Processes 3 hours
Dynamics of discussion; group thinking and decision making; interpersonal relations; types of leadership and the application of discussion techniques in the classroom and society. Prerequisite: Sp 111 and/or consent of instructor.

Sp 330 Advanced Forensics 1-3 hours
Intensive training in competitive speaking. Limit of 1 hour credit per term, except with consent of instructor. Prerequisites: Sp 270 and/or consent of instructor.

Sp 407 (g) Seminar Terms and hours to be arranged
Six hours maximum apply to degree.

Sp 408 (g) Workshop 1-3 hours
Intensive work in both debate and individual events for high school coaches. Summer only. Prerequisite: consent of instructor.

Sp 411 (g) Speech Communication in the Secondary School 3 hours
Methods and material. Instruction in speech/drama practices projects for the high school classroom and extracurricular program. Especially recommended for all teachers of language arts.

Sp 412 (g) The Criticism of Public Discourse 3 hours
Analysis and evaluation of speeches in their social settings; critical studies of invention, arrangement and style. Prerequisites: Sp 321 and/or Sp 322.

Sp 413 (g) Developing Oral Communication Skills in Children 3 hours
Oral communication at primary, intermediate and junior high school levels. Teacher’s role in setting competencies, determining skills levels, and planning speech and listening activities to aid child’s ability to communicate. Role playing, story telling, choral speaking, puppetry and discussion.

Sp 431 (g) Nonverbal Communication 3 hours
Nonverbal aspects of human communication and how they relate to and affect spoken communication; discussion of significant research; students will design and carry out simple research projects.

Sp 432 (g) Rhetorical Theory 3 hours
A historical survey of major theories of rhetoric from Aristotle to the present.

Sp 439 (g) Contemporary Speech Communication 3 hours
The criticism and evaluation of the rhetoric of 20th-century American speakers and their relation to political, social and religious movements of their times.

GRADUATE COURSES

Courses numbered 400-489 and designated (g) may be taken for graduate credit.

Sp 507 Seminar Hours to be arranged
Advanced study of selected areas in contemporary speech communication; possible topics of study might include quantitative methods in speech research, credibility, stage fright, interpersonal communication, use of evidence, and the like.

Sp 511 Speech Education: History and Philosophy 3 hours
Intensive study of the history of speech education in America; contemporary research in methods of teaching speech; problems in speech curriculum planning. Prerequisite: 6 hours of upper-division speech.

Natural Sciences and Mathematics

General Science

LOWER-DIVISION COURSES

GS 101, 102, 103 The Natural Sciences: Human Perspectives 4 hours each term
Three lectures and one two-hour laboratory period per week. An integrated study of the physical, earth and biological sciences focused on man’s responsibilities as a modifier of environment. Must be taken in sequence.

GS 104, 105, 106 Foundations of Physical Science 4 hours each term
An introduction to the various branches of the physical sciences, their basic terminology, fundamental laws, procedures, and interrelations. The course is selective in approach and historical in emphasis. Not open to students with college courses in the separate fields. 104, earth sciences: 105, matter: 106, energy. Three lectures, one two-hour laboratory period.

GS 107 Seminar 1-3 hours
GS 161 Photography 2 hours
For students interested in photography as an avocation. Elementary work with hand camera; developing, printing, enlarging. One lecture, one three-hour laboratory period.

UPPER-DIVISION COURSES

GS 311 Biological Science for Elementary Schools 3 hours
Concepts, experiences and materials from the biological sciences adaptable to the elementary school. One lecture, two 2-hour laboratories.

GS 312 Physical Science for Elementary Schools 3 hours
Concepts, experiences and materials from the physical sciences adaptable to the elementary school. One lecture, two 2-hour laboratories.

GS 313 Earth Science for Elementary Schools 3 hours
Concepts, experiences and materials from the earth sciences adaptable to the elementary school. One lecture, two 2-hour laboratories.

GS 321 Musical Acoustics 4 hours
A lecture - demonstration - laboratory-discussion course with an emphasis on inductive inquiry and student involvement. The behavior of musical instruments, sound, acoustical devices and the like are studied analytically and quantitatively with a wide variety of visual, aural and material resources. Three lectures, one two-hour laboratory period.

GS 331 Introduction to Oceanography 3 hours
A study of the nature of sea water and the physical, chemical and geographic processes acting within the oceans. Three lectures.

GS 351 Elements of Astronomy 3 hours
A descriptive study of the solar system, the constellations, stars, stellar systems and galaxies as well as recent ideas on cosmology and cosmogony. Three lectures and an occasional observation period through a telescope.

GS 361 Energy and Resources in Perspective 3 hours
A study of present and future energy development and its use in industry, transportation and the home. Emphasis will be on the natural resources, power plants and distribution, environmental impact, and the evaluation of alternatives. Three lectures.

GS 401 (g) Research Hours to be arranged

GS 406 (g) Special Individual Studies Terms and hours to be arranged

GS 407 (g) Seminar Terms and hours to be arranged

GS 408 (g) Workshop Terms and hours to be arranged

GS 409 Practicum 1-9 hours
This practicum provides the preprofessional experience desired by such professional schools as medicine and physical therapy.

GS 411 (g) History of Science 3 hours
A brief history of the development of the natural sciences up to the 19th century, their social implications, and the growth of scientific philosophy. Three lectures. Prerequisites: Two sequences in natural sciences or mathematics or consent of instructor.

GS 412 (g) History of Science 3 hours
Intensive study of the history of one particular branch of the natural sciences with emphasis on the modern period. Usually offered by arrangement with a staff member in that branch. Prerequisite: GS 411.

GS 420 Selected Field Investigations 1-6 hours, credit to be announced
Field expeditions to unique geological and/or biological areas of western North America. In these undertakings, the students will plan and undertake studies of the areas selected for exploration.

GS 421 (g) Classics of Science 2 hours
Examination of a few select works notable to the development of a particular field of the natural sciences of special interest to the student. Combination of independent study of the works along with the lives of the authors and their times in both conference and class discussions. Prerequisite: GS 411 or consent of instructor.

GS 424 (g) Astronomy 3 hours
A study of the solar system, stars, stellar systems and galaxies including the application of some of the important concepts of physics, chemistry and mathematics to the field of astronomy. Three lectures. Prerequisites: one year each of college physical science and mathematics.

GS 431 (g) Science and Society 3 hours
A study of the natural sciences and mathematics in terms of their basic aims, branches, methods and research activities. Consideration of such topics as scientific organizations, education, governmental relations, and limitations. Lectures and discussions on the impact of the technology on society and future implications will be illustrated with examples from the earth and life sciences as well as material and energy resources.

GS 501 Research Hours to be arranged

GS 503 Thesis or Field Study 3-9 hours

GS 506 Special Individual Studies Terms and hours to be arranged

GS 507 Seminar Terms and hours to be arranged

GS 508 Workshop Terms and hours to be arranged

GS 541 Bioecology 3 hours
Plants and animals and their interactions within the environment; some emphasis upon literature research and field experimentation. Two lectures and one three-hour laboratory period. Prerequisite: BI 101, 102 or equivalent.

GS 591 Physical Oceanography for Teachers 3 hours
Physical processes in the oceans; the origin and distribution of water masses and currents; waves, tides, tidal currents. Prerequisite: chemistry or permission of the instructor.

GS 592 Geological Oceanography for Teachers 3 hours
The topographic, geologic and geophysical nature of the ocean basins; processes of and distribution of sediments and economic deposits, coastal erosion and sedimentation.

GS 700 (p) In-Service Education

Biology

LOWER-DIVISION COURSES

BI 101, 102 General Biology 4 hours each term
The major concepts of biology, including principles relating to cell structure and function, maintenance of the individual, genetics, development, ecology and evolution; designed for students not intending to pursue further work in biological sciences. Three lectures, one two-hour laboratory period.

BI 107 Seminar: Biology and Contemporary Problems 1 hour
Students and staff discuss important societal problems where biological expertise and perspectives are of particular value in providing insights. Prerequisite: BI 101, 102 or equivalent, or consent of instructor.

BI 211, 212, 213 Principles of Biology 4, 4, 5 hours
An introduction to the science of biology, morphological, physiological and developmental aspects of living organisms; the phylogeny, evolution and ecol-
ogy of both plants and animals. Designed for the biology major. Bi 211, 212—three lectures and one three-hour laboratory period. Bi 213—three lectures and two three-hour laboratory periods.

Bi 218 Elements of Microbiology 3 hours
An introduction to the biology of microorganisms with emphasis on bacterial diseases of man, host responses, and methods of control. Designed for students in health education programs. Not open for credit to the biology major or minor. Two lectures plus two two-hour laboratory periods.

Bi 221 Introductory Microbiology 4 hours
An introduction to the classification, morphology and physiology of microorganisms including viruses, bacteria, fungi and protozoa. Two lectures and two three-hour laboratory periods. Prerequisites: General Biology and General Chemistry or consent of the instructor.

UPPER-DIVISION COURSES

Bi 341 Genetics 3 hours
The principles and mechanisms of inheritance, including consideration of chromosome transmission, nature of the gene, action of genetic material and the genetics of populations. Three lectures. Prerequisite: Bi 101, 102 or equivalent or consent of instructor.

Bi 370 Man and the Ecosystem 3 hours
An analysis of the biological effects of man's precarious position in the earth's ecosystem and the means of seeking a more enduring balance between man and his environment. Prerequisite: Bi 101 and 102 or equivalent.

Bi 374, 375, 376 Natural History of Oregon 3 hours each term
The earth and life history of Oregon; distribution of contemporary plant and animal life; interrelations of organisms and their environment; conservation of natural resources; collection, identification and field study of representative plants and animals with several extended weekend field trips during the spring term. Two lectures, one three-hour laboratory period. Prerequisite: Bi 101, 102 or equivalent.

Bi 412 (g) Pathogenic Microbiology 3 hours
Properties of bacteria-caused disease in man, and of host-parasite interactions; laboratory emphasis on methods of isolation and identification. Two lectures and two three-hour laboratories. Prerequisite: Bi 221. Offered alternate years.

Bi 432 (g) Immunobiology 4 hours
A study of the immune mechanism including phylogenetic development of the system, antigens, antibodies, and their interactions; cellular aspects of the immune response; and regulatory mechanisms. Two lectures, two three-hour laboratories. Prerequisite: Ch 332 or 336 or consent of instructor. Offered alternate years.

Bi 441 (g) Ecology of the Northwest 3 hours
An introduction to general ecology principles, with a focus on Oregon and the Pacific Northwest. Some consideration of sound conservation practices is included. Two lectures and one three-hour laboratory period. Prerequisite: Bi 101, 102 or equivalent.

Bi 446 (g) Evolution 3 hours
The mechanisms of evolution, including genetic variation, selection and other factors. Prerequisite: Bi 341 or consent of the instructor.

Bi 458 (g) Field Biology 3-4 hours
Advanced training in systematics, life histories and field methods in selected areas of biology. Lecture, laboratory and field trips to be scheduled. Prerequisite: consent of instructor.

Bi 460 (g) Preparation of Biological Materials 4 hours
Procurement, preparation, use and care of biological materials for teaching and experimentation. Serves as the methods course for biology majors in secondary education. Two lectures, two three-hour laboratory periods.

Bi 463 (g) Parasitology 4 hours
Classification, morphology and life histories of fungal, protozoan, helminth and arthropod parasites. Two lectures, two three-hour laboratory periods. Prerequisite: Bi 213 or consent of instructor. Offered alternate years.

Bi 488 (g) Cell Biology 5 hours
An advanced course in the study of cellular physiology and cell structure using contemporary techniques in microscopy, tissue culture, respirometry, centrifugation and radioautography with emphasis on the cell, its metabolism and differentiation as well as elementary cytogenetics. Three lectures and two three-hour laboratory periods. Prerequisites: General Principles of Biology and one year of chemistry, or consent of instructor. Offered alternate years.

GRADUATE COURSES

Courses numbered 400-499 and designated (g) may be taken for graduate credit.

Bi 521 Biosystematics 3 hours
Classification and taxonomy of plants and animals with emphasis on speciation and the available methods and principles for determining and describing species. Three lectures. Prerequisite: Bi 341 or consent of instructor.

Botany

LOWER-DIVISION COURSES

Bot 205 Field Botany 4 hours
A course designed to give practical experience in the identification of common plant families and species of the Willamette Valley. Includes the learning of major characteristics of plant families and the use of taxonomic keys. Field collections are required and emphasize careful observation and records of ecological relations as plants are collected. Field trips are conducted during class periods. Two lectures plus two three-hour laboratory periods. No prerequisite, but Bi 102 or Bi 213 recommended.

UPPER-DIVISION COURSES

Bot 311 Plant Growth and Propagation 3 hours
Controlled experiments in the greenhouse and laboratory on such topics as seed dormancy and germination, flower initiation, propagation by leaf, stem and root cuttings, mineral requirements, and growth indoors under artificial lights. One lecture and two two-hour laboratories. Not available to biology majors.

Bot 331 Plant Physiology 4 hours
An examination of the physiological processes and mechanisms involved in plant nutrition, photosynthesis, assimilation of organic and inorganic materials, energy balance, water requirements, growth factors and hormonal control, two lectures, two three-hour laboratory periods. Prerequisites: Ch 106 or 206 and Bi 213 or consent of instructor. Offered alternate years.

Bot 371 Structure of Seed Plants 4 hours
Morphology, anatomy and reproduction of seed plants. Two lectures, two three-hour laboratory periods. Prerequisite: Bi 213 or consent of instructor. Offered alternate years.

Bot 411 (g) Morphology of Non-Vascular Plants 3 hours
A study of the structure, relationships and evolution of the algae, fungi, lichens, liverworts and mosses. Two lectures and one three-hour laboratory period. Prerequisite: Bi 213 or consent of instructor. Offered alternate years.

Bot 412 (g) Morphology of Vascular Plants 3 hours
A study of the structure, relationships and evolution of the vascular plants. Two lectures and one three-hour laboratory period. Prerequisite: Bi 213 or consent of instructor. Offered alternate years.
Bot 465 (g) Natural History of the Mushrooms 3 hours
An introduction to the fungi with emphasis on the classification and identification of mushrooms growing in the Willamette Valley. Prerequisites: Bi 101 and 202, or consent of instructor.

Zoology
UPPER-DIVISION CLASSES
Z 312 Animal Behavior 3 hours
A consideration of the basic problems in animal behavior, including ecological adaptations of behavioral patterns, mechanisms of behavior, social behavior and the nature and organization of animal societies. Three lectures. Prerequisite: Bi 101, 102 or equivalent.

Z 324, 325 Comparative Vertebrate Anatomy 4 hours each term
A comparative analysis of vertebrate morphology, emphasizing the study of organs and organ systems, and an introduction to the taxonomy, evolution and functional morphology of the vertebrates. Two lectures, two three-hour laboratory periods. Prerequisite: Bi 213 or consent of instructor.

Z 326 Vertebrate Embryology 4 hours
Development of the vertebrate body from fertilization through organogenesis; includes analyses of selected problems in morphogenesis, differentiation and growth. Two lectures, two three-hour laboratory periods. Prerequisite: Bi 213 or consent of instructor.

Z 334, 335 Human Anatomy and Physiology 3 hours each term
An integrated treatment of the gross anatomy and function of the organ systems in the human. Primarily for non-majors. Two lectures, one three-hour laboratory period. Prerequisite: Bi 101, 102 or equivalent.

Z 351 Marine Biology; Invertebrate Animals of the Ocean Shore 4 hours
Described primarily for the non-biology major, this course provides a survey of the animal phyla and classes in lecture, emphasizing their organizational levels. Laboratory time is divided between field trips to a variety of intertidal habitats and laboratory work on identification of specimens and a study of their behavior and ecological interrelationships. Two lectures, two three-hour laboratory periods. Prerequisites: Bi 101, 102 or equivalent.

Z 434 (g) Animal Physiology 4-6 hours
An introductory course designed to acquaint the student with the principles of human body function. The topics covered include cell structure, function and chemical composition; the mechanisms of nerve and muscle function; and the function of the lungs, heart, blood vessels, kidneys, digestive tract, endocrine glands, brain and reproductive organs. Three lectures, one three-hour laboratory period. Prerequisite: Bi 211 or equivalent or consent of instructor.

Z 451 (g) Vertebrate Zoology 4 hours
Morphology and phylogeny of invertebrates with emphasis on marine forms. Two lectures, two three-hour laboratory periods. Prerequisite: Bi 213 or consent of instructor. Offered alternate years.

Z 473 (g) Exercise Physiology 4 hours
The physiological mechanisms influencing human physical performance. Three lectures, one three-hour laboratory period. Prerequisites: Z 334, 335 or equivalent.

Z 474 (g) Entomology 4 hours
Survey of the insect orders including a study of selected aspects of their morphogony, life history, physiology and ecology. Some consideration of related arthropods. Two lectures, two three-hour laboratory periods. Prerequisite: Bi 213 or consent of instructor. Offered alternate years.

Chemistry
LOWER-DIVISION COURSES
Ch 104, 105, 106 General Chemistry 4 hours each term
An introduction to the fundamental concepts of general chemistry with some emphasis on organic chemistry during the spring term. Three lectures, one three-hour laboratory period. Prerequisite: high school algebra or consent of the instructor.

Ch 204, 205, 206 General Chemistry 4 hours each term
A standard first-year sequence with emphasis on inorganic and physical chemistry. The laboratory work during spring term is largely devoted to qualitative analysis. Three lectures, one three-hour laboratory period. Prerequisites: high school algebra and chemistry.

UPPER-DIVISION COURSES
Ch 312, 313 Quantitative Analysis 4 hours each term
Fundamental principles of quantitative analysis. Laboratory work consists of standard volumetric, gravimetric and instrumental procedures. Two lectures, two three-hour laboratory periods. Prerequisite: Ch 206 or consent of instructor.

Ch 331, 332 Elements of Organic Chemistry 3 hours each term
An introductory course in organic chemistry including both aliphatic and aromatic compounds. Emphasis on relations of organic chemistry to life. Prerequisite: Ch 108 or 206. Two lectures, one three-hour laboratory period.

Ch 334, 335, 336 Organic Chemistry 4 hours each term
A study of the carbon compounds of both the aliphatic and aromatic series. Three lectures and one three-hour laboratory period. Prerequisite: Ch 206 or consent of instructor.

Ch 340 Elementary Physical Chemistry 4 hours
Aspects of physical chemistry having application in engineering, biological sciences and medicine. Some knowledge of physics required. One three-hour laboratory period. Prerequisite: Ch 206 or consent of instructor.

Ch 419 (g) Radiochemistry 3 hours
Radiochemistry; radioisotopes, radioactivity; radiotracer methods as research tool in physical and biological science. Prerequisite: two years of college chemistry. Two lectures and one three-hour laboratory period.

Ch 423 (g) Chemical Preparation 1-2 hours each term
Important methods of synthesis of compounds in the fields of inorganic, organic or biochemistry. Prerequisites: Ch 313 and Ch 336 or consent of instructor.

GRADUATE COURSES
Courses numbered 400-499 and designated (g) may be taken for graduate credit.

Ch 520 Advanced Analytical Chemistry 3 hours
Selected topics in analytical chemistry, modern techniques and instrumentation. Two lectures and one three-hour laboratory period. Prerequisite: Ch 312.

Ch 530 Advanced Organic Chemistry 3 hours
An introduction to some advanced topics of organic chemistry, particularly as related to biological systems, including some of the modern research methods. Prerequisite: Ch 336, or consent of instructor.

Ch 539 Selected Topics in Chemistry 1-3 hours each term
Maximum 6 hours
Designed to introduce the student to recent advances in organic, inorganic and physical chemistry. Prerequisite: Ch 340 and consent of instructor.

Ch 561 Advanced Inorganic Chemistry 3 hours
A comprehensive study of the chemistry of the elements and their compounds, including nuclear, atomic and molecular structures. Prerequisite: Ch 312.
Geology

LOWER-DIVISION COURSES
G 201, 202, 203 Geology 4 hours each term
A systematic study of planet earth. The nature and origin of common minerals, rocks and geologic structures; the processes and products of erosion; and the evolution of the earth's crust are studied through readings, lectures, laboratories and voluntary field trips. Three lectures and one two-hour laboratory. No prerequisite.

G 454 (g) Geology of North America 3 hours
Study of the geologic structure, evolution and geomorphology of the North American continent. Two lectures and one two-hour laboratory period. Prerequisite: consent of instructor.

G 460 (g) Geology of Mineral Resources 3 hours
Study of the nature, origin and distribution of ores, fuels and industrial rock. Two lectures and one two-hour laboratory period. Prerequisite: consent of instructor.

G 473 (g) Environmental Geology 3 hours
Investigation of geologic hazards and the application of geology to the environment of man, including mineral resources and land utilization, modification, planning and control. Prerequisite: G 351 or consent of instructor.

Physics

LOWER-DIVISION COURSES
Ph 101, 102, 103 Essentials of Physics 3 hours each term
Basic concepts in physics, covering mechanics, heat, wave motion, optics, electricity and magnetism and modern physics. Two lectures, one two-hour laboratory period. Prerequisite: Mth 95.

Ph 201, 202, 203 General Physics 4 hours each term
The study of physical phenomena, including mechanics, heat, wave motion, optics, electricity and magnetism. Three lectures, one three-hour laboratory period. Prerequisite: Mth 200, previously or concurrently.

UPPER-DIVISION COURSES
Ph 311, 312 Introduction to Modern Physics 4 hours each term
An introduction to the developments in physics during the 20th century, including relativity, quantum mechanics, x-rays, radioactivity, atomic, nuclear and solid-state physics, and the nature of electromagnetic radiation. Three lectures, one two-hour laboratory period. Prerequisites: Ph 103 or Ph 203, or consent of instructor.

Ph 390 Basic Meteorology 3 hours
An introductory study of the weather elements, their observation, measurement and use in forecasting. Includes a study of the atmosphere, its makeup, energy relationship and circulation.

Ph 424 (g) Mechanics 3 hours
Newtonian mechanics of particles and rigid bodies. Introduction to Lagrange's and Hamilton's equations. Prerequisites: Ph 203 and Mth 203.

Ph 431 (g) Electricity and Magnetism 3 hours
Advanced undergraduate study of electromagnetic phenomena, with emphasis on vector methods; Maxwell's equations and electromagnetic waves. Prerequisites: Ph 203 and Mth 203.

Ph 437 (g) Electronics 3 hours
Direct current and alternating current theory; behavior of electrons in electromagnetic fields; semiconductors; transistors and other solid-state devices; vacuum tubes; integrated circuits; circuit design; amplifiers and oscillators; digital and timing circuits; radio and television. Two lectures, one two-hour laboratory period. Prerequisites: Ph 203 and Mth 203.

Ph 454 (g) Optics 3 hours
A study of the properties of light, including lenses, prisms, interference, diffraction, polarization, lasers and optical instruments. Two lectures, one two-hour laboratory period. Prerequisites: Ph 203 and Mth 203.

Ph 470 (g) Selected Topics in Physics 1-3 hours
Topics of special interest such as cosmology, relativity, medical and radiation physics, environmental physics and biophysics. One topic each term. Maximum of 6 hours.

GRADUATE COURSES
Courses numbered 400-499 and designated (g) may be taken for graduate credit.

Ph 581, 582 Modern Physics 3 hours each term
A brief study of some of the developments in physics since 1695 with emphasis on nuclear processes and cosmic rays, relativity and quantum theory, solid state, cryogenics and others. Three lectures. Prerequisite: one year each of college mathematics and physics. Offered during summer sessions.

Mathematics

LOWER-DIVISION COURSES
Mth 40 Basic Skills of Mathematics 4 hours
Four meetings per week. Designed for students who are rusty in basic computational skills; deals with mixed numbers, decimal notation, integers, rational numbers, real numbers, per cents, etc. No prerequisites. Does not apply toward graduation.
Mth 45 Introduction to Algebra 4 hours
Four meetings per week. Designed for students who need a review of the fundamental concepts of algebra. No prerequisites. Does not apply toward graduation.

Mth 95 Intermediate Algebra 4 hours
For students entering with only one year of high school algebra. Credit does not apply toward a major in mathematics. Students who have completed two years of high school algebra or equivalent may not enroll for credit without departmental permission.

Mth 101 College Algebra 4 hours
Introduction to elementary set theory, development of the real number system, inequalities, absolute value, functions, graphs, theory of equations and mathematical induction. Prerequisite: Mth 95 or equivalent.

Mth 102 Trigonometry 4 hours
Introduction to circular functions, analytic trigonometry, addition formulas, trigonometric equations, curve sketching, complex numbers and polar coordinates. Prerequisite: Mth 101 or equivalent.

Mth 10, 12, 123 Essentials of Mathematics 4 hours each term
Elementary school mathematics. Topics include development of the real number system, geometry and measure. Emphasis on developing problem-solving ability, computational skill and knowledge of basic properties of real numbers. Students will demonstrate skill in sets and symbolism, determining factors and multiples, using basic properties of real numbers, and computation. Prerequisite: one year of high school algebra, passing score on pretest, or consent of instructor.

Mth 161 Mathematics for the Biological, Management and Social Sciences 4 hours
Finite mathematics. Introductory topics from algebra, analytical geometry, vectors and matrices, linear programming, sets and functions, permutations and combinations and logic. Prerequisite: Mth 101 placement.

Mth 162 Mathematics for the Biological, Management and Social Science 4 hours
Finite mathematics. Introductory topics from probability and its applications, the theory of games, difference equations, graphs and networks, construction of models and the study of existing models in biology and the social sciences. Prerequisite: Mth 161.

Mth 163 Mathematics for the Biological, Management and Social Sciences 4 hours
Finite mathematics. Intuitive introduction to the real number system, real valued functions and calculus with applications to business-economics, behavioral sciences, physical sciences, social sciences and life sciences. Model building and finite mathematical methods of approximating numerical results. Prerequisite: Mth 162 or equivalent level of mathematical maturity.

Mth 199 Special Studies Terms and hours to be arranged
Mth 200, 201, 202, 203 Differential and Integral Calculus 4 hours each term
Functions of one variable; coordinate geometry of the plane; limits of sequences and of functions; differentiation and integration with applications. Prerequisite: Mth 102 or consent of instructor.

UPPER-DIVISION COURSES

Mth 301 Calculus of Several Variables 4 hours
Introduction to vectors with applications to geometry and mechanics. Functions of several variables. Partial derivatives and total differential. Double, triple and multiple integrals. Prerequisite: Mth 203.

Mth 311 Mathematics for Elementary Teachers 3 hours
Learning theory of concrete to abstract. Models include cuisenaire rods, bean sticks, 2-cm. cubes, geoboards, multibase blocks. Skill tests include properties of rational number addition and multiplication, determining LCM and GCD, and fraction computation. Three lectures, one laboratory period. Prerequisites: junior class standing and Mth 123, or consent of instructor.

Mth 312 Mathematics Models for Children (Grades K-3) 3 hours
Developing and using concrete models in teaching specific concepts of mathematics in grades K through 3. Topics will include classification, sets and set operation, whole number and whole number operation, numeral relations, introductory geometry, time and money. Prerequisite: consent of instructor.

Mth 313 Mathematics Models for Children (Grades 4-8) 3 hours
Developing and using concrete models in teaching specific concepts of mathematics in grades 4 through 8. Topics will include whole number operations, numeration, fraction and fractional operations, geometry, measure and decimals. Prerequisite: consent of instructor.

Mth 321 Differential Equations 4 hours
Topics include the solution of first order differential equations and of second order linear homogeneous equations and constant coefficients. Fundamental existence and uniqueness theorems as well as applications of the theory to physical phenomena whose dynamic behavior is governed by differential equations. Prerequisite: Mth 202.

Mth 324 Probability Theory 3 hours
Topics include probability theory and mathematical models, random variables, probability distribution and measurements of these distributions, probability and density functions, binomial, normal and poisson distributions. Prerequisite: Mth 200.

Mth 325, 326 Introduction to Statistics 3 hours each term
Statistical applications of probability, theory of sampling, correlation, regression, classification of data, formulation and testing of hypotheses. Prerequisite: Mth 324 or consent of instructor.

Mth 343 Theory of Numbers 3 hours
Properties of integers. Euclid's algorithms, diophantine equations, prime numbers, congruences and residues. Prerequisite: Mth 200 or consent of instructor.

Mth 344, 345 Fundamentals of Geometry 3 hours each term
An in-depth examination of the foundations of geometry from an axiomatic point of view to include the concepts of parallelism, congruence, betweenness, incidence and similarity. A comparison study will be made between various axiomatic systems. Topics in absolute geometry, non-Euclidean geometry and transformation geometry. Prerequisite: Mth 201 or consent of instructor.

Mth 347, 348 Algebraic Structure 3 hours each term
Rings; integral domains; properties of the integers; fields; rational, real and complex numbers; groups, polynomials; unique factorization domains; structure-preserving mappings. Prerequisite: Mth 201 or consent of instructor.

Mth 349 Introduction to Linear Algebra 3 hours
Vector algebra and geometry of R^n systems of linear equations; linear transformations of R^n; real vector spaces; linear mappings; Euclidean spaces; determinants. Prerequisites: Mth 201 or consent of instructor.

Mth 351 Mathematical Modeling in the Biological, Management and Social Sciences 3 hours
Techniques in applying discrete mathematics. Steps in mathematical modeling cycle. Study of some well-known models. Some topics from finite difference equations, graph theory, Markov chains, n-person games. Decision-making. Prerequisites: knowledge of computer programming and Mth 163 or Mth 200.
Course Descriptions

Mth 363 Linear Programming 3 hours
Optimization of functions under linear constraints. Linear functions of several variables, convex sets, the general linear problem, matrices and determinants. Gaussian elimination, the simplex method and application. Prerequisite: a knowledge of BASIC as is acquired in CS 133 (Mth 151).

Mth 406 (g) Independent Study
Terms and hours to be arranged

Mth 407 (g) Seminar
Terms and hours to be arranged

Mth 410 (g) Foundations of Mathematics 3 hours
Fundamental concepts and logical structure of arithmetic, algebra and geometry. Designed for prospective teachers of high school mathematics and mathematics majors. Prerequisites: Mth 344 and Mth 347 or consent of instructor.

Mth 413 (g) History of Mathematics 3 hours
An intensive treatment of the history of mathematics from ancient to modern times; the effect of mathematics on the development of science. The interaction of mathematics with other fields of human endeavor, such as philosophy, arts and social values.

Mth 415 (g) Modern Geometry 3 hours
Selected topics in modern geometry including transformational and projective geometry. Prerequisite: Mth 345 or consent of instructor.

Mth 416 (g) Analytic Function Theory 3 hours
Introduction to the properties and applications of the complex number field, mappings of the complex plane and limits and continuity of complex functions. Prerequisite: Mth 203.

Mth 425, 426 (g) Elements of Statistical Methods 3 hours each term
The first quarter is devoted to general theory of statistical inference for those with a non-mathematical background. The second quarter covers topics with application to research in the fields of education, social and biological sciences. Prerequisite: Mth 101. (Credits do not normally apply toward a secondary major in mathematics.)

Mth 438 (g) Introduction to Topology 3 hours
Introduction to the concepts and definitions of elementary point set topology. A study of various topological spaces, continuous mappings, the hierarchy of topological spaces, metric spaces. Prerequisites: Mth 203 or consent of instructor.

Mth 441 (g) Linear Algebra and Matrix Theory 3 hours
Vector, spaces, linear transformations, matrix operations, canonical forms, determinants and determinantal inequalities. Prerequisite: 6 hours of junior level algebra.

Mth 442 (g) Logic and Boolean Algebra 3 hours
The systematic development of Boolean algebras through lattice theory. A careful study of algebra of sets; symbolic logic; switching circuits. Interpretations are developed that yield these systems as realizations of Boolean postulates. Prerequisite: 6 hours of upper-division mathematics.

Mth 491 (g) Innovation in General Mathematics Education 3 hours
A review of curricular trends in the broad areas of general mathematics education. Emphasis on current pedagogical implications of learning theory applied to concept development and teaching basic skills. Field trips and laboratory experiences are designed to explore the concrete-manipulative approach to learning mathematics.

Mth 492 (g) Mathematics for Secondary Teachers 3 hours
A performance-centered course for prospective teachers of mathematics in grades 7-12. The development of teaching competencies and self-evaluation through the use of video-taped presentations or simulated classroom presentations is an integral part of the course. This course must precede student teaching or internship in mathematics. Prerequisite: Mth 201 or consent of instructor.

Mth 493 (g) Evaluation in School Mathematics 3 hours
A study of standardized and teacher-made evaluation instruments in mathematics to include prognosis, diagnosis, achievement, and remediation. Emphasis will be given to the nature, causes and correction of learning difficulties in mathematics at all levels.

Mth 494, 495, 496 (g) Analysis 3 hours each term
Real number system, set theory, sequences, series, continuity, differentiation, sequences of functions, Fourier series, functions of several variables, metric spaces, measurable spaces, Riemann and Lebesque integrals. Prerequisites: Mth 203 and consent of instructor.

GRADUATE COURSES

Courses numbered 400-499 and designated (g) may be taken for graduate credit.

Mth 506 Special Individual Studies 1-3 hours

Mth 507 Seminar 1-3 hours

Mth 541 Modern Algebra 3 hours
Introduction to group theory. Examples from many branches of mathematics. Classical elementary theorems. Normal subgroups and quotient groups. Homomorphisms. The fundamental theorems. Prerequisite: Mth 348 or consent of instructor.

Mth 542 Modern Algebra 3 hours
Introduction to rings and fields. Examples from many branches of mathematics. Elementary properties. Ideals and quotient rings. Polynomial rings. Fields. Prerequisites: Mth 348 or consent of instructor.

Mth 700 (p) In-Service Education

Computer Science

LOWER-DIVISION COURSES

CS 101 Computers and Society 4 hours
The historical development of digital computers, how computers work, and introduction to a conversational language, programs, flow charts, algorithms, social and technological implications of computers. No prerequisite.

CS 133 Symbolic Language: BASIC 4 hours
Algorithms, flow charts and basic programming concepts. Programming in a conversational language, BASIC, on the microcomputer. Program application to the user's field. Discussions of limits, capabilities and abuses of computers. Prerequisite: CS 101 and Mth 95.

CS 211 Introduction to Computer Science 4 hours
Basic programming concepts and model of a computer. Programming in a conversational language; discussion of capabilities, limitations and abuses of computers; computer applications. Prerequisites: Mth 95, CS 101, or consent of instructor.

CS 212 Techniques of Programming —Pascal 4 hours
Computer applications using the Language Pascal. Prerequisite: CS 211 or previous programming instruction.

CS 213 Symbolic Language Fortran 4 hours
Computer applications using the Language Fortran. Prerequisite: CS 211 or previous programming instructions.

CS 215 Computer Organization 4 hours
Logical organization, computer hardware, introduction to machine language programming. Prerequisite: CS 212 or previous programming instruction.
Social Science

General Social Science

LOWER-DIVISION COURSES

SSc 102, 102, 103 Culture and Society 3 hours each term
A multidisciplinary approach to the issues of society, i.e., social man, economic man, political man. SSc 101 deals with the anthropological and sociological framework of culture and society. SSc 102 treats the economic and spatial (geographical) concerns of humans. SSc 103 concerns itself with the political and philosophical problems of man.

SSc 199 Special Studies
Terms and hours to be arranged

UPPER-DIVISION COURSES

SSc 301, 302, 303, 304 Social Science for the Elementary Teacher 3 hours each term
An interdisciplinary course for a basic social science background for elementary teachers with special attention to social-cultural foundations, environment, citizenship, consumer education and career education. Elementary education majors are required to take any three of the four courses in the sequence.

SSc 401 (g) Research 3-6 hours

SSc 403 (g) Field Study Terms and hours to be arranged
Maximum of nine hours. Not intended as practicum for teaching majors.

SSc 406 (g) Special Individual Studies 1-3 hours Terms and hours to be arranged

SSc 407 (g) Seminar 1-3 hours Terms and hours to be arranged

SSc 408 (g) Workshop Terms and hours to be arranged

SSc 409 Practicum 3-12 hours Field experience in corrections and law enforcement.

SSc 411 Special Secondary Methods 3 hours Provides experiences in methods of teaching the social sciences. In addition, emphasis is placed upon familiarizing the student with the philosophies and materials of social science. Prerequisite: Ed 363 or consent of instructor. Required of all social science teaching majors.

SSc 444 (g) Adult Education Programs for the Disadvantaged 3 hours Designed to familiarize and train individuals in the development and use of the various adult education programs. Information and practical experience in the area of literacy education, stressing the method and techniques that work most effectively in bringing illiterate people to a level of functional competency.

SSc 448 (g) Pre-Vocational and Vocational Education Programs for the Disadvantaged 3 hours Presents teachers of disadvantaged and migrants with information concerning the development of various types of pre-vocational and vocational programs.

SSc 490, 491 Senior Social Science Seminar 6 hours
A senior interdisciplinary culminating course designed to help students to integrate social science around such contemporary concerns as urban studies, minority group studies, environmental studies, and the like. Required of all secondary education social science teaching majors and teaching minors, and language arts/social science teaching majors.

GRADUATE COURSES

Courses numbered 400-499 and designated (g) may be taken for graduate credit.

SSc 501 Research 3-9 hours

SSc 503 Thesis or Field Study 3-9 hours

SSc 506 Special Individual Studies Terms and hours to be arranged

SSc 507 Seminar Hours to be arranged

SSc 508 Workshop Terms and hours to be arranged

SSc 511 Contemporary Developments in the Social Sciences 3 hours
A study of contemporary literature in the various social science areas for elementary teachers.

SSc 512 Contemporary Developments in the Social Sciences 3 hours
A study of contemporary literature in the various social science areas for junior and senior high school teachers. (Acceptable for secondary certification.)

SSc 513 Social Problems in American Democracy 3 hours
A selected list of problems in the United States such as conservation problems, the nation's health, crime, etc. Designed to give factual and interpretative background for secondary teachers.

SSc 515 Political Problems in American Democracy 3 hours
A study of current domestic political problems.

SSc 700 (g) In-Service Education

Anthropology

LOWER-DIVISION COURSES

Anth 214, 215, 216 Anthropology 3 hours each term
An introduction to anthropology, its methods and history. The courses are organized around three main aspects: (1) man as an organism, his evolution and relation to environment; (2) archeology, which includes a survey of the rise of civilization in the old and new worlds; and (3) the concepts of society and culture: patterns, processes and dynamics.

UPPER-DIVISION COURSES

Anth 311 Physical Anthropology 3 hours
Organized around the theory of evolution, its history and current development. The course includes a survey of the fossil evidence for human evolution, genetics, primatology and principles of taxonomy. Prerequisite: Anth 214 or consent of instructor.

Anth 312 Cultural Anthropology 3 hours
This course examines the origins and stages of development of prehistoric cultures. Economic, political, social and religious systems of contemporary pre-literate societies are examined with a view to understanding the nature and functions of Western institutions. Prerequisite: Anth 216 or consent of instructor.

Anth 313 Early Man in the New World 3 hours
A survey of early man in North and South America, covering archeology, cultural diversity and the rise of civilization in the new world.

Anth 314 Pre-Literate Societies 3 hours
A survey of pre-literate societies from the 15th century to the present time, contrasting the ideology, technology and social structure of such societies with Western societies.

Anth 450 (g) Field Methods in the Study of Culture 3 hours
Designed to prepare the student to engage in the study of culture and/or aspects of culture employing appropriate anthropological research techniques. The student will be trained in the use of observational and data collection methods.

Anth 461 (g) Urban Anthropology 3 hours
Understanding the origin and evolution of cities. The application of cross-cultural perspectives to the social organization of urban life. An examination of factors in the evolution of urban forms and institutions. Prerequisite: Anth 216 or consent of instructor.
Course Descriptions

Anth 462 (g) Cultural Transformation 3 hours
The changing nature of families, age, economic activity, political development, education, technological adaptation and religious associations. The relationship and effect of such changes within the cultural and ecological environment.

Anth 463 (g) Culture and Education 3 hours
Oriented toward application of anthropology to education. The focus is on the transmission of culture. Particular emphasis on the values that are activated by educational events and settings. The Western educational systems of different cultures and U.S. minority educational problems and solutions are examined.

Anth 471 (g) Personality and Culture 3 hours
An examination of culture in the formation of personality and in the determination of the range of personality types within specific societies. Prerequisite: Soc 213 or consent of instructor.

Anth 473 (g) The History and Philosophy of Anthropology 3 hours
A review of the various schools of thought, important personalities and principal concepts that have contributed to the development of anthropological theory.

Anth 490 (g) European Pre-History 3 hours
Analysis of European cultural development from the end of the Quaternary Ice Age to the formation of the Roman Empire.

Anth 494 (g) Northwest Indian Cultures 3 hours
A study of the cultures of the northwestern United States before and after contact with the white man. Prerequisite: Anth 215 or consent of instructor.

Anth 496 (g) The Indian in American Culture 3 hours
A study of the Indian position in the development of the societies of the Americas with emphasis on his acculturation in the contemporary society. Prerequisite: Anth 216 or consent of instructor.

Anth 497 (g) Mexican-American Culture 3 hours
The course will acquaint the student with the diverse cultural traditions of the Mexican-American people and study the interaction of their traditions and cultural modes of behavior within the broader context of American society.

GRADUATE COURSES
Courses numbered 400-499 and designated (g) may be taken for graduate credit.

Anth 526 Culture and Education 3 hours
Oriented toward application of anthropology to education. The focus is on the transmission of culture. Particular emphasis on the values that are activated by educational events and settings. The Western educational system is seen in the perspective of educational systems of different cultures.

Business Administration
LOWER-DIVISION COURSES
BA 101 Introduction to Business 3 hours
Business organization, operation and management; intended to orient the student in the field of business and to help the student to consider business as a career field.

BA 211, 212, 213 Fundamentals of Accounting 3 hours each term
The function of accounting as a tool for the organizing and administration of business enterprise.

BA 211: Introduction to accounting and the methodology of recording transactions. A study of the statements derived from records maintained for a business, as well as that of an internal control system. Accounting for current assets and liabilities.

BA 212: Fixed assets; partnership accounting; corporation accounting and long-term liabilities.

BA 213: Flow of funds; flow of cash reporting; cost accounting; budgeting; purposes and installation of standard costs to the accounting system; cost volume profit analysis; capital outlay budgeting; effect of the tax system on business decisions.

UPPER-DIVISION COURSES
BA 310 Markets and Marketing 3 hours
Theoretical development of the concept of the market. Description and classification of the various major types of markets in the United States. Theoretical explication and empirical examination of the behavior of buyers and sellers in the various markets. Prerequisite: upper-division standing or consent of instructor.

BA 316 Financial Management 3 hours
Introduction to the principles and methods of financial management. Study of the acquisition and utilization of funds to support organizational functions. Instruction in budget preparation and implementation. Emphasis on the formulation and modification of financial policies. Topics covered include cash, credit and asset control; funds acquisition; capital budgeting techniques; financial analysis and investment strategies; sources and costs of short- and long-term capital.

BA 340 Business Fluctuations and Forecasting 3 hours
Description and brief historical survey of business fluctuations. Presentation of the various theories of business fluctuations and the empirical evidence for each. Discussion of the social consequences of fluctuating economic activity. Examination of business strategies for dealing with the cycle. Prerequisite: upper-division standing or consent of instructor.

BA 361 Organizational Behavior 3 hours
The study of individual behavior within organizations, focusing on areas of potential conflict. Organizations covered include educational, governmental, military and business, with emphasis on business.

BA 370 Business and Society 3 hours
Theoretical explication of the nature and functioning of the business system of social cooperation and its operation in the United States. Discussion of the beneficial and detrimental aspects of this system. Elucidation of the social responsibilities of business. Prerequisite: upper-division standing or consent of instructor.

Corrections
LOWER-DIVISION COURSES
SSc 211 Introduction to Careers in Criminal Justice 3 hours
Review and survey of careers in law enforcement and corrections. Students will survey and study areas, visit facilities and meet persons in the criminal justice system.

UPPER-DIVISION COURSES
SSc 312 Criminal Justice Career Exploration 3 hours
Survey and assessment of study career needs and provision for carefully supervised career exploration experiences. Prerequisite: SSc 211.

SSc 407 Seminar: Corrections 3 hours

SSc 409 Practicum: Corrections 12 hours

GRADUATE COURSES
Courses numbered 400-499 and designated (g) may be taken for graduate credit.

SSc 450 (g) Criminology 3 hours
The nature and extent of delinquency and crime as forms of deviant social behavior; contributing factors; current prevention and treatment programs.
Scc 451 (g) Juvenile Delinquency: Prevention and Control 3 hours
Social dimensions of juvenile delinquency, its nature, demographic distribution, comparison and analysis of agencies, police, courts, individuals, groups and community efforts in their respective roles of treatment, control and prevention.

Scc 452 (g) Analysis of Juvenile and Criminal Justice Systems 3 hours
A study of the sequence involved in the correction process from arrest, courts, institutions and rehabilitation.

Scc 453 (g) Penology 3 hours
The evolution of punishment; penological theories; survey of prison development and administration. Education, labor and rehabilitation processes. Social groups in the prison community.

Scc 454 (g) Parole and Probation 3 hours
History of parole and probation. Adult and juvenile parole and probation. (A comparison of systems.) Contemporary practices and theories. Administration and research, treatment processes and tools.

Scc 455 (g) Correctional Casework, Counseling and Treatment 3 hours
History, development and contemporary practices, theories and techniques of juvenile and adult correctional casework, counseling and treatment.

Scc 456 (g) Community-Based Correctional Programs 3 hours
Inventory, assessment and impact of community-based programs implemented for treatment and care of the juvenile and adult delinquent.

Scc 457 (g) Corrections/Admnistration of Justice 3 hours
Designed to provide the student with administrative competence in problem identification and problem solving techniques as applied to agency personnel roles within the adult and juvenile systems of justice.

Scc 458 (g) Criminal Law and Corrections 3 hours
The substantive criminal law with its corresponding penal sanctions. Review of recent court cases, with emphasis on their impact on the corrections process, including the legal rights of offenders.

Scc 459 (g) Detention, Jail and Correctional Facility Management 3 hours
A study of the way that detention, jail and correctional facilities are organized and managed.

Scc 460, 461, 462 (g) Treatment of the Juvenile and Adult Law Offender 3 hours each term
This sequence is a study of the organizational and implementation of correctional treatment programs for the juvenile and adult law offender.

Economics

LOWER-DIVISION COURSES
Ec 201, 202, 203 Principles of Economics 3 hours each term
The study of economic matters and their application to the production, distribution and consumption of wealth. Primary emphasis is given to the U.S. economy.

UPPER-DIVISION COURSES
Ec 318 Money and Banking 3 hours
Description and analysis of operations of commercial banks, the Federal Reserve System, and the Treasury as they affect the monetary system of the United States. Prerequisite: Ec 201, 202, 203 or consent of instructor.

Ec 319, 320 Public Finance 3 hours each term
Economic analysis of revenue collection and expenditure by federal, state and local governments. Ec 319 deals with the effect of income taxes, corporate taxes, excise taxes, property taxes, fees, and other sources of public revenue on personal income, employment and production; incidence and shifting of taxes. Ec 320 is concerned with analysis of government expenditure - allocation of public funds for the achieving of various social goals and objectives; evaluation of efficiency criteria. Prerequisite: Ec 201, 202, 203 or consent of instructor.

Ec 395 Managerial Economics 3 hours
Economic analysis and application of the concepts of demand, cost, revenue, profit and competition. Product lines, pricing techniques, price differentials and capital budgeting integrated into management decision-making. Prerequisite: six hours of lower-division credit in economics or consent of instructor.

Ec 407 Seminar Terms and hours to be arranged

Ec 417 (g) Problems of Economic Development of Nations 3 hours
A study of development problems in such countries as Israel, the Latin Americas and the African nations. Prerequisite: six hours of lower-division economics or consent of instructor.

Ec 422, 423, 424 (g) The American Economic System: Theory and Description 3 hours each term
Designed to prepare those with some background in social science to teach the American economic system. The course combines a study of the underlying theory of the system with a comprehensive description of its actual day-to-day operation. Major economic problems are analyzed and alternative solutions evaluated. Attention is drawn to the successes and shortcomings of the system as a basis for consideration of various suggestions for its improvement. Some time is devoted to exploring effective methods of presenting this material in the classroom. This sequence may be substituted for Ec 201, 202, 203. It does not apply toward a major or minor in economics.

Ec 432 (g) Urban Economics 3 hours
Economic analysis of spatially oriented problems, with emphasis on the problems and techniques related to the understanding of economic base and the comparative economic growth of regions. Prerequisite: six hours of lower-division economics or consent of instructor.

Ec 436 (g) Environmental Economics and Public Policy 3 hours
An economic study of environmental problems with special reference to social welfare and economic efficiency criteria in evaluating the alternative uses of natural resources. Prerequisite: six hours of lower-division economics or consent of instructor.

Ec 440 (g) Introduction to International Economics 3 hours
Economic analysis of international trade - basis, problems and effects - trade restrictions, balance of payments and its settlement - exchange rates, gold reserves, international economic organization and financial institutions. Prerequisite: six hours of lower-division economics or consent of instructor.

Ec 444 (g) Introduction to Human Resource Economics 3 hours
Economics analysis applied to the labor market as a factor of production. Wage determination, relationship between wages and prices, relationship between wages and employment is emphasized. Problems of manpower utilization. Prerequisite: six hours of lower-division economics or consent of instructor.

Ec 445 (g) Organized Human Resource Economics 3 hours
Theories of the labor movement plus the history, aims, methods and policies of trade unions. The mechanics and functioning of collective bargaining will be explored. Prerequisite: six hours of lower-division economics or consent of instructor.

Ec 450 (g) Contemporary Economic Systems 3 hours
A study of capitalism, communism and socialism in contemporary society. Prerequisite: six hours of lower-division economics or consent of instructor.

Ec 451 (g) Contemporary Economic Systems 3 hours
A study of capitalism, socialism and communism as reflected in a group of contemporary societies, stressing the-
ory of development. Prerequisite: six hours of lower-division economics or consent of instructor.

Ec 457, 458 (g) Economic Theory and Policy 3 hours each term
Ec 457—microeconomics: economic theory of the firm, the price system and resource allocation under various market structures. Ec 458—macroeconomics: measurement, analysis and policy related to the aggregate economic activity, with emphasis on employment, stable prices and economic growth. Prerequisite: 9 hours of lower-division economics.

Ec 470, 471 History of Economic Thought 3 hours each term
Traces the development of economic thought from ancient times to the present. Contributions of individual writers and schools of thought are examined in their historical settings and as they influence economic thought and policy. Philosophical problems in economics are examined with some emphasis on the methodology and epistemology of economic theory. Major contributions to economic thought in the 20th century are examined in greater detail.

Ec 480 (g) Introduction to Mathematical Economics 3 hours
A review of relevant mathematical tools currently utilized in the economics profession, and the application of these tools to economic issues utilizing problem-solving procedures. Prerequisites: 9 hours of lower-division economics, 4 hours of lower-division mathematics, or consent of instructor.

Ec 487 (g) Technology and American Economic History 3 hours
An investigation of American economic history with emphasis on analyzing the interaction between technology, research and development, economic structure and institutions. Prerequisite: 9 hours of lower-division economics or consent of instructor.

Ec 488 (g) Introduction to Consumer Economics 3 hours
An analysis of economic efficiency and growth as they relate to micro and macro consumption behavior and consumerism: protection, information and education. Prerequisite: six hours of lower-division economics or consent of instructor.

FSA 311 Principles of Fire Protection Management 2 hours
An investigation of management and supervisory responsibilities, including motivation, discipline, human relations, training, communications, followership, planning, leadership, management-employee relations. Prerequisites: course work and experience for Fireman II certificate; selection by Oregon Fire Standards and Accreditation Board.

FSA 312 Principles of Fire Protection Management Field Project 1 hour
Follow-up project to FSA 311. Must be taken in conjunction with that course.

FSA 313 Fire Personnel Management 2 hours
Develops a perspective on specific personnel functions, including manpower planning and development, job description and analysis, employment recruitment, selection and placement, promotions, transfers, separations, wage and salary administration, labor-management negotiations and contracts. Prerequisites: course work and experience for Fireman II certificate; selection by Oregon Fire Standards and Accreditation Board.

FSA 314 Fire Personnel Management Field Study 1 hour
Follow-up project to FSA 313. Must be taken in conjunction with that course.

FSA 315 Organization for Fire Protection 2 hours
Develops an understanding of fire department organization, including fire defenses and insurance ratings; organization for fire suppression and prevention, the fire department and the municipality, intermunicipality for fire services. Prerequisites: course work and experience for Fireman II certificate; selection by Oregon Fire Standards and Accreditation Board.

FSA 316 Organization for Fire Protection Field Study 1 hour
Follow-up project to FSA 315. Must be taken in conjunction with that course.

FSA 317 Fiscal Management in Fire Protection 2 hours
The budget process; taxation and assessments; operations planning; financial aid and grant programs; allocation of resources; analysis of expenditures and productivity; management information systems. Prerequisites: completion of FSA 311, 313, 315.

FSA 318 Fiscal Management in Fire Protection Field Study 1 hour
Follow-up project to FSA 317. Must be taken in conjunction with that course.

FSA 319 Legal Aspects of Fire Protection 2 hours
Federal and state laws; codes and ordinances; legal responsibilities of fire service agencies; liabilities and civil law; enforcement procedures and police powers. Prerequisites: completion of FSA 311, 313, 315.

FSA 320 Legal Aspects of Fire Protection Field Study 1 hour
Follow-up project to FSA 319. Must be taken in conjunction with that course.

FSA 321 Fire Protection Master Planning 2 hours
Major emergency planning; defining problems and problem areas; involving other municipalities or district agencies; the planning process; implementation of plan objectives; review of programs. Prerequisites: completion of FSA 311, 313, 315.

FSA 322 Fire Protection Master Planning Field Study 1 hour
Follow-up project to FSA 321. Must be taken in conjunction with that course.

Geog 105, 106, 107 Introductory Geography 3 hours each term
105—Introduction to physical geography. 106—Introduction to regional geography: the developing world. 107—Introduction to regional geography: the developed world.

Geog 200 Geography of World Affairs 3 hours
Geographic background and investigation of the world's current social, political and economic problems and the role the United States plays in world affairs.

Geog 206 Area Studies 3 hours
An analysis of the physical and cultural patterns of a geographic area. The specific area selected varies with the instructor and demands of students, but major emphasis is on the fundamental processes and patterns unique to the area and its relationships to the larger region in which it is located. Major topics include the evolution of settlement forms, transport systems, economic and social patterns, and ways of managing the land. A maximum of two terms (8 hours) may be included in each student's degree program.

Geog 221 Field Geography 3 hours
Observation of geographic features in the field; construction of maps from field sketches and notes; preparation of field reports.

Geog 222 The World in Maps 3 hours
Understanding of man's activities on the face of the earth through analysis, synthesis and evaluation of maps, air photos and other remote sensor imagery.

Geog 240 Cartography 3 hours
Introduction to the fundamentals of reading and using modern maps, along with considerations in their design, compilation and drawing.
**UPPER-DIVISION COURSES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Geog 311</td>
<td>Geography of Exploration</td>
<td>3</td>
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<tr>
<td></td>
<td>Exploration, discovery and development of the world from classical times to the present. Emphasis on the Western Hemisphere.</td>
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<tr>
<td>Geog 313</td>
<td>Geography of the Pacific Northwest</td>
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<tr>
<td></td>
<td>Physical and human resources of the Pacific Northwest. Interpretation of the present pattern of man's use of the Pacific Northwest with special emphasis on Oregon.</td>
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<tr>
<td>Geog 314</td>
<td>Geography of the Pacific Basin</td>
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<td></td>
<td>The lands and peoples of the Pacific realm and their political, cultural and economic well-being. Emphasis on Melanesia, Micronesia and Polynesia.</td>
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<tr>
<td>Geog 318</td>
<td>Geography of Religion</td>
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<tr>
<td></td>
<td>The origin and diffusion of religion; the role of religion in defining cultural regions; problems of societies characterized by religious pluralism.</td>
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<tr>
<td>Geog 340</td>
<td>Intermediate Cartography</td>
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<tr>
<td></td>
<td>Projects in some of the more specialized aspects of the graphic arts as applied to the field of cartography. Prerequisite: Geog 240.</td>
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<tr>
<td>Geog 390</td>
<td>Introductory Meteorology</td>
<td>3</td>
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<tr>
<td></td>
<td>Observation, measurement and analysis of weather elements and phenomena; interrelationships of weather elements; stratification, general and local storms; weather and flying; causes of weather changes.</td>
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<tr>
<td>Geog 392</td>
<td>Physical Geography</td>
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<tr>
<td></td>
<td>Principal earth surface elements of physical geography including landforms, soils, water and biotic resources in their genetic, distributional and functional interrelationships. Prerequisite: Geog 105 or consent of instructor.</td>
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<tr>
<td>Geog 393</td>
<td>Geography of Soils</td>
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<tr>
<td></td>
<td>The nature of soils; development and classification; the role of other physical systems; world distribution. Prerequisite: Geog 105 or consent of instructor.</td>
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<tr>
<td>Geog 407</td>
<td>Seminar</td>
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<td></td>
<td>Terms and hours to be arranged</td>
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<td></td>
<td>Intended for non-teaching majors. Maximum of 3 hours.</td>
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<tr>
<td>Geog 411,</td>
<td>Cultural Geography</td>
<td>3</td>
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<tr>
<td>412 (g)</td>
<td>Cultural areas of the inhabited regions of the earth as characterized by ethnic, population and settlement patterns.</td>
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<tr>
<td>Geog 413</td>
<td>Urban Geography</td>
<td>3</td>
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<tr>
<td></td>
<td>Urban settlements in terms of patterns, forms and functions; systems of urban land classification and geographic aspects of forces affecting urban land use.</td>
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<tr>
<td>Geog 414</td>
<td>Geographic Backgrounds of American History</td>
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<tr>
<td></td>
<td>Diffusion of culture traits across the United States from the 17th century to the present. Emphasis on settlement, transportation, religion, agriculture, communication systems and the differentiation of regional cultures.</td>
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<tr>
<td>Geog 416,</td>
<td>Economic Geography</td>
<td>3</td>
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<tr>
<td>417, 418</td>
<td>Economic Geography</td>
<td>3</td>
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<tr>
<td></td>
<td>A systematic study of the world's major types of economic activity, simple to complex: 416—agriculture; 417—manufacturing; 418—trade and transportation.</td>
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<tr>
<td>Geog 425</td>
<td>Environmental Issues and Survival Strategies</td>
<td>3</td>
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<td></td>
<td>Consideration of the geographic distribution of American resources against a background of world resources; philosophies and practices and their geographical bases in relation to survival and strategies.</td>
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<tr>
<td>Geog 426</td>
<td>Geography of Europe</td>
<td>3</td>
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<td></td>
<td>Individual European societies' landscape organization and how they attempt to alleviate common cultural problems: international migrations, scarcity of land for agriculture and urban development, economic programs and European nationalism.</td>
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<tr>
<td>Geog 427</td>
<td>Geography of the Soviet Union</td>
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<tr>
<td></td>
<td>Geography of the Soviet Union; its resources, peoples and world position.</td>
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<tr>
<td>Geog 428</td>
<td>Geographies of the Germans, Austria, Switzerland</td>
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<td></td>
<td>A study of the Alpine axis and its forelands and the life and livelihoods that have developed in and about this Central European milieu.</td>
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<tr>
<td>Geog 429</td>
<td>Geography of North America</td>
<td>3</td>
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<tr>
<td></td>
<td>Understanding of economic and social activities in the major human-use regions of the home continent; description and interpretation of the present occupancy pattern of the major regions of the United States and Canada.</td>
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<tr>
<td>Geog 432</td>
<td>Geography of Africa</td>
<td>3</td>
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<td></td>
<td>The African continent, its nations and colonies; the physical and cultural geography of the regions of the continent and their geographical implications.</td>
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<td>Geog 433</td>
<td>Political Geography</td>
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<td></td>
<td>The nations of the world and their interrelations analyzed geographically, emphasizing both physical and cultural factors of the environment to assist in the interpreting of world affairs.</td>
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<tr>
<td>Geog 440</td>
<td>Advanced Cartography</td>
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<td></td>
<td>Individual work with emphasis on creative techniques of employing the map as a tool.</td>
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<tr>
<td>Geog 450</td>
<td>Geography of Asia</td>
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<td></td>
<td>Economic and social development of the countries of Asia; the economic bases of human life; problems of population pressure; trends in economic and political exploitation; and the geographic backgrounds of Oriental and Occidental interrelations.</td>
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<tr>
<td>Geog 461</td>
<td>Geography of South America</td>
<td>3</td>
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<td></td>
<td>Economic and social development of the countries of Latin America; raw materials; potential markets; inter-American relations.</td>
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<tr>
<td>Geog 463</td>
<td>Geography of Middle America</td>
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<tr>
<td></td>
<td>Physical and cultural processes that have shaped the landscapes of Middle America.</td>
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<tr>
<td>Geog 480</td>
<td>Geography in the School Curriculum</td>
<td>3</td>
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<td></td>
<td>Description and analysis of major trends, concepts and content of geography as related to the social studies curriculum in the public schools.</td>
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<tr>
<td>Geog 490</td>
<td>Climatology</td>
<td>3</td>
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<td></td>
<td>The climate controls and where they operate; climate classification; world regional climate patterns; the characteristics of the world's climates. Prerequisite: Geog 390.</td>
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<tr>
<td>Geog 492</td>
<td>Regional Physiography of North America</td>
<td>3</td>
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<td></td>
<td>The interrelationship of soil, vegetation, landforms and climate in the physiographic regions of North America as they have played a role in the cultural and economic development of the continent. Prerequisite: Geog 392 or G 322.</td>
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</tbody>
</table>

**GRADUATE COURSES**

Courses numbered 400-499 and designated (g) may be taken for graduate credit.

Geog 515 | Geographic Background of European History | 3 hours |
|         | Influence of geographic factors on the development of European ethnic, settlement, political and economic patterns. Emphasis given to the evolution of these patterns since the time of the dissolution of the Roman Empire. |       |
Course Descriptions

Geog 518 Modern Viewpoints, Methods and Materials in Geography 3 hours Analysis of the learning skills, concepts, tools and techniques to provide understanding of the physical environment and its relationship to man’s way of living.

Geog 519 Cartography for Teachers 3 hours Maps and visual aids, their selection and usage in the classroom. Sources of maps for the teacher. Making a map in the classroom and implementing it as a teaching tool. Methods of relating the map to the ground and the ground to the map.

Geog 520 Physical Geography and Field Methods for Teachers 3 hours Observation of geographic features in the field; construction of maps from field sketches and notes; preparation of field reports; analysis of methods of field teaching in the public schools.

History

LOWER-DIVISION COURSES

Hist 101, 102, 103 History of World Civilizations 3 hours each term Treatment of the major themes of development in the principal civilizations of the world.

Hist 201, 202, 203 History of the United States 3 hours each term The American nation, with emphasis on economic, political, social and cultural development.

UPPER-DIVISION COURSES

Hist 304, 305, 306 English History 3 hours each term A general survey covering political, economic, social, intellectual and religious developments. Attention to Empire and Commonwealth as well as the homeland.

Hist 307 History of American Protest Movements 3 hours Protestant American history from colonial times to the present, including utopianism, anarchism and socialism: the Klan, the John Birch Society and the Wobbles; student unrest and anti-war activities.

Hist 309, 310, 311 Minority Groups in American History 3 hours each term The political, cultural, social and economic experience of minority groups in American history.

Hist 350 Pre-Columbian and Colonial Latin America 3 hours Latin America from pre-Columbian times through the periods of European conquest and colonization. Comparisons with the Anglo-American experience.

Hist 351 Mexico and the Caribbean Since Independence 3 hours The history of Mexico from the wars of independence to the present with special emphasis on the Revolution as an event and as an institution. Attention also given to the experience of Cuba and other key Middle American states.

Hist 352 South America Since Independence 3 hours Political, social and economic developments in South America during the 19th and 20th centuries. Stress is placed on the experiences of the major states.

Hist 391, 392, 393 History of the Far East 3 hours each term The history, civilization and institutions of East Asia.

Hist 407 Seminar Terms and hours to be arranged intended for non-teaching majors. Maximum of 3 hours.

Hist 410 Women in History 3 hours Study of women’s changing status and increasing influence throughout modern history.

Hist 420 (g) Historiography 3 hours The evolution of the discipline of history as portrayed through the writings of the major historians.

Hist 421 (g) The Middle Ages 3 hours Europe from the decline of the Western Roman Empire to the Renaissance.

Hist 424 (g) Renaissance and Reformation 3 hours Civilization of the Renaissance in Italy and Northern Europe: Protestant and Catholic reformations of the 16th century.

Hist 425 (g) Early Modern Europe 3 hours Movements and events of the 17th and 18th centuries; the Enlightenment; the Old Regime; the classical age in art, architecture and literature; the development of modern science, society and nation states.

Hist 422 (g) Revolutionary Europe 3 hours European political, social, economic and intellectual revolutions and movements from 1789 to the mid-19th century.

Hist 437, 438 Modern German History: from Bismarck to the Present 3 hours each term The eight decades of German history which form this two-term course have seen more dramatic and baffling events, more drastic changes and more irrational violence than any other comparable period in the history of a modern nation. And the impact of this extraordinary nation’s history upon Europe, the United States and, indeed, the world, has been equally extraordinary. Germany—as a political laboratory, a seed-bed of extremism, a physical and ideological battleground, and a cultural phenomenon, a formidable military power, and the most crushingly defeated nation in modern times—is worthy of study. Hist 437, from Bismarck to Versailles; Hist 438, from Weimar to the present.

Hist 443 (g) Europe in Ascendancy 3 hours Europe from mid-19th century to 1914, including the rise of new nations, the events and influences of European imperialism, the development of radical social and political movements, and the forces leading to World War I.

Hist 444, 445 (g) 20th-Century Europe 3 hours each term The impact of World War I, the interwar adjustment and conflict between democracy and the totalitarian powers; World War II and its aftermath; the rebuilding and reorientation of Europe.

Hist 446 (g) The Near East in the 20th Century 3 hours The contemporary Near East; its societies, its economic and political patterns, and its role in world affairs. Special attention is given to the Turkish revolution, the Mandate experience and the background of Israeli-Arab tensions.

Hist 447, 448 (g) History of Russia 3 hours each term Hist 447: The Kievan state; the emergence of Muscovy and its expansion. Hist 448: Political, social, economic, and cultural development of Russia from early modern times to 1917; revolutionary thought and movements of the 19th and early 20th centuries.

Hist 449 (g) History of the Soviet Union 3 hours Political, diplomatic, economic and social development of the Soviet Union from 1917 to the present.

Hist 450, 451 (g) History of Spain 3 hours each term Hist 450. Spain in the Moorish period, during its Golden Age and in the centuries of decline. Hist 451. 20th century Spain, with stress on the Civil War and the Franco years.

Hist 457 (g) The Jacksonian Era 3 hours The United States. 1815-1850. Western expansion and the roots of sectional conflicts; growth of a native American culture; party struggles of the age of Jackson.

Hist 458 (g) Civil War and Reconstruction 3 hours The critical decade before the Civil War; the war to preserve the Union;
efforts to reconstruct southern society after the war, and the resulting turmoil. Emphasis on changing interpretations of Civil War history.

Hst 459 (g) Industrial America 3 hours
Industrialization, growth of big business and relationship of government and business; settling the last frontier; immigration and the rise of cities; new intellectual currents; emergence of the United States as a world power.

Hst 460, 461, 462 (g) American Social and Intellectual History 3 hours each term
Influence of social factors on American history and culture; main currents of American intellectual and cultural life from colonial times to the present.

Hst 463 (g) History of Canada 3 hours
The history of Canada from a British colony to an independent nation and a member of the British Commonwealth of Nations. Her modern history, since confederation in 1867, is stressed, as are her relationships with the United States in that period.

Hst 465 (g) The Modern British Empire and the Commonwealth 3 hours
The reshaping of the British Empire in the century following the American Revolution; the development of the concept of the Commonwealth. The meaning and operation of the Commonwealth, its broadening following World War II and the emergence of some of its members to complete independence.

Hst 476, 477 (g) History of the West 3 hours each term

Hst 478 (g) History of the Pacific Northwest 3 hours
Historical and cultural development of the Pacific Northwest.

Hst 479 (g) Urban American History 3 hours
The political, economic, social and intellectual impact of the city on American history and the impact of historical forces on the growth of American urbanization.

Hst 480, 481, 482 (g) The United States in the 20th Century 3 hours each term
Attempts from the Progressive Era through the New Deal and the Great Society to solve the problems of an urban, industrial society; the impact of two world wars, the Cold War, and an intervening depression on American institutions and attitudes; special emphasis on the growth of the modern presidency.

Hst 483 (g) Colonial America 3 hours
Colonial background of American history from the Age of Discovery to the Revolution. Emphasis on broad, unifying themes of the colonial period.

Hst 484 (g) The New Nation 3 hours
History of the United States from 1775 to the Jacksonian Era. Concentration will be on the Revolution and the Constitution as each relates to the later process of achieving a national identity.

Hst 490 (g) 20th-Century Latin America 3 hours
Contemporary developments and trends in Latin America. Social and cultural patterns and issues and their impacts on governments and economies.

Hst 491 (g) History of Inter-American Relations 3 hours
A diplomatic history from 1810 to the present with emphasis on relations between the United States and Latin America.

Hst 492 (g) World Problems 3 hours
Selected historical issues which are both contemporary and significant. Attention given to the political, economic and social aspects of these issues.

Law Enforcement

UPPER-DIVISION COURSES

LE 311 History and Development of Law Enforcement 3 hours
This course will survey the historical development, organization and operation of law enforcement agencies in America at all government levels. It will provide a broad historical and developmental background for advanced studies.

LE 331 Police and the Community 3 hours
The police role and the factors contributing to friction or cooperation between law enforcement personnel and the community; minority groups, cultural and economic problems, community organization and social responsibility. Prerequisites: upper-division standing and LE 311.

LE 351 Police Organization and Administration 3 hours
Organizational and management principles; the administrative process in law enforcement agencies; the relationship of theoretical administrative concepts to the practical police environment. Prerequisites: upper-division standing and LE 311.

LE 407 Seminar in Police Problems and Practices 3 hours
Crime control, crime prevention and community involvement; specific programs and projects examined for effectiveness and influence on police direction. Prerequisite: advanced standing or consent of instructor.

LE 423 (g) Middle Management for Law Enforcement 3 hours
Managerial concepts, administrative principles and supervisory practices for the middle command officer. Police leadership, policy formulation and application of sound management practices. Prerequisite: LE 351 or consent of instructor.

LE 424 (g) Law Enforcement Planning 3 hours
Planning techniques, development of criminal justice planning, identification of problem areas, causative factors, solutions and alternative strategies, using resources to effect change. Prerequisite: LE 351 or consent of instructor.

LE 425 (g) Personnel Management in Law Enforcement 3 hours
Issues in personnel problems and practices: collective bargaining, professionalism, motivation, training, productivity and accountability. Prerequisite: LE 351 or consent of instructor.

LE 450 Legal Aspects of Law Enforcement 3 hours
The concepts of due process and application of the Bill of Rights in criminal law are examined in the light of U.S. Supreme Court decisions. State and federal procedural law is reviewed as well as relevant new legislation. Prerequisite: introductory course in criminal law.

Political Science

LOWER-DIVISION COURSES

PS 106 Introduction to Political Science 3 hours
Survey of the principal concepts in the study of politics and government; major issues and propositions concerning individual citizens and the state; major patterns of relationships among polity, economy and society; institutions and processes of making binding decisions for the society.

PS 201 American National Government 3 hours
An introduction to the study of political institutions, public policy and public opinion in the United States. Prerequisite: PS 106 or consent of instructor.

PS 202 State and Local Government 3 hours
A survey of the practical operation, contemporary issues, problems and recent reforms relating to government at the state and local levels, with emphasis on Oregon. Prerequisite: PS 201 or consent of instructor.
UPPER-DIVISION COURSES

PS 303 European Government 3 hours
A comparative study of the political cultures, political parties, governments of selected European nations and a consideration of the problems and possibilities of regional integration. Prerequisite: consent of instructor.

PS 306 Introduction to International Relations 3 hours
An introduction to the analysis of relations among nations, international organizations, global problems and possibilities. Prerequisite: consent of instructor.

PS 351 Introduction to Public Administration 3 hours
An investigation of the role of public administration in the political process; administrative organization; basic problems of management; personnel and financial administration; analysis of the continuing role of bureaucracy in the solution of public problems. Prerequisite: consent of instructor.

PS 352 Constitutional Law 3 hours
An examination of the impact of the Supreme Court upon the rights and freedoms of the individual in the United States with emphasis on the case study approach. Prerequisite: PS 201 or consent of instructor.

PS 409 (g) Practicum: Internship 3-12 hours
Offers opportunities for practical experience in branches of Oregon state government, local government, political campaigns or pressure group activities. Usually taken in conjunction with PS 424. Prerequisite: PS 202 or consent of instructor.

PS 414 (g) Political Parties and Pressure Groups 3 hours
An analysis of the nature, organization and operation of political parties and pressure groups with special attention to their functions in the American political process as well as problems and reforms relating to their activities. Prerequisite: PS 201 or consent of instructor.

PS 415 (g) Public Opinion and Political Behavior 3 hours
An analysis of the process by which public opinion is created and the role of public opinion in the political process with emphasis on psychological theories and political socialization as they apply to voting and other forms of political behavior. Prerequisite: PS 201 or consent of instructor.

PS 418 Functions and Policies of National Government 3 hours
A detailed analysis of the functions and policies of American national government with emphasis on a selected current problem or issue area. Prerequisite: PS 201 or consent of instructor.

PS 424 (g) Problems of State Government 3 hours
A study of the special problems faced by state executives, legislatures, judicial systems, political parties and pressure groups. Usually taken by, but not restricted to, those interning. Prerequisite: PS 202 or consent of instructor.

PS 430 Political Issues: General Theory 3 hours
An analysis of the problems and answers posed by political theorists through the ages and in various situations; emphasis is placed upon theories as sets of values and suggestions for their implementation. Prerequisite: consent of instructor.

PS 460 The Governments and Politics of Asia 3 hours
A survey of the governments, political processes and political cultures of selected Asian countries, including Japan, the People's Republic of China and India. Prerequisite: PS 303 or 306 or consent of instructor.

PS 463 The Government and Politics of Developing Nations 3 hours
A survey of the governments, political processes and political cultures of selected developing countries in Africa, Latin America and the Middle East. Prerequisite: PS 303 or 306 or consent of instructor.

PS 490 Community Politics 3 hours
An analysis of political processes, institutions, problems and issues at the local level, with emphasis upon citizen-initiated organization and action. Prerequisite: PS 202 or consent of instructor.

PS 492 (g) Ideologies of the Twentieth Century 3 hours
Capitalism, Liberalism, Conservatism, Communism, Socialism and Fascism considered as worldviews and politico-economic systems with emphasis on comparative values and methods. Prerequisite: PS 303 or 306 or consent of instructor.

PS 493 (g) International Organizations 3 hours
A study of global problems, such as war and economic development, and organizations designed to alleviate them; assessment of the successes/failures of the United Nations, European Community and collective security arrangements. Prerequisite: PS 306 or consent of instructor.

PS 497 (g) American Foreign Relations 3 hours
The origin, character and consequences of American foreign policies; concentrates on the period since 1945; covers process of policy-making. Prerequisite: PS 201 or 306 or consent of instructor.

SOCIETY

UPPER-DIVISION COURSES

Soc 213 Principles of Sociology 3 hours
Fundamental concepts and empirical findings in the field of sociology.

Soc 214 Social Problems 3 hours
Basic sociological concepts applied to the analysis of the causes and alleviation of current American social problems.

Soc 215 World Population and Social Structure 3 hours
Introduction to the general field of population studies, providing within a sociological framework an analysis of historical, contemporary and anticipated population conditions and trends as these are related to social situations and the organization of society.

LOWER-DIVISION COURSES

Soc 309 American Society 3 hours
An analysis of American society in terms of its significant structural traits and their functions; major changes in American society and selected contemporary problems examined in relation to institutional structures. Prerequisite: Soc 213 or consent of instructor.

Soc 310 Community Organizations 3 hours
Understanding of the social organization of a community, such as the power structure, stratification, unique traditions, conflict groups and its institutions. Description of the different patterns in an urban community and in a rural community. Development of an understanding of the ecological characteristics of a community. Prerequisite: Soc 213 or consent of instructor.

Soc 311 The Family as a Social Institution 3 hours
The structure and function of the family institution in terms of its history and change; its relationship to the educational, religious, political and economic systems, with special reference to the role of the family in the development of contractures. Prerequisite: Soc 213 or consent of instructor.

Soc 327 Introduction to Social Research 3 hours
The development of social research; the nature of scientific inquiry and basic methods and techniques; examination of representative studies from the standpoint of methodology; the utilization of basic skills.

Soc 331 Social Psychology 3 hours
A sociological approach explaining how actual, imagined or implied presence of others influences a person's cognitive, affective and behavioral characteristics in various situations. Prerequisite: Soc 213 or consent of instructor.
Soc 338 Marriage and the Family
3 hours
The growth and development of the family throughout its life cycle. The family and personality development, dating, courtship, mate selection, engagement, marriage and family adjustment, family crises. Prerequisite: Soc 213 or consent of instructor.

Soc 370 Developments of Sociology
3 hours
Study of the major thinkers who have shaped contemporary sociology. The focus is on recurrent concepts and issues that continue to challenge sociological inquiry. Special attention to the way in which social structure affects social thought, and vice versa.

Soc 420 (g) Sociology of Complex Organizations 3 hours
The study of patterns and problems of social organization in modern societies.

Soc 422 (g) The Socially and Educationally Different 3 hours
A sociologically designed course to acquaint students with the various viewpoints that are utilized when discussing populations that are physically, socially, and culturally different. A field study experience is optional as partial fulfillment of course requirements. Prerequisite: Soc 213 and/or consent of instructor.

Soc 434 (g) Social Stratification 3 hours
The study of the social bases for the significance of stratification and inequality in human societies, including differentiation related to class, and powers.

Soc 437 Sociology of Minority Relations 3 hours
An analysis of the structure of minority relations in society. Focus upon the theoretical explanations of minority status, including racial, ethnic, sexual and social differentiation.

Soc 443 (g) The Field of Social Work 3 hours
A survey of the development of the social services with emphasis on current American trends. Prerequisite: Soc 213 or consent of instructor.

Soc 450 (g) Sociology of Small Groups 3 hours
Small group behavior from the standpoint of interaction, structure, and function. Understanding of the theory and application of sociometric techniques.

Soc 454 (g) Sociology of Deviant Behavior 3 hours
Identification of different forms, distribution and extent of deviant behavior and current theories of deviant causation. The influence deviance has upon the individual and on society. Prerequisite: Soc 214 or consent of instructor.

Soc 458 (g) Sociology of Maturity and Aging 3 hours
Consideration of education and socialization processes and activities which facilitate adjustment to satisfaction with and productivity during late middle age and retirement; major social problems and disorganization related to aging, leisure and retirement, i.e., role preparation, allocation, change, rolelessness and role reversals; differences in life style, resource availability and allocation related to social and economic stratification, subculture to aging. Prerequisite: Soc 213 or consent of instructor.

Soc 472 (g) Contemporary Sociological Theory 3 hours
Study of significant sociological theories from the 19th century to the present.

Soc 477 (g) The Black in American Society 3 hours
The study of the black as he has evolved in American society. Particular emphasis is given to the experiences which have differentiated the black from other minorities and ethnic groups.

Soc 490 (g) Educational Sociology 3 hours
Structure and functioning of society as a background for the study and evaluation of education in its varied forms; the contribution of sociological principles and findings to the improvement of education practices. Prerequisite: Soc 213 or consent of instructor.

Elementary and Secondary Education

Education

LOWER-DIVISION COURSES

Ed 111 Contemporary Education 2 hours
Exploration of trends and educational practices in today’s schools coupled with field experiences in public schools, working directly with children in grades K-12.

Ed 200 Introduction to Education 2 hours
An overview of public elementary and secondary education to serve as an introduction for students considering careers in education. Emphasis is placed on the characteristics of careers in elementary or secondary teaching and special education to help students decide directions for their preparation and specialization.

UPPER-DIVISION COURSES

Ed 303 September Experience 3 hours
Students will be assigned to a public school at its opening in the fall. Students will work directly with classroom teachers in preparation, instruction and other activities.

Ed 336 Methods in Teaching a Foreign Language 3 hours
A course designed to stress the theory of learning; the preparation of materials for use in the language classroom, and practice in the use of these materials. The methods taught are to involve the beginning stages to the advanced levels of language learning. Students will become familiar with the state adopted texts and the techniques of using them effectively.

Ed 344 Physical Education in the Elementary School 3 hours
Theory and practice in rhythm, group and folk dancing, stunts, games, self-testing activities, tumbling, materials, planning and evaluating programs with references to basic principles of physical education for elementary and secondary teachers.

Ed 345 Physical Education Methods and Materials (K-12) 3 hours
Development of teaching strategies in physical education activities, grades K-12. For majors and minors in physical education.

Ed 351 School Health Program 3 hours
Teaching of health education with emphasis on health knowledge, health attitudes and health habits of school children, and the development of a health service program. Special study of the state health education program.

Ed 352P Methods and Materials in Health Education (K-12) 3 hours
An in-depth and comprehensive methods and materials class in teaching skills and competencies in administration of the health program, health services, philosophy and goals.

Ed 350 Learning and Instruction in the Elementary Schools 7 hours
This is an introductory course in reading plus a focus on educational psychology and audio-visual technology. Admission by application to Elementary Education, Room 202N of the Education Building.

Ed 351, 362 Learning and Instruction in the Elementary Schools 9 hours each term
Laboratory type courses designed to integrate the competencies essential for elementary school teaching; the nature of learning; evaluation techniques for child study and their application in the classroom; the techniques of class-
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room instruction in the elementary school with emphasis on observation planning, supervised presentation and evaluation of learning experiences in the areas of reading, language arts, social studies, science and mathematics. Planned, sequential laboratory experiences in elementary school classrooms and audio-visual laboratory.

Ed 363 Learning and Instruction in Intermediate and Secondary Schools (Grades 5-12) 13 hours
This course integrates the fundamentals of educational psychology and teaching methods and procedures with a field experience in a select public school setting. Content includes (1) historical, cultural and psychological foundations, (2) teachers' legal rights and responsibilities, (3) assessment of students' skills and characteristics, (4) development of instructional goals and objectives, (5) teaching strategies and classroom management, and (6) measurement and evaluation of student and teacher performance, (7) career education concepts, and (8) the exceptional child in the regular classroom.

Ed 364 Introduction to Early Childhood Education 3 hours
An introductory course in the principles and basic theories of early childhood education. An overview will be presented of the physical, perceptual-motor, social-emotional and cognitive development of the young child. A description of child care environment, assessment programs and curricular designs also will be included. Opportunities will be given to observe and participate in developing learning experiences for young children.

Ed 369 Reading and Telling Children's Stories. 3 hours
Techniques and principles for sharing stories with children through reading and story-telling. Involves study and selection of literature for children of all ages. Opportunities to investigate stories used for such special topics as puppetry, bibliotherapy, crafts, choral reading and special ethnic or minority groups.

Ed 406 (g) Special Individual Studies
Terms and hours to be arranged
Designed for individual or special studies in a limited area of interest, under the guidance of a designated staff member.

Ed 407 (g) Seminar
Terms and hours to be arranged
Ed 408 (g) Workshop
Terms and hours to be arranged
Ed 409 (g) Practicum 1-12 hours
Early Childhood Education Reading Educational Media

Ed 410 (g) Methods and Research Materials 3 hours each term. Maximum 6 hours undergraduate and 9 hours graduate
Problems and methods in selecting and organizing materials for teaching in any one of the following fields: art, music, social science, science, language arts, reading, physical and health education and mathematics. Emphasis for graduate students will be placed upon recent research and literature dealing with instructional materials, methods and facilities, including the completion of a special project. E indicates elementary level; S indicates secondary level.

Ed 411 Special Secondary Methods 2-3 hours
Individual courses in the study of the social sciences, the humanities, the sciences and the mathematics programs at the secondary level, including objectives, methods, materials and equipment characteristic of a good instructional program. Prerequisite: consent of instructor.

Ed 412 Laboratory Experience 1-6 hours
An experience practicum to acquaint pre-service and in-service teachers with programs for children and youth in various societal and educational agencies: summer practicums in pre-school and elementary education; practicums in addition to student teaching in subject-matter areas to meet certification requirements. Students limited to six hours of Ed 412.

Ed 413 Student Teaching 3-15 hours
Observing and teaching under the direction of a supervising teacher; opportunity for assuming direct responsibility for the learning activities of children or youth; developing skill in the techniques of teaching and classroom management; participation in the life of the school. Full-time student teaching (15 hours) also will include a seminar with specific topics and times arranged by the college supervisor. Admission by application only.

Ed 418 Intern Teaching: Elementary 12 hours
Ed 419 Intern Teaching: Secondary 12 hours
Ed 424 (g) Measurement in Education 3 hours
Theory of educational measurement. Test planning, item writing, essay testing, administration and scoring, analysis of scores and grade assignment. Use of informal and standardized tests for the diagnosis, analysis and evaluation of learning and instruction. Simple statistics of test interpretation.

Ed 433 (g) Organization and Preservation of Materials 3 hours

Ed 434 (g) Photography in Instruction 3 hours
A set of experiences and activities designed to acquaint the student with some basic photographic equipment and techniques which would permit a more effective use of the photographic medium in instruction.

Ed 435 (g) Educational Media and Materials 3 hours
Provides the students with a working knowledge of selection, production, utilization and evaluation of instructional materials as well as the development of skill in the application and operation of instructional equipment. The nature of media in modern society, the concept of instructional design, and the observation of a variety of media techniques and methods in a number of content areas is stressed in lectures, demonstrations, lab, and independent projects.

Ed 436 (g) Preparation of Educational Materials 3 hours
The development of various skills and techniques needed for the local production of educational materials with an emphasis on effective message design, production of audio and video materials, and projected materials.

Ed 437 (g) Teaching Reading in the Primary Grades 3 hours
Study of techniques and research appropriate to teaching reading in the lower grades of elementary school; emphasis on interrelationship of language arts; readiness; individual differences; word recognition skills; oral reading; evaluation of reading materials and reading progress; new trends in teaching reading. Prerequisite: Ed 361 or Ed 469.

Ed 438 (g) Teaching Reading in the Intermediate Grades 3 hours
Study of techniques and research appropriate to teaching reading in the intermediate and upper grades of elementary school; emphasis on extending word recognition and vocabulary; comprehension; work-study skills; individual differences; grouping practices; individual readings; importance of recreational reading and improvement of reading tastes; evaluation of reading growth; new trends and materials in teaching reading. Prerequisite: Ed 361 or Ed 469.

Ed 442 (g) Educational Psychology: Learning 3 hours
This course is designed as an advanced course in educational psychology that focuses on learning. The various attributes of society, the classroom
and the child that influence the child’s learning will be examined. The intent is to use general theories of learning to describe the full range of exceptionality in children.

Ed 453 (g) Intern Seminar: Problems of Teaching 3 hours

Ed 454 (g) Intern Seminar: Curriculum and Evaluation 3 hours

Ed 455 (g) Intern Seminar: Curriculum and Instruction 3 hours

Ed 456 (g) Curriculum Designs in Reading 3 hours

Curriculum materials utilized by the teacher of reading; selection of instructional and assessment materials; management systems; methods of analytic and synthetic analysis. Prerequisite: Ed 361, 469, or consent of instructor.

Ed 457 (g) The Parent-Educator Partnership 3 hours

The purpose of this course is to explore the role of the parent in the educational process, the special needs which may affect the family and models of parenting and parent involvement. Simulation techniques will be used to develop interaction skills.

Ed 458 (g) Organization and Management of Early Childhood Education Programs 3 hours

Organization and management skills of Early Childhood Education program development and implementation will be included in the course. Federal and state laws governing ECE programs will be reviewed. Students will create an ECE model program.

Ed 459 (g) Curriculum in Early Childhood Education 5 hours

A detailed examination of early childhood curricula, including an emphasis on diagnostic-prescriptive techniques, methods and materials; involvement of parents, aides and volunteers; community resources; and implementation of the curricula.

Ed 460 (g) Educational Foundations 3 hours

This course is an introductory experience in curriculum foundation. Content will focus on developing knowledge of concepts and principles drawn from recent research on elementary school instructional programs and innovations. Each program studied also is referenced against the philosophical perspective it most clearly meets. Mastery of basic concepts in research and philosophy is expected.

Ed 462 (g) Encouraging Discouraged Children 3 hours

An eclectic approach to working with children is presented. Ideas from Dreikurs, Adler, Ellis, Glasser and other theorists are examined with a goal of applying these ideas in the classroom and/or home. The concept of discouragement and how discouragement influences the teacher, student and parent constitute the primary focus of this class.

Ed 465 (g) Diagnostic and Remedial Techniques in the Basic Skills 3 hours

Diagnostic, remedial and corrective techniques in the basic skill subjects (exclusive of reading) for the classroom teacher.

Ed 466 (g) Diagnostic and Remedial Techniques in Reading 3 hours

Diagnostic, remedial and corrective techniques in reading for the classroom teacher. The technical nature of this course requires a great deal of cognitive knowledge about reading. Prerequisite: six hours of reading instruction or consent of instructor.

Ed 469 (g) Teaching Reading to Obtain Secondary Content Objectives 3 hours

This is a first-time reading methods course for content teachers with no previous reading course. The course will examine formal and informal diagnostic instruments and present a wide range of teaching ideas. The methodology of giving effective reading assignments, sustaining vocabulary learning, teaching comprehension in content areas and developing student study skills are the core of the course.

Ed 471 (g) The Classroom Teacher-Counselor 3 hours

This course focuses on the classroom teacher’s obligations and opportunities for guiding and counseling students in academic and personal areas. It acquaints the teacher with the varied needs and characteristics of children and adolescents, basic concepts and techniques of group and individual counseling and guidance, and means of incorporating these factors in a practical, functional classroom program. Particular emphasis is placed on the interrelationships of the classroom counselor with staff associates, parents and other specialized resource personnel. The awareness and exploratory aspects of occupations and career decision-making also are stressed.

Ed 472 (g) Instructional Materials and Methods in Reading and Basic Skills 3 hours

An introduction to instructional materials utilized in the teaching of reading and basic skills for the classroom teacher; criteria for the selection of books, materials and machines; cognitive and affective considerations; budgeting-purchasing considerations; IMC and ASEIMC systems; methods of analytic, linguistic, synthetic analysis.

Course Descriptions

Ed 473 Identification of Learning Problems 3 hours

A course for elementary teachers which focuses on the development of knowledge of characteristics of children with learning problems, strategies for teaching such children, and resources available to the teacher. Concurrent enrollment in Ed 361 is required.

Ed 474 (g) Nature, Needs and Identification of the Talented and Gifted 3 hours

Procedures for identifying the nature and needs of the talented and gifted. Areas of study include psychological, social, mental and achievement.

Ed 475 (g) Curricular Alternatives for the Talented and Gifted 3 hours

Alternative curricular plans and design based on existing knowledge and basic research of the talented and gifted.

GRADUATE COURSES

Courses numbered 400-499 and designated (g) may be taken for graduate credit.

Ed 503 Thesis or Field Study 3-9 hours

Ed 506 Special Individual Studies Terms and hours to be arranged 1-9 hours

Individual surveys, evaluative studies, and special studies in a limited area of interest, under the guidance of a designated staff member.

Ed 507 Seminar 1-9 hours
Terms and hours to be arranged

Ed 508 Workshop 1-9 hours
Terms and hours to be arranged

Ed 509 Practicum Hours to be arranged 3-9 hours
Reading (elementary and secondary) Supervision Educational Media Early Childhood Curriculum Implementation

Ed 510 Skills and Techniques of Supervision 3 hours

The supervisory process; group and individual processes and techniques; analysis of supervisory problems.

Ed 512 Research Procedures in Education 3 hours

Methods, techniques and tools of research. Development of a proposal for a study, and development of the criteria and methods for reading and evaluating research.

Ed 513 Evaluation of Classroom Instruction 3 hours

Analysis and evaluation of classroom instruction primarily by means of behavioral and enabling objectives; use of appropriate instruments to collect evaluative data; analysis of research relating to evaluation, supervision, teaching methods and group dynamics.
Course Descriptions

Ed 519 Contemporary Developments in Early Childhood Education 3 hours
An examination of recent research and developments in the area of early childhood education and the application of these developments in a variety of programs for young children. Includes studies of how children learn, curriculum development, method and administrative organization.

Ed 520 Application of Learning and Developmental Theories to Early Childhood Education 3 hours
This course focuses on the application of developmental theory and learning theory to planning instructional experiences for young children in the areas of motor and perceptual development, language and cognitive development, and social-emotional, as well as affective development.

Ed 521 Administration of Media Programs 3 hours
Organizing, administering and coordinating media programs. Problems of acquiring, maintaining and scheduling instructional equipment and materials. Personnel supervision.

Ed 522 Secondary School Curriculum 3 hours
Overview of the secondary school curriculum, with emphasis on the various subject fields; organization of the school for curriculum development; educational objectives; the course of study; evaluation of the secondary school curriculum.

Ed 523 Selection of Instructional Equipment 3 hours
A detailed examination of a variety of instructional equipment, including the analysis of the design of specific equipment and comparison between a number of makes and models of like items. This examination will lead to the writing of instructional performance specifications, and then to the selection for purchase specifications.

Ed 524 Communication Theory and Instructional Systems 3 hours
A historical background for the development of educational technology is explored. The applications of all forms of communications media are related to the instructional setting.

Ed 525 Instructional Uses of Television 3 hours
Review of the history and development of television as an instructional tool. Study of past and current applications of ITV. A look at the existing research on instructional and educational television and its influence on producers and users.

Ed 526 Systematic Development of Instructional Materials 3 hours
The application of the systematic approach model to the preparation of multimedia instructional products. The student will be guided through the development of instructional materials. All work will be based on current theory, research and data available to the student through reading, discussion groups and conferences.

Ed 528 Educational Diagnosis and Prescription Pre-academic 3 hours
The course is directed toward the development of competencies in the use of basic learning skill screening instruments, interviews with parents or caregivers and interpretation of data from audiometric and visual examination. Students will be expected to write individual educational prescriptive programs in the cognitive, psycho-motor and socio-emotional components.

Ed 529 Advanced Programming for Severely Handicapped 3 hours
This course is an advanced application of learning theory in the education of the severely handicapped learner. Specifically, it deals with the use of various stimulus control procedures, generalization of behavior, and a behavioral approach to generative behaviors.

Ed 545 Educational Assessment of the Severely Handicapped 3 hours
This course covers the need for educational assessment, types of assessment devices available, and selection of criteria. Students will administer selected assessments as part of an educational case study.

Ed 546 Philosophy of Education 3 hours
A study of philosophical assumptions and their implications on the fundamental issues and practices of American education.

Ed 553 Elementary School Curriculum 3 hours
A systematic study of the elementary school curriculum, including pupil needs in everyday life situations; objectives; essentials of a good program; varying curriculum designs; organization of learning experiences; evaluation of learning; appraisal of newer curriculum practices.

Ed 559 Evaluation of Secondary School Programs 3 hours
Examination of instruments of evaluation to identify quality characteristics of secondary schools. Emphasis will be placed on the evaluative criteria developed by the National Study of Secondary School Evaluation.

Ed 564 Self-Instructional Systems and Learning Packages 3 hours
A study of the design and administration of self-instructional systems and learning packages. Programs in operation will be examined. Actual development of learning packages will be undertaken.

Ed 566 Curriculum Construction 3 hours
Basic social, philosophical and psychological factors for curriculum planning and organization at both the elementary and secondary levels, including practical emphasis upon specific techniques in curriculum making for the teacher.

Ed 567 Curriculum Materials 3 hours
Effective use and organization of curriculum materials; text and reference books; supplementary pamphlet materials, films and slides, records and recordings, pictures; programmed materials; relationship to unit construction.

Ed 569 Advanced Reading 3 hours
Emphasis is on the student's acquisition of advanced skills in the practical application of the basic principles of reading instruction. The course develops an awareness of secondary school problem areas in reading via guided practice assessment of student deficiencies, and practice in the prescription of reading methods and materials to meet the student needs in content fields. The course also presents remedial reading methodology for the resource room and for planning schoolwide reading programs. A major emphasis will be in research activities. Prerequisite: Ed 469 or consent of instructor.

Ed 571 Middle and Junior High School Curriculum 3 hours
The philosophical and historical backgrounds of junior high (7-9) and middle school (5-9) are studied. Students examine curricular and organizational patterns (traditional and innovative), forces and factors in curriculum change, and the following: (1) scope and sequence, (2) articulation, (3) strategy of change and curriculum evaluation, (4) finances. Opportunity for each student to design and develop curricular plans appropriate to individual requirements.

Ed 573 Public School Administration 3 hours
This course will present problems and issues of the various aspects of public school administration. There also will be opportunities to examine management models in education. There will be a focus on the current trends and practices in school administration.

Ed 574 School Supervision 3 hours
The role of the supervisor in relation to the changing demands of society: theories of leadership; group and individual processes, supervisory processes and techniques; curriculum change process; analysis of supervisory problems.
Health, Physical Education and Athletics

Health

LOWER-DIVISION COURSES

HE 151 Personal Health 3 hours
Basic scientific knowledge for healthful living; relationship of the health of individuals to family and community welfare and to national vitality and progress; fundamental factors involved in intelligent living.

HE 199 Special Studies Terms and hours to be arranged

HE 252 First Aid 3 hours
Emergency treatment of injuries or sudden illnesses, with emphasis on school situations; upon successful completion the student receives a Red Cross standard first aid certificate.

HE 253 First Aid Instructor 3 hours
This course is for advanced first aid students. Students receive additional cardio-pulmonary resuscitation instruction with a chance for an instructor's rating in this area as well as in first aid. Instructors are taught to handle the techniques and skill sessions, thus reducing the contact hours of professional staff. Prerequisites: HE 252 and Personal Safety Red Cross card.

HE 254 Cardiopulmonary Resuscitation 1 hour
This course is directed toward receiving Red Cross certification in CPR. It entails 8 to 10 hours of instruction and covers background and skill techniques in saving lives with CPR.

UPPER-DIVISION COURSES

HE 325 Nutrition 3 hours
The relationship of food and its components to health, with emphasis on the young adult; current national and international concerns.

HE 406 Special Individual Studies Terms and hours to be arranged
Credit for HE 406 and 407, singly or combined, may not exceed six credit hours.

HE 407 Seminar Terms and hours to be arranged
Credit for HE 406 and 407, singly or combined, may not exceed six credit hours.

HE 427 Introduction to Community and Public Health 2 hours
Nature, principles and growth of community and public health; vital statistics; consumer health; functions of voluntary and governmental health organizations and health education in Oregon public schools; special emphasis on teaching in public schools.

Course Descriptions

HE 434 Communicable, Degenerative and Chronic Diseases 3 hours
Modern concepts of diseases, prevention and control of diseases; characteristics of common communicable diseases; chronic disease problems: specific chronic diseases and programs of prevention and control.

HE 441 School Health Program (K-12) 3 hours
Provides the student with the skills and competencies in administration of the health programs, health services and curriculum design.

HE 462 Health in Society 3 hours
An analysis of current health issues, including drug education; an understanding of man's ecology and man's interaction to society; and the impact of political, psychological, sociological and economic factors on human health.

HE 467 Human Sexuality 3 hours
An examination of the various dimensions of human sexual expression with particular emphasis on implications for human health; includes, but not limited to, the biomedical, psychosocial and cultural aspects. There will be a focus on sex education.

Physical Education

Requirements

Students majoring in elementary education should include Basic Rhythms (PE 111), Gymnastics and Self-Testing (PE 112), Games and Relays (PE 115), among their activity courses from the Liberal Arts Core Curriculum. Other students, except those 30 years or older, are required to complete three activity courses selected from the following areas: Rhythms, Gymnastics and Self-Testing Activities, Aquatics, Individual and Dual Sports, and Team Sports. These may be courses on either the 100 or 200 level. In addition, Physical Education 110 is required for Liberal Arts Core Curriculum requirements. Students are permitted to earn credit in two activity courses each term, only one of which may carry a 100 number. A petition must be submitted to the Academic Requirements Committee by students wishing to waive the two-course limit. Exceptions are made for students specializing in Physical Education.

Upper-Division Enrollment. Students must have upper-division standing or consent of instructor before admission to upper-division courses in physical education. Students planning to major in physical education must have the approval of the Health, Physical Education and Athletics Department before enrolling in upper-division courses.
Course Descriptions

Pass-No Credit Option. Any student except PE majors and minors, may take the three hours of required PE activity courses under the Pass-No Credit option. Any student majoring in elementary education should take three activity hours as indicated above. All others may select from a minimum of three categories: Rhythms; Gymnastics and Self-Testing; Aquatics; Individual and Dual Sports; and Team Sports.

Waivers and Modifications

Military Waiver. Excluding those majoring in Elementary Education, students who have served at least six months consecutively on active military duty (not including National Guard or reserve drills and summer camps) may petition for a waiver of up to three hours of credit in PE activity courses upon presentation of evidence of service. No credit will be allowed for basic training in the military service.

Medical Waiver or Modification. Waiver or modification of PE requirements may be made on recommendation of the Student Health Service. Requests must be accompanied by a statement from the student’s personal physician.

LOWER-DIVISION COURSES

PE 110 Individual Health and Fitness 2 hours
Health values of physical fitness, components and measurements of physical fitness, conditioning programs, designing an individual fitness program, weight control and exercise, nutrition and exercise, disease and exercise, adapted fitness activities, community resources. Lab activities will include an exposure to various conditioning programs and completion of an individualized fitness program. Students will be able to assess their own fitness levels and design an appropriate individualized program. One hour of lecture and two hours of lab per week.

PE 111, 112, 113, 114, 115 Physical Education 1 hour
Instruction is given in skills, techniques, history, and rules of the following sports and activities. Not more than 12 hours of physical education activity courses numbered 100 and 200 may be counted toward graduation except in the case of a physical education major or minor.

PE 111, 211 Rhythms
Folk and square dance, social dance, modern dance, basic rhythms.

PE 112, 212 Gymnastics and Self-Testing Activities
Tumbling, apparatus, gymnastics and self-testing, body mechanics.

PE 113, 213 Aquatics
Beginning swimming, intermediate swimming, advanced swimming, diving, lifesaving, water safety instruction, synchronized swimming, skin and scuba diving.

PE 114, 214 Individual and Dual Sports
Badminton, tennis, archery, handball, weight training, wrestling, track and field, golf, recreational games, bowling, jogging, self-defense, conditioning, racquetball.

PE 115, 215 Team Sports
Baseball for men, basketball, football for men, games and relays, field hockey for women, field sports (soccer, speedball, touch football, field handball), softball, volleyball.

PE 100P/200P Professional Physical Education Activity Courses 1 hour
Instruction is given in methods of teaching the activities listed. PE 111P basic rhythms, folk and square dance, social or modern dance: PE 213P intermediate swimming: PE 214P archery, badminton, bowling, golf, recreational games, tennis, track and field, wrestling (men): PE 115P basketball, hockey (women), field sports (soccer, speedball, touch football, field handball), softball or baseball, volleyball.

PE 199 Special Studies
Terms and hours to be arranged

PE 211, 212, 213, 214, 215 Physical Education 1 hour
Instruction given in advanced skills and techniques of the sports and activities listed under PE 111, 112, 113, 114, 115.

PE 230 Introduction to Physical Education 2 hours
This course initiates the professional student into the professional preparation program by over-viewing the various programs and options. In addition, the history development, organization, philosophies and trends in the field are reviewed. Career opportunities and professional organization also are covered. From the study of these areas, students are motivated to develop their own philosophies, concepts and career choices.

UPPER-DIVISION COURSES

Students must have attained sophomore standing before admission to upper-division courses in physical education. Students planning to major in physical education must have approval of the departmental screening committee before enrolling in upper-division courses.

PE 310 Motor Development and Learning 3 hours
An examination of motor development in childhood and adolescence; analyzing theories and concepts applicable to motor learning and the teaching of motor skills.

PE 336 Outdoor Education Leadership 3 hours
Backgrounds and trends of the camping and outdoor education movement: includes brief study of related programs such as Girl and Boy Scouts, Camp Fire, 4-H Clubs and YMCA with assistance of specialists; work in practical outdoor skills.

PE 337, 338, 339 Officiating Sports 1 hour each term
Rules, techniques and game practice in men's and women's sports.

PE 343 Organization and Administration of Physical Education 3 hours
Policies and procedure, facilities; staff; budget; scheduling, equipment.

PE 359 Athletic Training and Conditioning 2 hours
Study and practice in massage, bandaging, treatment of sprains, bruises, strains and wounds; the importance of diet and conditioning.

PE 361 Gymnastic Coaching 2 hours
Demonstration and discussion of the fundamentals, individual skills, methods of instruction, philosophy of coaching and management of meets. Prerequisite: activity course in gymnastics.

PE 362 Tennis Coaching 2 hours
Demonstration and discussion of fundamentals, individual skills methods of instruction, philosophy of coaching and management of matches. Prerequisite: activity course in tennis.

PE 363 Golf Coaching 2 hours
Demonstration and discussion of the fundamentals, individual skills, methods of instruction, philosophy of coaching and management of matches. Prerequisite: activity course in golf.

PE 364 Swimming and Diving Coaching 2 hours
Demonstration and discussion of the fundamentals, individual skills, methods of instruction, philosophy of coaching and management of meets. Prerequisite: activity course in swimming.

PE 385 Football Coaching 2 hours
Demonstration and discussion of the fundamentals, individual skills, methods of instruction, systems of play, philosophy of coaching and management of games.

PE 386 Basketball Coaching 2 hours
Demonstration and discussion of the fundamentals, individual skills, methods of instruction, systems of play, philosophy of coaching and management of games. Prerequisite: activity course in basketball.
PS 455 *Baseball Coaching* 2 hours
Demonstration and discussion of the fundamentals, individual skills, methods of instruction, systems of play, philosophy of coaching and management of games.

PS 368 *Track and Field Coaching* 2 hours
Demonstration and discussion of the fundamentals, individual skills, methods of instruction, philosophy of coaching and management of meets. Prerequisite: activity course in track and field.

PS 359 *Wrestling Coaching* 2 hours
Demonstration and discussion of the fundamentals, individual skills, methods of instruction, philosophy of coaching and management of matches. Prerequisite: activity course in wrestling.

PS 370 *Volleyball Coaching* 2 hours
Demonstration and discussion of the fundamentals, individual skills, methods of instruction, philosophy of coaching and management of contests and tournaments. Prerequisite: activity course in volleyball.

PS 371 *Kinesiology* 3 hours
The study of human motion; implications for the learning and teaching of physical education activities and coaching of sports at the varsity level; includes a brief review of anatomy and physiology.

PS 375 *Coaching Women's Athletics* 2 hours
Philosophies, practices and policies relating to the coaching and administration of sports programs for girls and women. Factors to be considered in training, conditioning, organizing, motivating and relating to women athletes and women's teams.

PS 460 *Special Individual Studies* 1-4 hours
Credit for PS 406, 407 and 408, singly or combined, may not exceed 9 credit hours.

PS 407 *Seminar* 1-4 hours
Credit for PS 406, 407 and 408, singly or combined, may not exceed 9 credit hours.

PS 408 *Workshop* 1-4 hours
Credit for PS 406, 407 and 408, singly or combined, may not exceed 9 credit hours.

PS 415 *Physical Education and Recreation for the Handicapped* 3 hours
Organization of programs; identification of the characteristics and needs of individuals; development and exploration of teaching materials and techniques; practicum experience.

PS 444 *Adaptive Physical Education* 3 hours
Programs, methods and facilities necessary for the physical education of those students who, because of disability, need remedial instruction.

PS 445 (g) *The Physical Education Curriculum* 3 hours
Construction of physical education curricula on the basis of accepted principles, criteria, functions and evaluations; emphasis on integration with the total school program.

PS 446 *Tests and Measurements in Physical Education* 3 hours
The use of tests and measurements in physical education; evaluation of objectives, programs and student achievement through measurement techniques.

PS 447 (g) *Principles of Physical Education* 3 hours
History, philosophy and trends; scientific bases; place of physical education in the general education program; practical problems. Prerequisite: senior standing or consent of the instructor.

PS 473 *Physiology of Exercise* 3 hours
Physiological effects of muscular exercise, physical conditioning and training. The significance of these effects for health and for performance in activity programs.

**GRADUATE COURSES**
Courses numbered 400-499 and designated (g) may be taken for graduate credit.

PS 700 (p) *In-Service*

**Psychology and Special Education**

**Psychology**

**LOWER-DIVISION COURSES**

PS 201, 202, 203 *General Psychology* 3 hours each term
The study of behavior, processes of learning, perception, motivation, research methodology and common modes of resulting individual and social behavior and the individual in society.

PS 205 *Applied Psychology* 3 hours
Applications of psychological facts and principles in such fields as education, industry, business, psychotherapy and community relations. Prerequisite: PS 201, 202, 203 or equivalent.

PS 225 *Developmental Psychology for the Classroom* 3 hours
Introduction to the processes of human development during the first two decades of life and the processes of learning, with attention to school applications. Designed to provide a basic cognitive foundation in the science of psychology for students entering the teacher education program.
Course Descriptions

Psy 399 The Field of Psychology 3 hours
The roles and functions of persons employed in occupations for which the study of psychology prepares students.

Psy 406 Special Individual Studies Terms and hours to be arranged
Designed for individual or special studies in a defined area of interest under the guidance of a designated faculty member.

Psy 407 (g) Seminar Terms and hours to be arranged

Psy 408 (g) Workshop Terms and hours to be arranged

Psy 409 Practicum 1-9 hours
Field experience in applied psychology. Prerequisite: Psy 399 or consent of instructor.

Psy 423 (g) Interviewing and Case Study Procedures 3 hours
The application of psychological knowledge to procedures in the case study; techniques of information gathering; evaluation of case information; case study reporting. Introduction to interviewing techniques. Prerequisite: 3 or more hours of 300-level psychology or consent of instructor.

Psy 426 (g) History and Systems of Psychology 3 hours
Study of fundamental psychological issues with particular attention to the philosophical foundations and current systems of psychological theory. Prerequisite: three or more hours of 300-level psychology, or consent of instructor.

Psy 427 (g) Theories of Personality 3 hours
Major theories of personality development and function. Prerequisite: 3 or more hours of 300-level psychology or consent of instructor.

Psy 437 (g) Advanced Social Psychology 3 hours
Deals with the relation of the individual to his social environment, especially in his participation in interpersonal relations and in small groups; social perception and motivation; group roles and attitude change. Prerequisite: 3 or more hours of 300-level psychology or consent of instructor. Psy 334 preferred.

Psy 440 (g) Small Group Theory 3 hours
Survey of major social-psychological theories and research related to small groups; application of theory and research to development, organization and functioning of small groups. Prerequisite: 3 or more hours of 300-level psychology or consent of instructor.

Psy 443 (g) Group Processes 3 hours
Analysis of the basic psychological dynamics of group interactions; principles and techniques; characteristics of effective groups and effective leadership; application to the classroom, and to youth and adult groups in community settings. Prerequisite: 3 or more hours of 300-level psychology or consent of instructor.

Psy 450 (g) Abnormal Psychology 3 hours
Various forms of unusual behavior, including anxiety states, hysteria, hypnotic phenomena and psychoses. Normal motives and adjustment. Mechanisms considered in their exaggerations in the so-called neurotic person. Prerequisite: 3 or more hours of 300-level psychology or consent of instructor.

Psy 451 (g) Physiological Psychology 3 hours
Neural mechanisms including sensory afferent pathways and integrative systems; brain-behavior mechanisms correlated with sleep and dreaming, hunger and thirst, pain, learning and memory, and psycho-pharmacological agents.

Psy 460 (g) Advanced Developmental Psychology 3 hours
An emphasis on current developmental theories and research. Theories dealing with various developmental phenomena will be compared and integrated where appropriate. Recommended prerequisite: Psy 311 (6 hours) or graduate standing.

Psy 461 (g) Selected Developmental Issues 3 hours
Topics may include at different times: gerontology, development in middle adulthood, sex role development, psychosexual development and other topics of interest to students and faculty. May be repeated under different subtitles. Prerequisite: 3 or more hours of 300-level psychology or consent of instructor (not considered appropriate for the foundation core for the master's degree in education).

Psy 462 (g) Normal and Abnormal Development of the Infant and Young Child 3 hours
This course focuses on patterns of normal and abnormal development in the child from conception to age 9, including the acquisition of motor, language, cognitive and social skills. Prerequisite: junior standing.

Psy 463 (g) The Maladjusted Child 3 hours
Identification and modification of the behavior of the emotionally and socially maladjusted child. The home, school and community are considered in relation to the child's mental health. Prerequisite: 3 or more hours of 300-level psychology or consent of instructor.

Psy 465 (g) Motivation 3 hours
Concepts of motivation, human and animal research on instincts, arousal, motivational physiology, learned motives, conflict and stress. Prerequisite: 3 or more hours of 300-level psychology or consent of instructor.

Psy 467 (g) Quantitative Methods in Psychology 3 hours
Methods which psychologists have devised for summarizing, describing and interpreting information from field observations, clinical work, interviews, sensory judgments, learning trials, tests and experiments.

Psy 468 (g) Research Methods in Human Behavior 3 hours
Application of basic concepts of probability and statistics to psychological problems. Use of probability theory in psychological theory construction; application of multivariate method; design of experiments in psychology. Prerequisite: Psy 467 or equivalent.

Psy 472 (g) Psychological Assessment 3 hours
Application of psychological methods to the study of the individual; problems involved in the prediction of human behavior; basic principles for quantitative and qualitative assessment of human characteristics; research findings concerning intelligence, achievement, aptitudes, interests and personality. Recommended prerequisite: 3 or more hours of 300-level psychology or consent of instructor.

Psy 490 Psychology of Learning 3 hours
Survey of fundamental concepts of conditioning, rate learning, discrimination, problem solving, memory, and motor skill. Major theories of learning and related experimental literature. Recommended prerequisite: 3 or more hours of 300-level psychology or consent of instructor.

Psy 492 (g) Psychology of Perception 3 hours
A survey of types of sensory stimulation and their measurement as well as more integrated forms of perceptual experience. A description of psychophysical and psychosocial methods. A presentation of selected theoretical contributions. The major emphasis will be on an opportunity to utilize perceptual principles in such applied settings as speech correction, media and applied psychological work. Prerequisite: 3 or more hours of 300-level psychology or consent of instructor.

Psy 495 (g) Contemporary Developments in Secondary School Psychology 3 hours
An exploration of contemporary issues, theory and research in psychology to aid the student in developing curriculum plans at the high school level.
GRADUATE COURSES

Courses numbered 400-499 and designated (g) may be taken for graduate credit.

Psy 508 Workshop
3 hours maximum

Psy 519 Research Studies in Child Development 3 hours
Survey and interpretation of current research studies and experimental programs concerned with the physical, emotional, intellectual and social development of children.

Psy 520 Psychology of Learning 3 hours
Introduction to the major theories of learning current among psychologists doing research in the field. Experimentation and research underlying these theories applied to modern educational practices. Includes learning theory and practices at all age levels through adulthood. Prerequisite: 12-15 hours of psychology, including learning or behavior modification, or consent of instructor.

Psy 522 Learning: Motor and Perceptual 3 hours
An examination of processes of motor and perceptual learning in children and the factors influencing their processes. Prerequisite: 12-15 hours of psychology, including learning or behavior modification, or consent of instructor.

Psy 523 Individual Intelligence Testing 3 hours
Administration, scoring, interpretation and reporting of the Stanford Binet Intelligence Scale, Wechsler Preschool and Primary Scale of Intelligence, Wechsler Intelligence Scale for Children, Revised, Wechsler Adult Intelligence Scale, and other selected clinical instruments. This course is open to students who are taking a planned program such as special education, counseling, or school psychology. Follow-up with Psy 524 is highly recommended before one makes professional use of skills learned. Consent of instructor.

Psy 524 Individual Intelligence Testing 3 hours
Selection, administration and interpretation of individual tests. Problems in testing of exceptional children and the integration of referral and history assessment data into a case study report, including an individual educational program. Prerequisite: Psy 523.

Psy 525 Individual Intelligence Testing 3 hours
A supervised experience with exceptional children in the application of clinical assessment techniques, including selected projective instruments and the writing of clinical case study reports. Prerequisites: Psy 523 and Psy 524.

Psy 527 Identification and Clinical Assessment of the Talented and Gifted 3 hours
An introduction to the measures and tools for the identification and clinical assessment of the talented and gifted individual. Critical assessment of the talented and gifted individual. Critical assessment of available measures and exploration of new concepts in the measurement of talent and giftedness.

Psy 532 Advanced Behavior Modification 3 hours
Experimental and theoretical foundations of a variety of behavior modification techniques such as operant conditioning, contingency contracting, systematic desensitization, modeling, self-management, aversive therapy, token economies and others. In addition, opportunity will be available for practical applications of such techniques. A study of the role of cognitive variables in behavior modifications will be included. Prerequisite: 12-15 hours of psychology, including learning or behavior modification, or consent of instructor.

Psy 540 Learning: Linguistic and Cognitive 3 hours
An examination of processes of language and cognitive learning on children and the factors influencing these processes. Prerequisite: 12-15 hours of psychology, including learning or behavior modification, or consent of instructor.

Psy 547 Learning: Social 3 hours
An examination of the processes of social-emotional learning in children and the factors influencing these processes. Prerequisite: 12-15 hours of psychology, including learning or behavior modification, or consent of instructor.

Psy 561 Psychological and Sociological Aspects of Disability 3 hours
An exploration of the psychological and sociological aspects of disability: analysis of somato-psychology, psychometrics and social psychology.

Psy 562 Psychosocial Assessment of the Deaf 3 hours
Selection, administration and interpretation of various psychosocial evaluation instruments used with deaf persons. Special emphasis will be placed on test interpretation in the client-counselor relationship. Demonstration and practice will be included.

Psy 594 Psychology of Communication 3 hours
The nature, origin and purposes of speech and the basic psychological principles involved in the communicative process. Prerequisite: consent of instructor.

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Special Education

LOWER-DIVISION COURSES

SpEd 200 Introduction to Careers in Special Education 2 hours
Review and survey of career opportunities in special education. Students will survey and study areas, visit facilities and meet persons in service to the handicapped in order to more appropriately make career choices in special education.

UPPER-DIVISION COURSES

SpEd 406 (g) Special Individual Studies
Terms and hours to be arranged
Designed for individual or special studies in a limited area of interest under the guidance of a designated faculty member.

SpEd 407 (g) Seminar
Terms and hours to be arranged

SpEd 408 (g) Workshop
Terms and hours to be arranged

SpEd 409 (g) Practicum 1-12 hours

SpEd 412 (g) Laboratory Experience 1-6 hours
An experience practicum to acquaint pre-service and in-service teachers with programs for children and youth in various societal and educational agencies; summer practicums in preschool and elementary education; practicum in addition to student teaching in subject matter areas to meet certification requirements. Limited to 6 hours.

SpEd 413 Student Teaching 3-15 hours
Handicapped Learner
Severely Handicapped
Speech Handicapped
Observing and teaching under the direction of a supervising teacher; opportunity for assuming direct responsibility for the learning activities of children or youth; developing skill in the techniques of teaching and classroom management; participation in the life of the school. Prerequisites vary according to the major area of study. Consult major area adviser for details. Prerequisite: Ed 421, Ed 422, Ed 472.

SpEd 421 (g) Diagnosis and Prescription in Reading for the Handicapped Learner 5 hours
To provide instruction and training in case study techniques for diagnosing learning problems in reading, prescribing remedial approaches, and monitoring procedures to determine student progress.

SpEd 422 (g) Diagnosis and Prescription in Basic Skills for the Handicapped Learner 4 hours
To provide instruction and assistance in developing case study techniques for diagnosing learning problems in basic
Course Descriptions

skills (exclusive of reading), prescribing remedial approaches and monitoring procedures to determine student progress.

SpEd 423 (g) Managing Programs for Handicapped Learners 3 hours
The management of instructional programs in various settings; use of different remediating systems and display techniques; managing teacher aides.

SpEd 444 (g) Medical Aspects in Special Education and Rehabilitation 3 hours
Medical terminology; etiology of those defects and disorders which necessitate special education for children of services for clients; genetic disorders, neurologic dysfunction, sensory defects, endocrine disorders, psychiatric disorders, birth defects and accidents. Agencies and professions which provide services to handicapped children.

SpEd 445 (g) Nature and Needs of the Severely Handicapped 3 hours
Focus on the learning characteristics and educational provisions for the severely handicapped.

SpEd 446 (g) Community Resources for the Handicapped 3 hours
An orientation to the range of services and resources needed by handicapped persons and their families; available services examined for adequacy; selected service delivery models described.

SpEd 447 (g) The Exceptional Parent 3 hours
Examines the special problems and concerns of parents of handicapped children, techniques of communicating with parents, and involvement of parents in the educational program.

SpEd 448 (g) Classroom and Behavior Management for the Severely Handicapped 3 hours
Focus on the application of learning theory in the development of specific professional skills and technical knowledge relating to the direct delivery of services to the severely handicapped. Accompanies a 2-credit-hour practicum.

SpEd 449 (g) Curriculum for the Severely Handicapped 3 hours
An examination of the special content and methodology of education/training models for the severely handicapped, infancy through adulthood; includes curricular content and programming techniques in self-help, motor, language, cognitive, social, vocational, recreational, and sex education.

SpEd 450 (g) Managing Communication Systems for the Severely Handicapped 3 hours
Examination of specialized systems for teaching communication skills to the severely handicapped learner, including the non-verbal individual.

SpEd 451 (g) Basic Programming for the Severely Handicapped 2 hours
Introduces student to use of pinpointing, reinforcement, task analysis, data collection, and various teaching strategies which may be used with the severely handicapped. A required 2-credit-hour practicum accompanies this course.

SpEd 454 (g) Specialized Techniques for the Severely Handicapped 2 hours
This course focuses on the specialized equipment, handling skills, curriculum, assessment and instructional techniques which are used in educational programs for the multi-handicapped child who may have physical and/or sensory impairments.

SpEd 455 (g) Psychological Implications of Being Gifted 3 hours
A survey course covering a review of major theories and contemporary research on the nature of giftedness and talent. The course will examine the range and variety of exceptional abilities found in gifted children and, wherever possible, apply a theoretical perspective to explain the origins, facets and cultivation of gifted potential.

SpEd 464 (g) Introduction to Mental Retardation 3 hours
The psychology, education and guidance of the mentally retarded person.

SpEd 470 (g) Education of the Exceptional Child 3 hours
Orientation to the psychology and education of the mentally handicapped, the gifted, the speech and hearing impaired, the disturbed, and the physically handicapped, the visually impaired, and the learning disabled.

SpEd 472 (g) Instructional Materials and Methods in Reading and Basic Skills 3 hours
An introduction to instructional materials utilized in the teaching of reading and basic skills for the classroom and resource room teacher; criteria for the selection of books, materials and machines; cognitive and affective considerations; budgeting-purchasing considerations; ING and ASEIMC systems; methods of analysis, linguistic, synthetic analysis.

SpEd 473 (g) Identification of Learning Problems in the Classroom 3 hours
This course is designed to help the classroom teacher identify and assist children with learning problems in the basic skills. Areas of emphasis include social maturity, mental ability, and achievement assessment techniques; auditory and language development; visual-perceptual-motor development; and bilingual-bicultural concerns. Referral and helping profession agencies will be considered.

SpEd 474 (g) Educational Goals and Instructional Strategies for the Talented and Gifted 3 hours
Curriculum planning procedures and teaching strategies for the talented and gifted student (K-12). An examination and analysis of instructional materials for TAG. Experience in developing curriculum and individual education plans for TAG.

SpEd 475 (g) Resource Development and Administrative Approaches for Talented and Gifted Programs 3 hours
An examination of current laws and regulations in the light of historical perspective regarding programs for the talented and gifted. A study of administrative structures, programming approaches, techniques for developing community resources and evaluation models for TAG programs. Experience in writing proposals and evaluating programs.

SpEd 484 (g) Orientation to Deafness 3 hours
Introduction to the psychological, social, medical, educational and vocational problems of deaf and hard of hearing citizens.

SpEd 488 (g) Alternative Curriculum and Organizational Patterns 3 hours
Educational placement and programming for mildly handicapped learners; alternative organizational patterns and curricula such as individualized instruction, mainstreaming, resource rooms; pre-vocational and work experience.

SpEd 491 (g) Communication With the Deaf 1-9 hours
Techniques for facilitating individual intensive training and practice in manual communication. Students are assigned to sections according to entry level skills after consultation with the instructor. May be repeated for a maximum of 9 hours.

GRADUATE COURSES
Courses numbered 400-499 and designated (g) may be taken for graduate credit.

SpEd 503 Thesis or Field Study 3-9 hours

SpEd 506 Special Individual Studies Terms and hours to be arranged

SpEd 507 Seminar Terms and hours to be arranged

SpEd 508 Workshop Terms and hours to be arranged

SpEd 509 Practicum 1-15 hours
Mentally Retarded
Multiple Handicapped
Severely Handicapped
Handicapped Learners in Field Settings
Field Experience With the Deaf
SpEd 515 Identification of Handicapped Learners 3 hours
Through the use of lectures, videos, tapes, films and observations, and examination of various forms of referral and observation, instruction will be provided concerning the inherent and environmental influences which produce learning problems in children and the various patterns of behavior which are symptomatic of these influences and the processes by which these problems may be identified.

SpEd 516 Diagnosis of Learning Problems: Case Study Procedures 3 hours
Advanced case study techniques for diagnosing learning problems in reading, prescribing remedial approaches, and monitoring procedures to determine student progress.

SpEd 517 Prescription for Learning Problems 3 hours
To provide instruction and training in developing and implementing a prescription that will mobilize the child and his environment to alleviate, accommodate and/or compensate for the learning handicap. Prerequisite: SpEd 516 or consent of instructor.

SpEd 518 Managing Classroom Behavior of Handicapped Learners 3 hours
A study of the theory and application of techniques for managing the classroom environment and the behavior problems of emotionally disturbed and handicapped learners.

SpEd 528 Educational Diagnosis and Prescription: Preacademic 3 hours
Examination of and practice in diagnostic techniques in the non-academic skill areas. Includes motor, perceptual, linguistic, cognitive and social skill areas. Emphasis is on early identification of potential learning problems and prevention through use of prescriptive techniques.

SpEd 529 Advanced Programming for the Severely Handicapped 2 hours
This course focuses on the more advanced application of learning theory in the education of the severely handicapped learner. Specifically, it deals with the use of various stimulus control procedures, generalization of behavior and a behavioral approach to generative behaviors.

SpEd 530 Contemporary Issues in Education of Severely Handicapped Learners 3 hours
The focus of this course is on the current trends and issues in the education of the severely handicapped learner. Concerns will center on current research related to issues in question.

SpEd 537 Selected Topics in the Psychology of Talent and Giftedness 3 hours
In-depth examination of psychological issues surrounding the phenomenon of exceptional ability and talent. The course content may vary, providing an opportunity to give extended attention to topics which are otherwise briefly covered in regular survey course offerings.

SpEd 538 Affective and Social Aspects in the Development of the Talented and Gifted 3 hours
The development of a talented and gifted individual's potential is influenced by a variety of emotional and social factors: parental expectations, social class, achievement motivation, peer relations, etc. This course will examine the developmental pattern of these affective and social-emotional needs. The implications of these needs for educational guidance and intervention will be explored.

SpEd 539 Final Supervised Field Experience 3-15 hours
Observing and teaching under the direction of a cooperating teacher; opportunity for assuming direct responsibility for the learning activities of handicapped children or youth; developing skill in the techniques of teaching and classroom management; participation in the life of the school. Full-time student teaching will include specific tasks and assignments by the college supervisor in conjunction with the cooperating teacher and/or clinic staff. Prerequisites according to the major area of study. Consult major area advisor for details.

SpEd 541 Teaching School Subjects to the Deaf 3 hours
Overview of curriculum for schools for the deaf. Emphasis on reading, reading readiness, the psychology of the reading process, reading skills in relation to other parts of the curriculum, and remedial measures in teaching the deaf.

SpEd 542 Teaching Elementary School Subjects to the Deaf 3 hours
Mathematics, social studies, art and science on the elementary and primary school levels of teaching the deaf. The use of audio-visual aids and other instructional devices.

SpEd 543 Teaching Secondary School Subjects to the Deaf 3 hours
Mathematics, social studies and science on the intermediate and advanced levels. The use of audio-visual aids and other instructional devices.

SpEd 544 Programming for the Severely Emotionally Disturbed 3 hours
Focus on the learning characteristics and educational provisions for the severely emotionally disturbed individual.

SpEd 545 Educational Assessment for the Severely Handicapped 3 hours
This class covers the need for educational assessment, types of assessment devices available and selection of criteria. Students will administer selected assessments as part of an educational case study.

SpEd 551 Curriculum for the Deaf 3 hours
Curriculum resources, methods and materials for programs based on the needs of deaf students.

SpEd 556 Teaching Language and Communication to the Deaf 3-5 hours
Orientation to sequential development of language and speech by normal and hearing-impaired children. Techniques for facilitating communication with the deaf are developed, indicating practice in manual communication.

SpEd 557 Teaching Language to the Elementary Deaf Child 3-4 hours
Specialized systems of teaching language to elementary deaf children. Presentation and development of techniques and materials used in teaching language to deaf children at the elementary level.

SpEd 560 Teaching Language to the Secondary Deaf Student 3-4 hours
Specialized systems of teaching language to secondary deaf pupils. Presentation and development of techniques and materials used in teaching language to deaf pupils at the secondary level.

SpEd 578 Teaching Speech to the Elementary Deaf Child 3 hours
Specialized systems in the elementary school; differentiating characteristics of vowel and consonant sounds; techniques for developing these sounds; goals and materials for speech development and speech correction.

SpEd 579 Teaching Speech to the Secondary Deaf Student 3 hours
Specialized systems for high school deaf students; differentiating characteristics of vowel and consonant sounds; techniques for developing and correcting these sounds; goals and materials for speech development and speech correction.

SpEd 580 Creativity 3 hours
An exploration of the requisites of creativity, conditions that aid and hinder it, and the relationship between intelligence and creativity. The course also will examine developmental influences and patterns of creative growth in talented and gifted individuals throughout the life span.
Course Descriptions

SpEd 583 The Preschool Deaf Child 3 hours
Development and organization of learning experiences in nursery and preschool programs for deaf children. Emphasis on the development of communication skills and the social and emotional maturation of very young deaf children. Laboratory experiences with deaf children.

SpEd 584 Orientation to the Deaf and Hard of Hearing 3 hours
Introduction to the psychological, social, medical, educational and vocational problems of the deaf and hard of hearing.

SpEd 585 Administration of Special Education 3 hours
Organization and administration of special education programs. Laws, rules and regulations governing the administration of special education programs in Oregon school districts.

Speech Pathology and Audiology

UPPER-DIVISION COURSES

SPA 370 Phonetics 3 hours
A study of the phonetic symbols which represent the sounds of the English language. The production and physical aspects will be discussed briefly.

SPA 371 Speech Science 3 hours
An introductory study of the anatomy and physiology of the speech and hearing mechanisms which include respiration, phonation, articulation, the ear and hearing and the nervous system.

SPA 407 (g) Seminar 3 hours
SPA 409 (g) Practicum: Speech Pathology 1-9 hours
SPA 409 (g) Practicum: Audiology 1-9 hours
SPA 440 (g) Introduction to Speech Pathology and Audiology 3 hours
Fundamental principles in speech and language pathology and audiology; symptoms, etiology, assessment and therapy.

SPA 450 (g) Normal Language and Speech Development 3 hours
The readiness, physiologically and psychologically, for the development of speech and language; the structure of language including phonology, morphology, syntax with emphasis on normal development; modern grammar; dialect; cognitive aspects of language and assessment.

SPA 474 (g) Speech, Language and Hearing in the Schools 3 hours
Screening, assessment; therapeutic intervention; scheduling, caseload selection, and other topics related to the practice of speech pathology in the public schools. Prerequisites: SPA 478, 481, 488, 496, or consent of instructor.

SPA 479 (g) Diagnostic Methods in Speech and Language Pathology 3 hours
Principles and methods in the appraisal and diagnosis of speech and language disorders. Observation of clinic diagnostic tests and procedures are required. Prerequisites: SPA 370, 371, 440 or consent of instructor.

SPA 481 (g) Articulation and Language Disorders 2 hours
Articulation disorders of children and adults; symptoms, etiology and treatment. Prerequisites: SPA 370 and SPA 440 or consent of instructor.

SPA 484 (g) Introduction to Clinical Speech Therapy 2 hours
A study of articulation and language, the theories and procedures of each. The planning and procedures of each. The planning and writing of reports: some clinical interaction is included. Prerequisites: SPA 370, SPA 393 or SPA 580, or consent of instructor.

SPA 485, 486 (g) Clinical Speech Pathology 2 hours each term
Actual clinical experience for student clinicians who are responsible for planning, treatment and progress reports of speech, language or hearing impaired children and adults. Prerequisites: SPA 484 and 481.

SPA 488 (g) Audiology: Hearing Testing 3 hours
A study of the physics of sound, types and causes of hearing loss, and audiologic tests and their interpretation, including pure tone and speech audiometry, masking, and special auditory tests. Actual administration of pure tone and speech tests is required.

SPA 489 (g) Aural Rehabilitation 4 hours
Principles and methods of teaching speech reading, including Nitchie, Jenk, Kinzie, Mueller-Walle, and others; techniques and principles of auditory training; design and use of hearing aids and amplification systems. Prerequisite: SPA 488 or consent of instructor.

SPA 496 (g) Language Disorders 3 hours
A review of etiological factors and symptoms of language disorders, linguistic-cognitive language assessment, and intervention strategies. Prerequisites: SPA 370, 450 or consent of instructor.

GRADUATE COURSES

SPA 503 Thesis 3-9 hours
The planning and completion of the master's thesis.

SPA 507 Seminar 1-3 hours
SPA 509 Practicum: Speech Pathology 1-9 hours

SPA 509 Practicum: Audiology 1-9 hours
SPA 530 Educational Audiology 3 hours
Diagnostic and prescriptive techniques for use with hearing-impaired children in the regular classroom, including audiotest testing, speech reading, auditory training, and amplification. Prerequisite: SPA 488 or consent of instructor.

SPA 582 Voice and Organic Disorders 3 hours
Voice and organic disorders, including cleft palate, aphasia and neuromuscular disorders; symptoms, etiology and treatment. Prerequisites: SPA 371, 440, 481, or consent of instructor.

SPA 583 Speech Pathology: Stuttering 3 hours
Symptoms, etiology and treatment of stuttering with emphasis on the management of stuttering in school-age children. Prerequisite: SPA 440 or consent of instructor.

SPA 587 Advanced Speech Science 3 hours
An analytical study of the functional neurology, anatomy and physiology of the speech and hearing mechanism. Prerequisite: SPA 371 or consent of instructor.

Counseling

GRADUATE COURSES

Coun 503 Thesis or Field Study 1-9 hours
Thesis or field study appropriate to Master of Science in Counseling degree. Prerequisite: consent of instructor.

Coun 506 Special Individual Studies 1-9 hours
Selected topics in counseling chosen by students for in-depth study. Prerequisite: consent of instructor.

Coun 507 Seminar 1-9 hours
Current topics of interest requiring individual study and evaluation by the student. Prerequisite: consent of instructor.

Coun 508 Workshop 1-9 hours
Individual workshops designed to focus on selected issues in counseling.

Coun 509 Practicum and Advanced Practicum in Counseling 1-15 hours
A field experience in which the student is supervised by an experienced counselor in the practical application of counseling skills.

Coun 526 Theories of Counseling 3 hours
Investigation of psychodynamic, behavioral and humanistic theories of counseling, with emphasis on develop-
ing alternative counselor strategies for working with a wide range of clients.

**Coun 532 Tests and Measurements**  
3 hours  
A consideration of major methods of test construction and standardized group tests, interpretation and application of test scores. Prerequisite: 12-15 hours of psychology, including basic statistics, or consent of instructor.

**Coun 563 Field Experience in Deafness Rehabilitation (Internship)**  
12-15 hours  
A full-term, on-site placement with a public or private social service agency charged with meeting specific rehabilitation needs of deaf clients. Students counsel with members of the deaf community and are expected to function per expectations of other full-time employed counseling staff at that location.

**Coun 564 Introduction to the Rehabilitation Process: Deafness**  
3 hours  
History, philosophy and legal bases for vocational rehabilitation; the rehabilitation plan; the rehabilitation process; facilities and programs in hospitals, institutions, community agencies and service groups.

**Coun 565 Placement and Use of Community Resources in the Rehabilitation of Deaf Clients**  
1 hour  
Techniques for evaluating the potential of deaf clients for employment opportunities. Placement problems encountered by professional persons serving the deaf.

**Coun 566 Case Load Management and Plan Formulation With Deaf Clients**  
1 hour  
Casework procedures and their application to rehabilitation programs; the written rehabilitation plan for the deaf and its periodic review by counselor and client.

**Coun 577 Group Procedures**  
3 hours  
This course is designed to study the dynamics of group processes and to improve the learning and abilities of participants in areas of leadership and interpersonal communication.

**Coun 581 Pre-Practicum in Counseling**  
3 hours  
Building basic counseling skills through use of modeling and videotaping. Micro-counseling format is utilized to increase competence in interview techniques.

**Coun 582 Interpersonal Communications Process**  
1 hour  
An experiential course designed to build and improve communication skills. Emphasis is on facilitative dimensions of counseling: empathy, warmth, genuineness, self-disclosure, confrontation and feedback.

**Coun 585 Principles and Practices of Guidance Services**  
3 hours  
Introduction to the field of guidance and counseling. Methods and means of assisting students with personal, educational and vocational problems are studied. Includes studies of school policies, administration and tests involved in a guidance program. The social agencies available to the school also are emphasized.

**Coun 586 Career Counseling and Information**  
3 hours  
The use of educational and occupational materials and measures in career exploration, planning and retraining. Special emphasis is placed on use of information services in counseling approaches.

**Course Descriptions**  

**Coun 587 Counseling Techniques**  
3 hours  
Purposes and techniques of counseling; dynamics of adjustment and personality change; personality tests and their interpretation; counseling and the individual student. Prerequisite: Coun 556 or consent of instructor.

**Coun 589 Organization and Administration of Guidance Services**  
3 hours  
Criteria for evaluating present personnel services, setting up guidance committees, selection of personnel responsibilities and duties of staff, development of a program of services, and in-service training program. Prerequisites: Coun 586 and Coun 587.

**Couns 590 Professional Issues: Rehabilitation Counseling With Deaf Clients**  
3 hours  
Effects of early profound deafness; psychological, social and vocational implications of deafness; psychological tests and measurement; special counseling techniques, demonstrations and practice.

**Coun 591 Family Counseling**  
3 hours  
An introduction to the process of family counseling. Through the use of reading, demonstrations and simulations, the student will become familiar with the dynamic processes of family roles, interaction patterns and decision-making process. Student also will observe and, on a limited basis, participate as family counselors using selected evaluation and treatment models.

**Coun 595 Issues in Counseling**  
3 hours  
Investigations into issues facing the professional counselor, e.g., licensure, confidentiality, legality, accountability.
ADMINISTRATION AND FACULTY

WOSC Administration

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President
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DORI BEEKS
Assistant to the President
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JAMES D. MEINERT, Ph.D.
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RICHARD E. WALKER, Ed.D.
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GLEN I. WILLIAMS, M.S.
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Director, Student Information Services; Registrar; Director of Admissions
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Director of Business Affairs
WAYNE RODGERS WHITE, Ph.D.
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Chairman, Humanities Department
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Chairman, Creative Arts Department

Student Services
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Associate Dean of Students
JUDITH L. OSBORNE, Ed.D.
Associate Dean of Students
R. JOHN BRINEGAR, M.S.
Director of Financial Aid
BARBARA H. GIANNESCHI, M.A.
Director, Accessibility Office/ Campus Services for Disabled Students
CHARLES M. HARRIS, B.S.
Director of Auxiliary Services

THOMAS E. GRIFFIN, M.S.
Assistant Director of Admissions
CAROLYN N. HOUT, Ph.D.
Counselor, Counseling Center
MARVEL RATHBUN-KOHN, M.D.
Director, Student Health Services; College Physician
WILLIAM H. VENABLE, Ed.D.
Director, Counseling Center

General Services
MELVIN T. COLLINS Jr., M.A.
Director, Automated Data Processing
JAMES D. CRAVEN, B.A.
News Director
JOHN J. FREEBURG, M.S.
Director, Regional Resource Center on Deafness
CLARENCE C. GORCHELS, D.L.S.
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Space Analyst
HAROLD I. MASON, M.S.
Director, Teacher Education and Placement
WILLIAM D. NEIFERT
Superintendent, Physical Plant and Security
BARRY B. OSTMANN, M.B.A.
Budget Officer
CLAUDIA E. SMITH, M.S.
Director, Educational Media Center

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The Faculty


JAMES H. BEAIRD (1968), Provost; Professor. B.A.Ed. 1953, Nebraska State Teachers College; M.Ed. 1958. Ed.D. 1961, University of Nebraska.

JOHN EDWARD BELLAMY (1955), Professor of Humanities. B.A. 1940, Indiana State Teachers College; M.A. 1951, Ph.D. 1954. University of Illinois.

HERMAS JOHN BERGMAN (1966), Dean, Liberal Arts and Sciences; Professor of History. B.A. 1948, Walla Walla College; M.A. 1963, University of Puget Sound; Ph.D. 1967, Washington State University.

WILLIAM BOLAND (1979), Instructor in Education.

EILEEN ENSTAD BOURNE (1962), Associate Professor of Education. B.S. 1953, M.S. 1962, Oregon College of Education; Ed.D. 1972, University of Oregon.

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MYRA JEAN BRAND (1966), Associate Professor of Music. B.M. 1958, Willamette University; M.M. 1971, University of Oregon; D.M.A. 1979, University of Oregon.

LOUIS CARL BRANDHORST (1967), Associate Professor of Geography. B.S. 1955, Concordia Teachers College; M.A. 1965, Ph.D. 1974, University of Nebraska.

EVERETT LOWAYNE BREWER (1973), Assistant Professor of Physical Education. B.A. 1962, M.A. 1969, Central Washington State College.

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ROBERT SAMUEL BAKER (1957-64, 1966), Associate Professor of Humanities. B.A. 1953, Pacific University; M.A. 1956, University of Chicago.

FRANK HARMUT BALKE (1972), Assistant Professor of Humanities. B.S. 1961, M.A. 1964, University of Oklahoma; Ph.D., 1980, University of Oregon.

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ROSS RALPH COTRONEO (1966), Professor of History; Chairman, Social Science Department.

DENNIS LEE CRAWFORD (1970), Associate Professor of Social Science.

ERNIE LEE CUMMINS (1957), Professor of Physical Sciences and Science Education.

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WILLIAM ROBERT DAVIS (1967), Professor of Education.
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ROBERT MORGAN DAY (1978), Assistant Professor of Education.

ERHARD KARL DORTMUND (1958-59, 1961), Associate Professor of History.
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MARGARET A. ESHELMAN (1977), Instructor in Education.
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JAY FREDERICK EVETT (1968), Professor of Physics.
  B.S. 1953, B.S. 1957, Washington State University; M.S. 1958, Northwestern University; Ph.D. 1968, Oregon State University.

DENNIS JOHN FAHEY (1996), Professor of Education; Coordinator, Special Education.

JEAN MARIE FERGUSON (1969-71, 1972), Professor of Education.

THOMAS LEE FERRE (1968), Assistant Professor of Humanities.

RONALD DEAN FINSTER (1971), Associate Professor of Economics.

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  B.S.E. 1962, Massachusetts State College, Westfield; M.Ed 1965, University of Massachusetts, Amherst; Ph.D. 1969, Michigan State University.

JOHN JOSEPH FREEBURG (1973), Assistant Professor of Education.

BEVERLY KO FREER (1970), Associate Professor of Humanities.
  B.A. 1962, Idaho State University; M.S. 1964, Ph.D. 1975, University of Nevada, Reno.

JAMES WELDON GALLAGHER (1969), Professor of Geography.
  B.S. 1951, M.S. 1952, Illinois State Normal University; Ph.D. 1959, University of Illinois.

PATRICIA REED GALLAGHER (1970), Associate Professor of Education.
  B.S. 1952, Illinois State University; Ed.M. 1957, University of Illinois; Ed.D. 1979, Oregon State University.

Administration and Faculty 139

JESSE HOWARD GARRISON (1959-66, 1967), Professor of Education.

CHARLES RICHARD GENGLER (1965), Professor of Education.

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GERALD RALPH GIROD (1969), Professor of Education.

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  B.A. 1965, San Jose State University; M.A. 1972, Ph.D. 1976, University of Oregon.

CLARENCE CLIFFORD GORCHELS (1966), Director of Library; Professor.
  B.S. 1940, Wisconsin State University, Oshkosh; B.L.S. 1945, University of Wisconsin; M.S. 1952, D.L.S. 1971, Columbia University.

PETER VINCENT GRECO (1969), Professor of Geography.

BERYL MANSFIELD GREEN (1960-66, 1968), Professor of Mathematics.
  B.S. 1956, M.S. 1959, Eastern New Mexico University; Ph.D. 1969, Oregon State University.

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  B.A. 1975, California State University, Long Beach; M.A. 1978, University of California, Santa Barbara.

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  B.A. 1950, Willamette University; M.A. 1957, University of Oregon.

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  B.S. 1956, M.S. 1960, Oregon College of Education.
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BEVERLY HENSON HERZOG (1968), Associate Professor of Education.

MARGARET LOUISE HIATT (1949), Professor of Education.

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PAUL HENRY JENSEN (1968), Professor of Education.
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MERLE ANN KELLEY (1970), Associate Professor of Psychology.

BERT YARBROUGH KERSH (1967), Professor of Education; Director of Research.
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B.A. 1951, Washburn University; M.A. 1959, Colorado State College.

NORMAN EDWARD KOCH (1967), Professor of Education.

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LOTTE NORVIG LARSEN (1976), Reference and Serials Librarian; Assistant Professor.

DENNIS GEORGE LAVERY (1979), Director of Development and College Relations; Instructor in Humanities.
B.A. 1964, St. Joseph's College; M.A. 1967, Valparaiso University.

GERALD LEINWAND (1977), President; Professor of Social Science.

JAMES DALE LIEDTKE (1965), Associate Professor of Chemistry.
B.S. 1959, University of Portland; Ph.D. 1964, Washington State University.

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ROBERT CLARENCE LIVINGSTON (1951), Professor of Physical Education.
B.S. 1947, M.Ed. 1948, University of Missouri; Ed.D. 1951, Teachers College, Columbia University.
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B.S. 1959, Oregon State University.

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ARTHUR ANDREW McELROY (1975), Professor of Education.  

GLORIA JEAN McDADDEN (1966), Professor of Education.  

JAMES D. MEINERT, (1981), Dean of Students; Professor.  

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B.A. 1965, Northwestern University; M.A. 1969, University of Washington.

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B.A. 1943, Georgetown College; M.M. 1946, American Conservatory.

EWAN HARBRECHT MITTON (1962), Associate Professor of Creative Arts/Music.  
Private study with Ruth Miller Chamlee, Los Angeles; Grace Leslie, New York; Lina Pagliughi, Milan; Mme. Gall, Paris; Maggie Tyte, London; opera under Carl Elbert, Roberto Moranzoni, Tanglewood Festival.

DENIS MICHAEL MORAN (1968), Associate Professor of Social Science.  
B.A. 1966, Immaculate Heart College; M.A. 1967, Ohio State University; Ph.D. 1976, University of Oregon.

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RONALD RALPH MORGALI (1967), Assistant Professor of Mathematics.  

KENNETH HOLLY MYERS (1968), Professor of Education; Chairman, Elementary and Secondary Education Department.  

NORMAN NEIBUHR NELSON (1970), Professor of Mathematics.  

MURIEL ESTELLE NILSEN (1976), Assistant Professor of Education.  
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ROBERT OTTO NOVAK (1968), Professor of Biology.  
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ERNEST MAYNARD OGDARD Jr. (1966), Professor of Social Science.  

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B.A. 1959, Portland State University;  
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Chairman, Humanities Department.  
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B.S. 1963, Western Montana State College;  
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M.A. 1969, Ph.D. 1971, University of Kentucky. 

RONALD LLOYD WYNNE (1969).  
Professor of Creative Arts/Music;  
Chairman, Creative Arts Department.  
B.A. 1960, New Mexico Highlands University;  

Professor of Education.  
B.A. 1953, M.A. 1954, Brigham Young University;  

Sign Language Interpreters  
ROSS K. BLAIR (1979)  
ROBERTA JEAN BOWMAN (1977)  
WILLIAM DALLAS BURT (1976)  
JUDY A. FALBERG (1979)  
JOANNE L. GARTNER (1979)  
SHARON M. GIBBONS (1979) 

Administration and Faculty  
ALAN L. HUGHES (1978)  
THEODORE A. O’CONNOR (1976)  
Coordinator, Interpreter Services  
KENT R. OLNEY (1979)  
KELLY A. SHAUGHNESSY (1979)  
SHARON S. SHELLEY (1978) 

Emeritus Faculty  
HELEN BLODGETT ADDISON (1958).  
Assistant Professor Emeritus, Education.  
NEIL ADRIAN AMERMAN, B.S. (1960-78).  
Assistant Professor Emeritus, Dormitories and Food Services.  
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Emeritus Professor, Music.  
Professor Emeritus, Psychology.  
WILLIAM EDWARD BURKE, Ph.D. (1968-78).  
Professor Emeritus, Physical Education.  
GORDON WILSON CLARKE, Ph.D. (1968-78).  
Professor Emeritus, Humanities.  
RUTH PEARSON CULBERTSON, M.A. (1953-75).  
Associate Professor Emeritus, Art.  
ETTA MAE WELLS DETERING, B.S. (1963-75).  
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Assistant Professor Emeritus, Music.  
Associate Professor Emeritus, Education.  
Assistant Professor Emeritus, Law Enforcement.  
JAMES BRADFORD ELLINGSON (1971). Emeritus Professor, Education.  
Professor Emeritus, Education.  
FRANCIS D. HAINES, Ph.D. (1951-84).  
Professor Emeritus of Social Science.  
PEARL BIRCH HEATH, M.S. (1927-83).  
Professor Emeritus, Art.  
ELAND ELMER HESS, Ph.D. (1956-79).  
Professor Emeritus, Political Science.  
MARTHA HELEN HILL, B.S. (1945-75).  
Assistant Professor Emeritus, Administration.  
Professor Emeritus, History.  
Professor Emeritus, Music.  
RUTH ELIZABETH LAUTENBACH, Ed.D. (1940-74).  
Professor Emeritus, Physical Education.  
JEAN SEBERT LONG, M.A. (1968-74).  
Assistant Professor Emeritus, Social Science.
Teaching Research Division

Teaching Research, located on the WOSC campus, is a separate division of the Oregon State System of Higher Education. It is directly responsible to the State System’s Vice Chancellor for Academic Affairs, whose office is in Eugene. The division has two departments, Educational Services and Measurement, and Special Education, whose staffs are fully engaged in research, development, dissemination and evaluation assignments. Its mission is to augment research and service of the State System through the design and completion of educational research, evaluation and instructional development projects to serve the state. Thus, Teaching Research’s basic and applied research contribute to the base upon which sound educational offerings rest.

Three goals set directions for Teaching Research:

* To assist the State System institutions and other educational institutions and agencies in Oregon to establish policies and procedures for optimal learning conditions for students.
* To establish independently or cooperatively with Oregon educational institutions and agencies research and demonstration projects that will be recognized in the state and nationally for their excellence.

- To make available the products and procedures of research and development to institutions, agencies and faculties throughout the state and nation.

Teaching Research
Infant and Child Center

The center is part of the Special Education Department of Teaching Research. It recently was awarded national validation by The Department of Education for its unique educational and training approach. As a national model center for preschool education for the handicapped, it serves the Monmouth-Independence, Dallas and Salem areas primarily, with other students coming from surrounding areas. The data generated from these programs have provided the basis for several books, monographs, and curriculum guides concerning education for handicapped students.

About 80 children from infancy to age 12 are in center programs, which include:
- Preschool handicapped classroom
- Prescriptive classroom
- Parent clinic
- Elementary severely handicapped classroom
- Secondary severely handicapped classroom
- A group home is provided for severely handicapped children.

A major objective of the center is the development of procedures for teaching preschool handicapped and non-handicapped children. These procedures form the basis of the training of many teachers from several states who study at the center each year. A followup service is provided for teachers who have completed this training. The center also trains parents in the care of their handicapped children.

It also serves as a practicum center for many WOSC and Oregon State University students. Most of these students are WOSC undergraduates who receive credit for the courses Introduction to Careers in Special Education and Field Experience in the Helping Professions. Others include WOSC graduate students in special education programs and early childhood education and OSU graduates in psychology.

Further information about center programs may be obtained by writing to the director of the Infant and Child Center, Teaching Research Division, Monmouth, Ore. 97361.

Teaching Research Faculty

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VICTOR BALDWIN (1968), Director, Research Professor, Ed.D. 1966, University of Oregon.

FRANKIE BLASCH (1980), Instructor.

KATHLEEN G. BOYARSKI (1980), Instructor, B.S. 1978, Oregon College of Education.

JEFFRI BROOKFIELD (1979), Assistant Research Professor, M.A. 1978, College of St. Thomas.

JAMES BUCKLEY (1978), Instructor, M.A. 1978, University of Oregon.

CAROL BUNSE (1975), Assistant Research Professor, B.A. 1975, Oregon College of Education.


KATHLEEN STREMELE-CAMPBELL (1979), Assistant Research Professor, M.A. 1971, Kansas State University.

VICKI CARTER (1976), Instructor, B.S. 1980, Oregon College of Education.


BRUCE DALKE (1972), Associate Research Professor, M.S. 1970, Oregon College of Education.

JERRY C. DOMINGUEZ (1980), Assistant Research Professor, M.S. 1972, University of New Mexico.

TINA FARNES (1978), Instructor, A.A. 1976, Clackamas Community College.

MARY LEE FAY (1978), Research Assistant.

ISABEL EGAN (1961), Assistant Research Professor, M.A. 1968, University of North Dakota.

GLEN FIELDING (1980), Assistant Research Professor, Ph.D. 1980, University of Oregon.

HAROLD D. FREDERICKS (1967), Associate Director, Research Professor, Ed.D. 1969, University of Oregon.

LYNN KILLIAN GAGE (1980), Research Assistant.

MARY ANN GAGE (1974), Associate Research Professor, M.A. 1974, Oregon College of Education.

CHRISTINE HADDEN (1980), Instructor, B.S. 1975, University of Wisconsin, Oshkosh.


NANCY JOHNSON-DORN (1977), Instructor, B.A. 1979, Oregon College of Education.

CONNIE LILLEY (1980), Research Assistant.

BARBARA LINDLEY-SOUTHARD (1975), Instructor, B.S. 1978, Oregon College of Education.
Oregon State System of Higher Education

Western Oregon State College is a member of the Oregon State System of Higher Education which was organized in 1932 to provide educational opportunities to Oregon citizens throughout the state within a closely articulated framework of member institutions. The State System is governed by the State Board of Higher Education whose members are appointed by the governor with confirmation of the State Senate. Board terms are four years for regular members and two years for student members (designated by *). Their names and term expiration dates are (terms expire on June 30 of the year shown):

LOUIS B. PERRY, Portland 1981
President and Chairman, Executive Committee

EDWARD C. HARMES Jr., Springfield
Vice President and Member, Executive Committee

LOREN L. WYSS, Portland 1980
Member, Executive Committee

LESTER E. ANDERSON, Eugene 1981
JONATHAN A. ATER, Portland 1980

ALVIN R. BATISTE, Portland 1982
JANE H. CARPENTER, Medford 1983

EDITH GREEN, Wilsonville 1983
ROBERT C. INGALLS, Corvallis 1980

WILLIAM C. THORP III*, Gold Beach

ELIZABETH W. WARNER-YASUDA*, Eugene 1981

Members of the State System are Oregon State University, Corvallis; University of Oregon, Eugene; Portland State University, Portland; Western Oregon State College, Monmouth; Eastern Oregon State College, La Grande; Southern Oregon State College, Ashland; Oregon Institute of Technology, Klamath Falls; and the University of Oregon Health Sciences Center (schools of Medicine, Dentistry and Nursing), Portland.

The Chancellor's Office of Academic Affairs coordinates a broad-based continuing education program through the member institutions.

The State Board of Higher Education offices are centralized in Eugene. The administrative officers of the State System are:

ROY E. LIEU Alien, Ed.D., L.H.D.
Chancellor, State System of Higher Education

GERALD LEINWAND, Ph.D.
President, Western Oregon State College

An interinstitutional booklet, "It's Your Decision," lists fields of study at all State System institutions and contains other important information for students. For a copy, write to:

Division of Publications
Post Office Box 3175
Eugene, Oregon 97403
State Board of Higher Education
APPLICATION FOR ADMISSION

Western Oregon State College
Monmouth, Oregon 97361
(formerly Oregon College of Education)

For office use only

Your Social Security Number

$20.00 Application Fee Required:

Date Received—
Receipt No.—

Mr. □
Mrs. □
Miss □

(String legal name) Last First Middle Maiden name (if married woman) Married □ Single □

Home Address Number and street City State Zip code

1. Present Address Number and street City State Zip code

Date of birth Month Day Year Place of birth City State Citizenship: U. S. □ Other □ Sex: M □ F □

If you have lived elsewhere, when did your present continuous stay in Oregon begin?

Telephone Number

Father's name (or legal custodian's)
Check if deceased □

Permanent address

Occupation

2. Mother's name
Check if deceased □

Permanent address

Occupation

If parent or custodian has lived elsewhere, when did his present continuous stay in Oregon begin? Month Year
To what extent do you support yourself? (circle one) 100%, 75%, 50%, 25%, 10%, None

3. Month and year desired to enter WOSC (circle one): September, 19□ March, 19□ June, 19□

If your first registration is for summer (June) term, do you plan to continue fall (September) term Yes □ No □

Have you ever registered or attended WOSC at any time, such as a summer session, Yes □ No □
or during a regular term as an auditor, nondegree or special student? (if yes, list under 5.)

4. High school from which graduated or will be graduated

Name of school City and State Years attended Month and year of graduation

List in chronological order all schools attended or entered since leaving high school (include extension or correspondence courses).

Name of Institution Location (city and state) Month and years attended Degrees earned

High School Students: Please check back page with your councilor.

Check here □ if you are now attending one of the institutions mentioned in 4 or 5 (including extension work); name institution and list month and year you will complete the work there. □

5. □

6. Will you probably continue until graduation? Yes □ No □

If yes, check degree desired: BS □ BA □

Check program you plan to follow:

□ Art Education (5 year)

□ Elementary Education (Circle minor area) art, PE, humanities, math, music, science, social science

□ General Studies: Major □ 1st minor □ 2nd minor

□ Law Enforcement

□ Lower Division Liberal Arts & Sciences

□ Pre-professional: Major

□ Psychological Studies

□ Secondary Education (indicate major) (or 2 minors)

□

Have you been subject to disciplinary suspension or probation in any previous educational institution? Yes □ No □

If yes, attach additional page and fully explain circumstances and action taken.

Date □ SIGNATURE □

The statements in this application are true and complete to the best of my knowledge.
General

1. Please print in ink and complete all blanks. Be certain that you have signed the application and have indicated the proper date. Students from abroad should give full name and underscore family name.

2. Clarify all possible name listings such as use of nicknames, a legal change of name, or a maiden name. Your application is processed more satisfactorily if confusion regarding names is avoided.

3. Forward this application and have the Registrar of each institution attended (the Principal, if applying from high school) submit official transcripts directly to Admissions Officer, Western Oregon State College, Monmouth, Oregon. Records must be submitted from each institution entered whether or not credit was earned. Failure to submit complete credentials from all previous college affiliations will jeopardize your future status. A student who is not eligible to return to any and all colleges previously attended will not be accepted at Western Oregon State College. Note: Complete, official records, covering all school work beyond the eighth grade must be filed with the Registrar. All transcripts filed become the property of Western Oregon State College.

4. An application fee of $20.00 must accompany all applications for admission to Western Oregon State College with the following exceptions:
   a. A student holding a bachelor's degree from Western Oregon State College is not subject to this fee.
   b. A previously enrolled WOSC student who has not earned college credit elsewhere since last enrollment at WOSC is not subject to this fee.
   c. Graduates who have been officially admitted will not be subject to another $20.00 fee, unless they enroll full-time (12 quarter hours or more) at another institution.

This fee is non-transferable or refundable. No action can be taken on an application until the fee is received. Payment should be made to Western Oregon State College and sent to: Admissions Office, Western Oregon State College, Monmouth, Oregon.

5. Anyone may attend summer session, but such attendance does not constitute admission to Western Oregon State College. Any summer session student planning to earn a degree or to attend here during a regular term must be officially admitted prior to the regular term.

6. Admission is granted for a specific term. If for any reason you are unable to attend, you must be readmitted for any future term.

7. All foreign students complete a medical examination with their private physicians. The materials for this examination, along with information about registering in college, will be forwarded to newly admitted students prior to the opening of the new term.

8. Students if admitted from a nonaccredited institution may petition for validation of part or all of their previous work upon completion of at least 1 year of satisfactory work at Western Oregon State College.

Please send to address listed below:

**High School Certification:** This portion to be completed and signed by a school official.

*If applying before graduation but currently enrolled in senior year, complete this part:*

Cumulative GPA through sixth or seventh semester ........................................ (Do not attach transcript.)

SAT scores: V ............... M ............. TSWE ...........................


*If applying following graduation, complete this part:*

This student was graduated on ........................................ (Please attach a final transcript.)

Signature of school official: ........................................ Title ........................................

Date ........................................ High School ........................................ City ........................................

**Counselors note:** For additional copies of this form, write: Western Oregon State College, Monmouth, Oregon 97361.