Western Oregon State College

CATALOG

1984

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Oregon
State
College

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Catalog Information

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. 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 applicant for admission.

Students should refer to 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 guidance.

Affirmative Action

Western Oregon State College, a member of the Oregon State System of Higher Education, prohibits discrimination based on race, color, religion, sex, age, handicap, or national origin. This policy implements various federal and state laws, Executive Orders, Title IX and its regulations, and applies to employment, education, and facilities. Direct related inquiries to Dori Beek, Affirmative Action Officer, Western Oregon State College, Monmouth, Or 97361, or call (503) 838-1220.

For more information:

The address for all college offices is:
Western Oregon State College
Monmouth, OR 97361

The campus phone number is:
(503) 838-1220

For admission questions:
1-800-452-8321 (toll-free)

Western Oregon State College is a member of the Oregon State System of Higher Education
ACADEMIC CALENDAR

FALL TERM 1984

September
19-21, Wed.-Fri. New Student Week
24, Mon. Registration begins
25, Tue. Classes begin

October
5, Fri. Last day to add or drop classes or pay fees without penalty
12, Fri. Last day to add courses, choose grade options or pay fees
26, Fri. Last day to drop courses without grade responsibility.

November
12, Mon. Veterans Day holiday (no classes)
13-16, Tue.-Fri. Pre-registration for Winter Term
22-25, Thurs.-Sun. Thanksgiving holiday

December
10-14, Mon.-Fri. Final examination period
14, Fri. Fall term ends
15-Jan 6, Sat.-Sun. Christmas vacation

SPRING TERM 1985

April
1, Mon. Registration begins
2, Tue. Classes begin
12, Fri. Last day to add or drop classes or pay fees without penalty
19, Fri. Last day to add courses, choose grade options or pay fees

May
3, Fri. Last day to drop courses without grade responsibility
20-24, Mon.-Fri. Pre-registration for Fall Term
27, Mon. Memorial Day holiday

June
10-14, Mon.-Fri. Final examination period
14, Fri. Spring Term ends
15, Sat. Commencement

SUMMER TERM 1985
(Six-Week Session)

June
24, Mon. Registration begins
25, Tue. Classes begin

July
1, Mon. Last day to register, add or drop classes, and pay fees without penalty
2, Tue. Late registration fee and change of program fee effective
4, Thurs. Independence Day holiday
22, Mon. Last day to drop courses without grade responsibility

August
2, Fri. Summer session ends

FALL TERM 1985

September
22-25, Sun.-Wed. New Student Week
25, Wed. Registration begins
26, Thurs. Classes begin

November
11, Mon. Veterans Day (no classes)
21-24, Thurs.-Sun. Thanksgiving holiday

December
6, Fri. Fall term ends

Any changes in the calendar will be announced in the Schedule of Classes.
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For more than a century, Western Oregon State College has educated students in a personal, caring environment. Although large enough to provide a diversity of people and programs, Western has remained small enough to encourage a friendly, helping community. Faculty and support staff are dedicated to the needs of students, and academic programs are flexible enough to allow for individual creativity.

Among Western’s many outstanding features are its beautiful campus, national reputation in teacher education, award-winning performing arts groups, highly competitive men’s and women’s athletic teams, an in-depth, student-oriented liberal arts core curriculum, and exciting new programs in business, computer science, and international studies.

As a small-college alternative within a large state system, WOSC welcomes students to share in the Western experience as members of the Western family.

Richard S. Meyers
President
HISTORY

Western was founded in 1856 by hearty pioneers who came to the Willamette Valley in the early 1850s. Originally chartered as a private institution, the school opened with a handful of students under the grand title of Monmouth University. After merging with another struggling private school in 1865, the name was changed to Christian College.

In 1882 the Oregon Legislature approved the College's bid to become a state supported teacher training (or "normal") school, and this move began the school's long tradition of excellence in the field of teacher education, which exists to the present day.

Oregon Normal School, as it was known, underwent a spurt of growth in the 1920s that more than tripled the enrollment to almost 1,000 students. The Legislature again changed the College's name in 1939 to Oregon College of Education. After a substantial drop in students during World War II, the College entered an extended period of growth. Teacher education programs brought the school national recognition for excellence, and new programs were added in the fields of liberal arts and sciences.

In recognition of the College's regional character and broad range of academic programs, the Legislature renamed it Western Oregon State College in 1981. Western has continued to adapt to the changing needs of its students and community as evidenced by its introduction of new programs in business, computer science, and international studies in recent years.

LOCATION

Western is located in the heartland of Oregon's fertile Willamette Valley in the small town of Monmouth (population 5,400), Monmouth, which was founded by the same 19th century pioneers who started the College, preserves the small town virtues of clean air, easy pace, and friendly people. The College is the town's main employer and serves as the cultural center of the area. Many local residents attend the college's frequent theater, dance, musical and athletic events. Annual events such as the Christmas Tree Lighting, community fair, and Big Tree Road Run also involve many local residents.

Monmouth is just 20 minutes away from the busy state capital of Salem, and midway between the state's two largest cities of Portland and Eugene. Monmouth also is midway between two of the state's most valued natural resources: the famed Oregon Coast and the majestic Cascade Mountains. Such a location is an outdoor enthusiast's dream; there is almost unlimited access to skiing, rafting, camping, hiking, bicycling and fishing.

The climate is generally mild in the Willamette Valley. Winters are marked by frequent rains, but snow and ice are rare. Summers are warm and mild.

CAMPUS

Western's beautiful campus combines the charm of historic 19th century structures (such as the ivy-covered Campbell Hall built in 1871) with modern facilities for science, performing arts, and athletics.

The 122-acre campus includes spacious lawns planted with numerous varieties of native Oregon tree and plants. A Grand Sequoia, planted in the 1880s, stands in front of Campbell Hall and is transferred each December into one of the nation's tallest living Christmas trees.

The most popular building on campus is the College Center, which contains a coffee shop, an old-fashioned ice cream parlor and delicatessen, a recreation room with pool tables and video games, a bookstore, and offices of student government and publications.

Known throughout the region for its creative and performing arts programs, the facilities include a 619-seat Fine Arts Auditorium, Music Recital Hall, Campbell Hall Art Gallery, Outdoor Stage, and dance studio.

Impressive athletic facilities include a stadium and indoor arena that both seat more than 2,000 spectators, indoor courts for tennis and handball, and an indoor pool.

COLLEGE ORGANIZATION

Western is the oldest liberal arts college in the Oregon State System of Higher Education, which includes two other colleges, three universities, an institute of technology, and the Health Sciences University. It is a coeducational institution offering a variety of undergraduate and graduate degrees in education, humanities, natural and social sciences and creative arts to an enrollment of about 2,500 students. The academic year is divided into three quarters and a six-week summer session. Academic programs are offered in two main divisions: The School of Liberal Arts and Sciences and the School of Education, a merged program with Oregon State University in nearby Corvallis. Chief administrative officer of the college is the President, who reports to the Chancellor of the State System. The State System is governed by the Board of Higher Education, appointed by the Governor and approved by the State Senate.

DEGREES OFFERED

Western offers studies leading to the following degrees. All degrees in education and counseling are offered jointly by Western Oregon State College and Oregon State University through the OSU-WOSC School of Education.

- Associate in Arts (two-year program)
- Bachelor of Arts and Bachelor of Science in: Art, Business, Computer Science, Education (elementary and secondary), Fire Services Administration, Humanities (majors in Humanities and English), Interdisciplinary Studies, Music, Natural Science (majors in Natural Sciences, Biology and Mathematics), Psychology, Social Science (majors in Social Science, Corrections, Economics, Geography, History and Law Enforcement).
- Bachelor of Arts in International Studies
- Bachelor of Science in Education
- Master of Arts in Teaching
- Master of Music Education
- Master of Science in Counseling
- Master of Arts and Master of Science in Correctional Administration
- Master of Arts and Master of Science in Interdisciplinary Studies
- Master of Arts and Master of Science in Clinical Child and Youth Work

SPECIAL INSTRUCTIONAL FACILITIES

Library

Clarence C. Gorches, Director

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.

ACCREDITATION

The college is accredited by the Northwest Association of Schools and Colleges, American Association of Colleges for Teacher Education, National Council for Accreditation of Teachers of Education, National Association of Schools of Music, and Oregon State Teacher Standards and Practices Commission.
Instructional Support Services
Claude E. Smith, Director

Located on the lower level of the Library, the ISS serves as a repository and distribution center of non-print media and other related audiovisual 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. It operates a campus-wide closed-circuit television network with videotape and camera studios which tie in with a community TV cable for off-campus viewing in the Monmouth-Independence area. The ISS also offers listening and viewing areas for audiocassettes, videotapes, films and filmstrips to help students with classroom assignments. Audiocassette players and filmstrip viewers are available for check-out, and high-speed tape duplication services also are available to students.

Also located in the ISS is a well-equipped micro-computer laboratory where students can get “hands-on” experience in operating and programming the latest in micro-computer technology. Staff and graduate assistants are available to assist students with their questions and problems.

Learning Activities Resources Center (LARC)
Jacqueline C. McCrady, Coordinator

Located in the Education Building, the 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.

COMMUNITY SERVICES
Regional Resource Center on Deafness (RRCD)

Located in Maaske Hall, the Regional Resource Center on Deafness prepares individuals for various professions in the field of deafness and serves as an information and referral center on deafness for the four Northwestern states of Alaska, Idaho, Oregon, and Washington. Through its training, consultation and advocacy efforts, the Center also contributes to the development of many effective programs and services for people with hearing impairments. The Western campus has become known throughout the Northwest for its comprehensive support services for deaf and other disabled students who have enrolled in both undergraduate and graduate programs at the college.

As part of the wide-range of training services offered, the RRCD staff designs and conducts specialized in-service training workshops for professional groups. Workshops in deafness have been provided to:

- Rehabilitation Counselors, Employers, Mental Health Therapists, Educators, Sign Language Interpreters, Police, Sign Language Teachers, Classroom Aides, Special Education Administrators and Parent Groups.

For further details regarding information and referral, training programs or other projects related to deafness and its implications, please contact the Director, Regional Resource Center on Deafness, Monmouth, Oregon 97361 (503) 838-1220, ext. 444 or (503) 838-5151 (TTY).

Summer Basic Skills Clinic

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

The service consists of 1-2 hours of tutoring five 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.

Further information may be obtained by writing to the Director of the Summer Basic Skills Clinic, WOSC, Monmouth, Oregon 97361.

Speech and Hearing Center

The WOSC Speech and Hearing Center is a clinical service 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 programs provide 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 personnel and to 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 Educational Evaluation Center, WOSC, Monmouth, Oregon 97361.
ADMISSION PROCEDURES

In order to attend classes at Western, students must first apply for and receive formal admission. Prospective applicants should follow the procedures outlined. If there are special circumstances or questions regarding admission, contact the Director of Admissions.

Admission Requirements for Freshmen
Effective Fall Term 1984

In order to be admitted as an entering freshman for fall 1984, an Oregon resident must be a graduate of an accredited high school, with a minimum grade point average of 2.50. An entering freshman applicant who has graduated from an accredited Oregon high school, but whose grade point average is below the required 2.50, may be admitted by fulfilling one of the following requirements:

1. A predicted college GPA of 2.0 or better (based on a WOSC formula);
2. A score of 890 on the SAT or 20 on the ACT;
3. A minimum GPA of 2.0 or higher in nine hours of prescribed work, which includes one course in English composition and two or more courses in humanities, social science, natural science or mathematics taken during a summer session at an accredited college;
4. A minimum grade point average of 2.0 for at least 12 hours of college level transfer work acceptable to WOSC.

An entering freshman applicant who has not graduated from an accredited or standard high school must attain a minimum score of 46 on the General Educational Development Test (GED) or a score of 890 on the SAT or 20 on the ACT. An applicant with a score of less than 46, 890, or 20 may qualify under special admissions and should contact the Admissions Office for alternatives.

Students who have not graduated from high school must meet the following requirements: attain a score of 46 on the GED.

Effective Fall Term 1985

In order to be admitted as an entering freshman for fall 1985 an Oregon resident must be a graduate of an accredited high school, with a minimum grade point average of 2.50, and have completed a series of subject requirements outlined below. The high schools will have the responsibility for verifying that these subject requirements have been met.

English (4 years) All four years in preparatory composition and literature (written and spoken) with emphasis on and frequent practice in writing expository prose.

Mathematics (3 years) Shall include algebra, geometry, and two additional years of college prep mathematics, such as advanced algebra, trigonometry, analytical geometry, calculus, and probability and statistics (one of these or an advanced mathematics course recommended in the senior year). Algebra and geometry taken prior to the ninth grade accepted.

Science (2 years) Shall include a year each in two fields of college preparatory science such as biology, chemistry, physics, or earth and physical science (one recommended as a laboratory science).

Social Studies (3 years) Shall include one year of U.S. History, one year of global studies (world history, geography, etc.), and one-half year of government; one-half year of social studies elective.

Other College Prep (2 years) May be foreign language (highly recommended); computer science; fine and performing arts; or other college prep electives which may, at the discretion of the College, include a comprehensive sequence of units in a vocational-technical area of study.

Exception to meeting the specific subject requirements for admission will be granted to students from schools unable to provide all the specific subjects. This exception will be available only for two years, 1985 and 1986. Exception will also be granted to students from the Class of 1985 who are unable to schedule in the remaining two years of high school all the classes needed to meet the subject requirements.

An entering freshman applicant who has not graduated from an accredited or standard high school may be admitted by fulfilling one of the following requirements:

1. A score of 890 on the SAT or 20 on the ACT;
2. A minimum required average score of 410 or above on three College Board Achievement Tests (English, Math, and Social Studies and one of the student’s choice).

Nonresidents of Oregon are required to pay nonresident tuition and fees. Application materials for nonresidents are available by writing directly to the Admissions Office. Nonresidents who have graduated from an accredited high school may be admitted by fulfilling one of the following requirements:

1. High school grade point average of 2.50;
2. A predicted college grade point average of 2.10 or better (based on WOSC formula);
3. A score of 890 on the SAT or 20 on the ACT;
4. A minimum GPA of 2.0 or higher in nine hours of prescribed work, which includes one course in English composition and two or more courses in humanities, social science, natural science or mathematics taken during a summer session at an accredited college;
5. A minimum grade point average of 2.0 for at least 12 hours of college level transfer work acceptable to WOSC.

Students who have not graduated from high school must meet the following requirements: attain a score of 46 on the GED and a minimum score of 40 on each of the five subject sub-tests.

Special Admission

Applicants who do not meet any of the previously listed options should contact the Admissions Office to inquire about alternatives. Those applying for special admission will be reviewed on an individual basis by the WOSC Admissions Committee.

Early Admission

High school students who have earned a 2.5 cumulative grade point average in high school can apply for early admission after Oct. 15 preceding the fall they plan to enroll. Students should complete the State System application form available through WOSC or a high school counselor, ask that the grade point average be verified by the counselor, and include SAT or ACT scores. A decision regarding admission can be made as soon as this is on file with the Admissions Office. Students should check with their counselor or call the Admissions Office for further details at 1-800-452-8321.

Application Procedures

High school seniors are encouraged to apply early. Applications are accepted on the State System of Higher Education application form anytime after October 15 of the senior year in high school. The application procedure for entering freshmen (students with no preparation beyond high school or with 11 or fewer credit hours of postsecondary work) consists of the following steps:

1. Complete and return an application form and the required $25 nonrefundable fee. It is advised that these be submitted together.
2. Students planning to enter as beginning freshmen should complete either the Scholastic Aptitude Test (SAT) or the American College Test (ACT) before registration and have their scores sent to Western Oregon State College. The SAT and ACT tests are used for advisement and placement, but the scores may also be used to determine admission if the required high school grade point average has not been achieved.
3. Submit a complete transcript of all high school work showing date of graduation and credits earned.

Western Oregon State College also considers granting credit for:

- College Level Examination Program (CLEP)
- Credit by Examination
- Continuing Education

There are no formal deadlines for application to WOSC and students may apply to enter any of the four terms. Students should complete the application process in advance of the beginning of the term for which they are seeking admission in order to ensure that the materials are processed in time for registration.

Advanced Placement

Students who receive high scores in College Entrance Examination Board Advanced Placement exams may, upon admission to WOSC, be granted credit 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 3, 4 or 5. With a score of 3, credit will not be given for Wr 332.

**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.

### Admission of Transfer Students

#### Regular Admission

A student who wishes to transfer to Western from an accredited college or university must show evidence of honorable dismissal from the other college institutions attended and an accumulative GPA of at least 2.0 on all work attempted. A student with fewer than 12 hours of college credit must meet requirements for freshman standing.

#### Probationary Admission

A transfer student who has completed 12 or more hours of college work but who does not meet the regular admission requirements may be considered for admission as a probationary student after all available information is evaluated. Normally, each situation will be reviewed by the Admissions Committee.

The student admitted on probation must achieve at least a 2.00 GPA each term until an accumulative GPA of 2.00 is received.

#### Application Procedures

1. Complete and return an application form and the required $25 non-refundable fee. These items should be submitted together.
2. Have an official complete transcript sent from each college or university attended. The transcripts should be in a sealed envelope from the school and should show all prior college work.
3. 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 Requirements 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.

### Admission of International Students

WOSC is very interested in a diverse student body and actively encourages students from other countries to apply. Special application forms are available from the Admissions Office. Students are encouraged to enroll in the fall term, but will be accepted other terms. Requirements for admission are based on an outstanding background of preparation that would make the student eligible for university admission in his or her 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 Test of English as a Foreign Language (TOEFL) score of 500 or higher to the Admissions Office along with their application for admission. 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. Advanced standing, if any, will be determined after matriculation and further study of records submitted.

Students from abroad are expected to guarantee financial responsibility because of limited financial assistance from the College.

### English Language Institute

The College offers an English Language Institute to help foreign students improve their English language skills to the point where they can enter regular classes. The ELI offers a minimum of 20 hours of class per week. Students enrolled in the institute normally will not be registered for other instruction. When students pass the Test of English as a Foreign Language (TOEFL) examination with a score of at least 500, they may enroll in regular college classes. The cost of the ELI is approximately the same as the regular non-resident undergraduate tuition rate. Students interested in more information concerning the English Language Institute should write to the Foreign Student Adviser at the college.
Health Requirements
Foreign students entering directly from outside the United States must fulfill the following requirements before registration:
- 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.
- Written record of prior immunizations, vaccinations and boosters.
- Purchase of college group health and accident insurance.
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.

TUITION AND FEES
Tuition and fees entitle the student to regular instruction: use of the library, laboratory equipment and materials, and gymnasia 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 choose 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 hours (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 tuition and fees for the 1983-84 academic year. The tuition and fee schedule is established by the Oregon State Board of Higher Education.

<table>
<thead>
<tr>
<th></th>
<th>One term</th>
<th>Three terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident undergraduate</td>
<td>$463.50</td>
<td>$1170.50</td>
</tr>
<tr>
<td>Nonresident undergraduate</td>
<td>$1211.50</td>
<td>$3634.50</td>
</tr>
<tr>
<td>Graduated resident</td>
<td>$684.50</td>
<td>$2053.50</td>
</tr>
<tr>
<td>Nonresident graduated</td>
<td>$1100.50</td>
<td>$3301.50</td>
</tr>
</tbody>
</table>

Special Fees
General Deposit: A fee of $25 is collected with tuition and other fees from students taking eight or more credit hours at the beginning of their first term of registration in the 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 date of registration of any term pay a late-registration fee of $10 for the first day and $2 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 fee of $7.50.

Change-of-Program Fee: A change of $5 per term is made for each course change form a student may submit after the announced date that changes may be made without charge.

Application Fee: A fee of $25 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 $5 is charged for the first copy and $1 for each additional copy ordered at the same time.

Art Materials Fee: A special charge ranging from $2.50 to $25, depending on the course, will be made for art courses.

Music Fee: Performance studies (individual instruction in piano, voice, instruments):
1. credit hour with waiver slip..........................$12.50
   without waiver slip..................................40.00
2. credit hour 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 Fee: Some PE activity courses are taught at private facilities near the college. These fees are required: bowling, $12; golf, $12.50; scuba classes, $100; athletic training and conditioning, $12.50.

Graduate Qualifying Examination Fee: The charge is $15 to $25.
Credit by Examination Fee: A charge of $25 per exam 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 which the student ceased attending classes, except in unusual cases when formal withdrawal has been delayed through causes beyond the control of the student. 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 resident of Oregon are qualified for resident tuition. Provisions 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 there. 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 of 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 received in the Office of the Registrar 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 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 Oregon, and must establish a permanent domicile.
Providing residence in Oregon is important not only to the emancipated student who seeks resident 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 non-resident fee, with the exception of students attending a summer session and those who have a parent who is in the uniformed military service of the federal government stationed in Oregon. Students whose official records show residence outside of Oregon will initially be classified as nonresident 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 the Registrar.
FINANCIAL AID

Lance J. Popoff, Director of Financial Aid

As a state-supported institution, Western offers a high-quality education at a relatively low cost when compared with private colleges and universities. However, the costs of higher education can still be a burden on many families and individuals. In recognition of this fact, Western provides a strong financial aid program that annually awards more than $3.5 million to over 1,600 students.

Financial aid tries to bridge the gap between expected contributions from the student and family and the full costs of education. Financial aid is usually made up of a combination of grants, loans, and work-study employment on campus. Funding for these programs comes from a variety of federal, state, college and private sources.

Student Expenses

Annual costs for full-time students for the 1993-94 academic year are as follows (for an Oregon resident living on the campus):

<table>
<thead>
<tr>
<th>Tuition and fees</th>
<th>$1,390.50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room and board</td>
<td>$2,145.00</td>
</tr>
<tr>
<td>Books and supplies</td>
<td>$450.00</td>
</tr>
<tr>
<td>Personal</td>
<td>$900.00</td>
</tr>
<tr>
<td>Transportation</td>
<td>$375.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$5,260.50</strong></td>
</tr>
</tbody>
</table>

(Tuition and fees for resident graduate students are $2,093.50; for non-resident undergraduates $3,634.50; and non-resident graduates $3,301.50.)

Applying for Aid

Students can apply for most grants, scholarships, and work-study programs by completing a single financial statement, the Financial Aid Form (FAF), that is available from high school or community college counseling offices or from the Western Financial Aid Office. The form should be submitted to the College Scholarship Service in Berkeley, Calif., as late as February 1.

On the form students should designate the following to receive copies: Western, the federal Pell Grant Program, and the Oregon State Scholarship Commission (if an Oregon resident undergraduate).

An exception to the above procedure must be followed for the Guaranteed Student Loan (GSL) and the Parents' Loan for Undergraduate Students (PLUS) programs, in which the federal government insures loans from private sources. Separate applications are required and are available from the Western Financial Aid Office.

Transfer students need to supply a Financial Aid Record (FAR) for all other schools attended since graduating from high school. These forms are available at any financial aid office. FARs should be processed at the same time that students submit their FAFs to the College Scholarship Service in Berkeley. At least three weeks should be allowed for processing FAFs.

Beginning freshmen and undergraduate transfer students do not need to apply for admission to the College before applying for financial aid. However, students must be formally admitted to the College before aid can be disbursed.

The College Scholarship Service determines the contributions expected from the student and family and the Financial Aid Office attempts to create a package of aid that will meet the remaining need. Students are considered for all programs for which they qualify. If eligible, students receive an offer of aid and further information.

Western's priority deadline for financial aid applications is March 1. An application is considered complete as of the date when the Financial Aid Office receives the report from the College Scholarship Service and all Financial Aid Records from previously attended colleges. Aid funds will be awarded on the basis of greatest need first until all funds have been exhausted. Applications received after March 1 will be prioritized in order of date received and amount of need. Funds will be allocated as available.

State Programs

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 Oregon State Scholarship Commission (OSSC). Information may be obtained from high school counselors; from the State Scholarship Commission, Suite 9, 1445 Willamette Avenue, Eugene, OR 97401; or from the WOSC Financial Aid Office.

There are two grant programs: Need Grants and Cash Awards. They are transferable among eligible institutions within the State of Oregon.

Need Grants. Eligibility for these grants is based on need as demonstrated through the Financial Aid Form (FAF). The student must

reapply to OSSC each year by completing the FAF in order to be considered for renewal of the grant. The student must enroll full-time, making satisfactory progress towards a degree, and not be in default or owe a refund on any federal Title IV aid funds. The student must apply for the federal Pell Grant to be eligible to receive a Need Grant. Need Grants vary in amount from year-to-year but are generally in the range of $250 to $735 per year depending upon the individual's eligibility. Need Grants may be renewed contingent upon eligibility, for up to 12 terms.

Cash Awards. These are awarded on the basis of scholastic aptitude, achievement and need. Awards vary from year-to-year but generally range from $198 to $648 per year. Students must be full-time, making satisfactory progress toward a degree, and not in default or owe a refund on any federal Title IV aid funds. Cash Awards may be renewed for up to 12 terms by reapplying each year to the OSSC.

Federal Programs

Pell Grants. This grant is for undergraduate students only and is considered to be the "floor" of a financial aid package. The grant is not a loan and does not require repayment. Pell Grants range from $213 to $1900 per year and a student must be enrolled at least one-half time (6 hours) to be eligible. Students may apply for the grant by completing the Federal Aid Form (FAF) or by completing the Application for Federal Student Aid. Both applications are available from high school counseling offices and the WOSC Financial Aid Office.

Supplemental Educational Opportunity Grants (SEOG). Similar to the Pell Grant, the SEOG is available to undergraduate students with exceptional need who have not earned a bachelor's degree. Usually a student must be enrolled at least one-half time to be eligible. The grants may range from $200 to $2000 per year.
National Direct Student Loan (NDSL). The College, utilizing federal money, makes these low-interest loans to both undergraduate and graduate students. The NDSL is a loan and does not require repayment. However, if the borrower leaves the College, the loan must be repaid over a period of five years. For others, repayment begins 7 months after the student ceases to attend college. The interest rate is 5 percent.

Guaranteed Student Loans (GSL). Guaranteed Student Loans up to $25,000 per year for undergraduates or $5000 per year for graduate students to an aggregate maximum 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 also available. Further information is available from the WOSC Financial Aid Office.

Students are automatically eligible for a subsidized GSL if their family adjusted gross income does not exceed $30,000 for the previous calendar year. Students with family incomes in excess of $30,000 may still qualify for the loan. However, the eligibility for the loan hinges upon demonstrating "need." For more information regarding the determination of "need," please contact the Student 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 $50 per month. Interest is 9 percent of the unpaid balance.

Parents' Loans to Undegraduate Students (PLUS). These loans are available not only to parents of undergraduate students enrolled at least one-half time but also to independent undergraduate and graduate students. Parents and graduate students may borrow up to $3,000 per year and independent undergraduates may borrow up to $2,500 per year. Like the GSL loan program, the PLUS loans are borrowed from a bank or other lending institution. The interest rate is currently 12 percent but can vary. Unlike the GSL, interest accrues from the date the loan is disbursed. The first repayment is due within 60 days of the date the loan is disbursed. Applications are available from participating lenders and the SOSC Financial Aid Office.

College Work-Study Program. This federally subsidized program 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. Application may be made on the Financial Aid Form (FAF). A student may be employed in this program no more than 20 hours per week while classes are in session and 40 hours per week during vacation period.

College Aid Sources

In addition to state and federal aid, Western administers a wide variety of private and institutional scholarships, grants, and loan funds. Many recognize scholastics as well as need; some are reserved for students in specific majors or from specific geographical areas. A number of these aid sources are detailed below. Many require separate applications that must be received by March 1. Applications may be obtained from the Financial Aid Office. Awards are made upon recommendation of the college's Scholarship Committee.

Alumni Association Scholarships. Each year the Alumni Association awards a number of scholarships from funds contributed to the annual Alumni Phonathone.

Presidential Scholarships. These $1,000 scholarships are awarded to Oregonians entering WOSC for the first time. Renewable for four years, they are given on the basis of high achievement in academics and activities. Financial need is not a requirement. Presidential Scholarships are awarded via contributions from a number of groups and individuals.

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, 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."

Coca Cola Merit Award Program. This award is a tuition scholarship provided to a beginning freshman student. Eligible students must have a minimum 3.0 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.

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 is operated by the Daniels' family in memory of James Daniels Sr., and James Daniels Jr.

Duncan-Shriner 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.

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.

Dorothy M. Kirby Scholarship Fund. Interest from this endowment funds 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.

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 scholastic achievement by providing scholarships, stipends and special assistance.

S. Elizabeth Norberg Memorial Fund. A limited number of scholarships are 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. Applications are obtained from Oregon counseling offices and must be filed by March 1 with the Oregon Congress of Parents, Teachers and Students, 8050 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 members. 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.

P.E.O. Scholarship. 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 fund year at any Oregon college or university. Applications should be obtained from and filed with the scholarship chairperson of the state chapter.
WOSC Short-Term Funding
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 $6 service charge, are divided into two additional payments which are due during the same term. In the six-week summer session, one-half of tuition and fees may be deferred. The deferred amount, plus a $6 service charge, are due in one additional payment during the session. Application forms are available at the Administration Building.

Emergency Loans
All WOSC students enrolled at least half-time and whose accounts with the College are not delinquent may borrow up to $250 per term of attendance. A service charge of $4 is automatically added to the loan promissory note. Regardless of when the loan is borrowed within the term it must be repaid in full by the first day of the third month of the term. Application forms are available at the Administration Building.

Employment
Although employment can't be guaranteed to all students wishing it, the college attempts to put employers and students together. In addition to the opportunities available on campus through the College Work-Study Program (see Federal Programs section above), the Financial Aid Office helps place students in off-campus positions in the local community. A bulletin board listing current job opportunities is maintained in the Financial Aid Office. Students should not expect to find jobs by writing to the college before fall term registration because most part-time jobs are not normally 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 the 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.

Loan Fund Sources
The Ackerman Memorial Loan Fund. Honors the late J. H. Ackerman, former president of the College (1913-21).
Alpha Delta Kappa, Epsilon Chapter Loan Fund. A memorial contribution of Inmac Taylor Polite, an alumnus of WOSC.
Sophia Barrum Memorial Loan Fund. Honors the late Sophia Barrum 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 can only be granted to students in junior high school tuition.
Jane Catherine Dale Memorial Loan Fund. Honors the late Jane Catherine Dale, former chairman of the Humanities Department.
Mike Davis Memorial Loan Fund. Memorializes 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. Memorializes the late associate professor of education.
Agnes Clark Hoyser Memorial Loan 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 Elke Klein Memorial Loan Fund. Honors the late Katherine Elke 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. Landsers Loan Fund. Honors the late Joseph S. Landsers, president of WOSC from 1921 to 1932; emergency loans in small amounts for short durations.
Raben J. Maakse Memorial Loan Fund. A memorial to Robert J. Maakse, 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 Bollie McBee Memorial Loan Fund. Honors the late Oma Bollie McBee, outstanding alumnus.
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 of the staff, and faculty wives.
Rachel Phillips Loan Fund. A memorial to 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 Julia McCulloch Smith, a WOSC graduate; for women students.
Beulah Stebner Thornton Memorial Loan Fund. Sponsored by Beta chapter, Delta Kappa Gamma, women's educational society, in memory of Beulah Stebner Thornton of the faculty for junior and senior women preparing to teach language arts.
Dr. Montana Rickard's 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.
Moms Club and Dads Club Loan Fund.
Oregon Epsilon Chapter of Alpha Delta Kappa Loan Fund. For women preparing to teach careers.
Other Loan Funds. From anonymous donors for emergency loans; available to all students.

HOUSING
At WOSC, residence hall life adds a dynamic dimension to the college experience. The educational value derived from living with people of varied interests, backgrounds, and ages offers 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. 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. Residents have free parking. Two residence hall floors, one for each sex, have been modified for wheelchair students. Other special arrangements for physically limited students may be requested at the Residence Halls Office. All residents dine in the Food Service Building. High quality, varied and nutritious meals are planned and prepared by a professional staff.

Room and Board Rates
Rates for 1983-84 are $2,145 for a double-occupant room and $2,785 for a single. These rates include the basic meal plan of 15 meals per week. Two optional plans are available: 19 meals per week ($36 additional charge per term) and 10 meals per week ($32 less fall term and winter term and $31 less in spring term).
**Residence Halls**

**Landers Hall.** Traditional dormitory style buildings with bedrooms off a central corridor and common baths down the hall. This style accommodates one or two students per room.

**Barnum Hall.** Apartment style units consisting of a living/study area, separate bedroom and shared common bath that connects with an identical layout on the other side. Each unit houses a total of 6-8 students (3-4 on a side).

**Gentle Hall.** Apartment units consisting of living and study areas, separate bedroom, separate bath. Each unit houses 1 or 2 students.

**Butler Hall: B Pod**

- Apartment units consisting of a living/study kitchen area, separate bedroom, separate bath. Each unit houses 2 students. Charges cover room only; however a meal plan may be purchased.

**C & D Pods**

Same as Gentle accommodations.

**Housing Policies**

Because of the educational function of dorm living, all students without dependents who enroll at Western Oregon State College within one year of high school graduation must live in college-operated housing. Any exceptions to this must be approved through the Dean of Student’s Office. Many upperclass students also choose to live in the residence halls because of the convenience and available services.

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 halls for upperclass students.

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. Upperclass students have a term contract option; they may apply for housing on a term-by-term basis. An additional fee of $50 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 Residence Halls 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 of the month following the month for which charges are due. Payment after the 10th day is subject to 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 noon on the day before the first scheduled day of the academic calendar and close at 5 p.m. on the last scheduled day of each term.

**Correspondence and housing application requests should be directed to: Reservation Clerk Department of Residence Halls Western Oregon State College 345 N. Monmouth Ave. Monmouth, Oregon 97361**

**Off-Campus Housing**

The Dean of Student’s Office maintains a list of available off-campus housing. The office also advises 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 Dean of Students helps physically limited students locate accessible off-campus housing. The office is prepared to work with landlords in making modifications needed for wheelchair students.

**REGISTRATION AND ACADEMIC POLICIES**

**R. John Brinegar,**

**Registrar**

The academic year at WOSC has three terms (fall, winter and spring) of 10 to 12 weeks each. The summer session of six weeks is not part of the regular academic year, although credits earned in summer session may count toward degree requirements. Students may enter at the beginning of any term, including summer session.

**Registration**

Times are designated at the beginning of each term to register for classes. Tuition and fees are paid during this time. The official Schedule of Classes contains specific registration information for the fall, winter and spring terms. This schedule is made available to all students before the beginning of fall term.

Registration information and a schedule of classes for summer session are contained in the official Summer Bulletin which is published in the spring.

Pre-registration for fall, winter and spring terms is held for returning students. The Registrar’s Office makes the announcement of pre-registration dates well before it takes place.

The Dean of Students arranges assistance for physically limited students during the registration process. Those wishing help should contact the office before registration day, indicating the specific needs and desired time of registration.

Concurrent enrollments in courses at two or more State System of Higher Education institutions are authorized. The maximum charge does not exceed the tuition and fees charged at State System institutions. The Registrar’s Office has further information.

**Requirements for Degrees**

**Associate in Arts Degree**

Completion of the course work in a prescribed program qualifies a student for an Associate in Arts degree. An advisor 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.

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 WOSC campus. At least 24 credit hours must be completed before approval of the individual program.

**Bachelor’s Degree**

Students will be graduated according to the requirements of the catalog in force when they enroll after admission unless they choose to graduate under a later catalog. Students should be aware, however, that requirements for certification of teachers, specialists, and administrators may change, since such requirements are established by the Oregon Teacher Standards and Practices Commission. Transfer students may choose to graduate under the Western Oregon State College catalog in force at the time they enrolled, after admission, at the regionally accredited institution from which they transferred to Western. The admission date for a student who transfers from a community college which has no admission policies is the date the student first enrolled at the community college. No catalog is valid for more than a five-year period.

**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. (Total credit hours required for each degree is 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 of the last 60 credit hours completed on campus.
  - Correspondence study. Maximum of 12 credit hours.
  - Workshops. Maximum of nine credit hours.
  - Liberal Arts Core Curriculum. Completion of 73 credit hours as outlined in the section on Undergraduate Programs.

**Master’s Degree**

Requirements and programs are described in the Graduate Study section of this catalog.
Application for Degree

Students who intend to receive a degree from WOSC should apply 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 graduation is planned. 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 term.

Participation. 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 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.

Class Standing

Freshmen: 44 or fewer credit hours.
Sophomore: 45-89 credit hours.
Junior: 90-134 credit hours.
Senior: 135 or more credit hours.

Graduate: a student who holds a bachelor’s degree from an accredited college or university.

Course Numbering System

100-299: lower-division (freshmen and sophomore) level.
300-499: upper-division (junior and senior) level.
400-499 with (C) 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 (2nd year) 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.

Courses Numbered 400. Courses numbered 400 are senior-level, but if the designation (C) follows the number, the course may be taken for graduate credit by graduate students. Students seeking graduate credit in 400 (C) 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. Enrollment in courses numbered 500 is 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/or withdrawal from school, W; incomplete, I; and no-credit, N.

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 may repeat a 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. An undergraduate student is eligible for the honor roll in any term, excluding summer session, 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.

I. Incomplete
A grade of "I" may be assigned when the quality of work is satisfactory but an essential requirement of the course has not been completed for reasons acceptable to the instructor. To change an incomplete to a letter grade the student must complete the work within the twelve months following the assignment of the "I". Special extension may be granted by petition, if approved by the instructor and the Academic Requirements Committee, but for a period no longer than an additional twelve months. Beyond the maximum twenty-four month period the incomplete becomes permanent.

Withdrawal
Two types of withdrawal exist. Students may:
1. withdraw from a course; or
2. withdraw from college.

Withdrawal From A Course
a. By completing the proper add-drop form, signed by the instructor, and by filing this form with the Registrar's Office before the end of the fifth week of the term, the student may withdraw from any course without responsibility for a grade and no entry will be made on the student's permanent scholastic record.
b. Students withdrawing from a course after the end of the fifth week of classes through Monday of the last week of classes must file an add-drop form, complete with instructor's signature, with the Registrar's Office. The final grade register, the instructor will grant a "W" only if the student is doing passing work at the time of withdrawal. Otherwise, a grade of "F" will be recorded. This mark becomes part of the student's permanent scholastic record.
c. After Monday of the last week of classes the student may not withdraw from a class.
d. A student who discontinues attendance without official withdrawal will receive an "F" for the course.

Withdrawal From College
a. The student must complete an application for withdrawal from school, obtain the necessary signatures, and return the form to the Registrar's Office. The deadlines indicated in "a" and "b" above will apply.
b. A student who discontinues coursework after Monday of the last week of classes will be held responsible for grades in all courses.
c. In situations of extended illness, etc., a student may be permitted by the Registrar to withdraw without penalty from the College at any time. Written verification may be required.

Scholarship Requirements
The faculty-student Academic Requirements Committee (ARC) governs scholarship requirements. 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. 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.

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 $25 per examination is charged. The Counseling Center administers the exams. The Counseling Center and Registrar's Office have exam applications and further information.

Challenging A Course
When a student enrolled on a full-time basis presents evidence that his or her background provides proficiency in an academic course offered by WOSC, the course may be challenged in one term only by an appropriate examination. The student must interview with the appropriate department coordinator, or their designated authority, and provide convincing evidence of proficiency. If the interview proves favorable the student should complete the appropriate form requesting the examination signed by the department chair. An appropriate examination as determined by the department must be successfully completed ("B" or better if prescribed by the department). Undergraduates are limited to a maximum of 48 hours of elective credit toward degree requirements; graduate students to a maximum of 15 credit hours toward basic certification programs only. Credit by examination is not applicable to a master's degree or advanced (standard) certification programs. Credit hours earned through the challenge process may not be included as a part of the residence requirement. All such credit is ungraded (pass/no credit). A fee of $25 per examination (subject to change without notice) is charged. The Registrar's Office has forms and 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</th>
<th>Winter</th>
<th>Graduates Fall</th>
<th>Winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>12+</td>
<td>8+</td>
<td>9+</td>
<td>9+</td>
</tr>
<tr>
<td>Three-fourths</td>
<td>9+</td>
<td>6-7</td>
<td>7+</td>
<td>8-5</td>
</tr>
<tr>
<td>One-half</td>
<td>6-8</td>
<td>4-5</td>
<td>5-6</td>
<td>4</td>
</tr>
<tr>
<td>Less than one-half</td>
<td>3-5</td>
<td>3</td>
<td>3-4</td>
<td>3</td>
</tr>
<tr>
<td>One-fourth</td>
<td>3-6</td>
<td>2</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 by the Veterans Administration for repayment of benefits.

Summer Session
WOSC conducts a six-week summer session beginning one week following the end of spring term and lasting through late July. Workshops and short courses on the campus and in field locations also are scheduled during the summer. Admission to the six-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 formally to the college.

The summer session bulletin is published in the spring. 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 Director of Summer Session, WOSC, 345 N. Monmouth Avenue, Monmouth 97361. Persons aged 65 and over may attend summer session classes for no credit free of charge as space is available.
Dean of Students: James D. Meinert
Associate Dean of Students: H. Blake Moraville
Director of Admissions: Barbara Gianneschi
Admissions Counselor: Dena Minato
Director of the College Center and Student Activities: Bernard Pitts
Director of Counseling Services: Merlin Darby
Counselor: William Venema
Director of Financial Aid: Lance Popoff
Assistant Director: Sandra Harris
Coordinator of Interpreter Services: William Burt
Coordinator of the Learning Resources Center: David Bezecny
Director of Medical Services: Marvel Rathbun-Kohn, M.D.
Coordinator of Micronesian Special Services: James More
Director of Residential Life: Allen Gilley
Director of Student Information Services: R. John Brigear (Registrar)
Assistant Registrar: Fred Brown.

STUDENT ACTIVITIES

Western recognizes the value of Student Activities as part of the college experience. Leadership experience gained from participation in self-governing organizations and programs encourages the development of civic responsibility.

Activities enhance social, recreational, and cultural development by fostering participation in the social, intellectual, and aesthetic life of the campus.

Associated Students

All WOSC students are members of the Associated Students of WOSC (ASWOSC) by virtue of having paid the incidental fee. The incidental fee is charged to all students to support non-academic activities. The organization is governed by a five-member Executive Board and the Senate. Students and faculty representatives serve together on the Incidental Fee Committee, which determines how these fees are to be used.

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

The ASWOSC government offers student 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 in such areas as Curriculum, Teacher Education, Financial Aid, Student Concerns and Library.

Outdoor Program. This student service is located 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, Lancer, on 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 represents student views with the Legislature. It also coordinates student internships in state agencies with the cooperation of the governor’s office.

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.

Educational Activities provide opportunities for participation in: Chamber Singers, Chamber Symphony, Forensics, Jazz Ensemble, Marching Band, Model United Nations, Model Repertory Company, Pep Band, Symphonic Band, Basketball, and Women’s Chorale. These activities are supported, in part, through Incidental Fees.

Leisure Recreation & Intramurals. Campus facilities are available to the College Community for a variety of recreational pursuits including swimming, basketball, racquetball, tennis, softball, jogging, and weight conditioning.

Competition is scheduled in most areas for student intramurals in flag football, volleyball, basketball, swimming, tennis and racquetball. The College Center also offers other leisure time recreation activities with organized tournaments.

Clubs and organization. The Associated Students sanctions a number of student clubs and organizations in sports, religious, political, academic and other areas. Descriptions of these clubs can be found in the annual Student Handbook. Other student organizations can be found listed in the academic department sections of this catalog.

Entertainment and the Arts

Western offers a wide variety of on-campus musical and theatrical performances throughout the year by both professional and student groups. The Edgar H. Smith Fine Arts Series, named after a former chairman of the Creative Arts Department, brings top names from the entertainment world to campus. In recent years the series has sponsored performances by premier country-and-western guitarist Chet Atkins, by the nationally acclaimed Oakland Ballet, by jazz pianist George Shearing, and the National Shakespeare Company. A touring theatre group from Ashland, Oregon, performed a controversial play about South Africa, and Tonight Show musical director “Doc” Severinsen brought his jazz fusion group to campus.

Musicians from the local area frequently give free concerts at the noon-time Brown Bagger series and at the evening Mini Concerts.

Campus groups give students a chance to perform and provide a regular source of entertainment. The theatre department is recognized as one of the finest in the area and stages plays from Shakespeare to Woody Allen. Musical organizations include the Marching Band, the Pep Band, the Symphonic Band, Chamber Symphony, Jazz Ensemble, Men’s Chorale, Chamber Singers, and Concert Choir. The dance department sponsors the Dance Theatre. This group tours, has mini-concerts on campus and a main stage concert each spring.

Many of the students involved in these groups receive valuable performing experience.

Athletics

Western steak’s athletic program is impressive for a school its size and is based upon participation by as many students as possible. The college offers intercollegiate competition in 14 sports as well as intramural activities open to all. The men’s football team is a perennial Evergreen Conference champion and reached the national playoffs in 1975 and 1978. The men’s basketball team competed in the national tournament in Kansas City in 1981 and 1982, and the women’s soccer made the nationals in 1980. Men’s golf and women’s tennis and softball teams all have gained recent national acclaim. Some students also excel in individual competition: three women finished in the top ten in a national track meet in 1982.

Athletic facilities, which are open to all students, are unsurpassed among small colleges in the region. They include two physical education buildings, an indoor pool, a new football stadium, fields for soccer and baseball, and a three-mile exercise and running course.

Varsity intercollegiate sports for men include football, soccer, cross country, basketball, baseball, golf, and track. Women’s teams are volleyball, soccer, cross country, basketball, softball, tennis, and track.

The men’s teams belong to the National Association of Intercollegiate Athletics (NAIA) and the Evergreen Conference. Women’s teams compete in the National Association of Intercollegiate Athletics and the Cascade Athletic Conference.

STUDENT RESOURCES

Campus Services for Disabled Students

The Dean of Students office assists physically limited students to participate fully in all of Western’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.

Counseling (personal/social, academic, career) individually or in groups.

Reference services.

Accessibility assistance on campus and in the Clasrooms.

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.

Annual Guide for Disabled Students.
Silent Night. This is a weekly activity sponsored by the Regional Resource Center on Deafness (RRCID), 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. RRCID 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, 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 full-time physician and a staff of registered nurses are assigned to the Health Service. 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. The Health Service Advisory Committee 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 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
The Counseling Center provides free counseling services for all enrolled and prospective WOSC students. Services offered include:

Academic Consultation and Planning
Assistance in selection of a degree curriculum, majors and minors; selection of appropriate courses and programs; development of an Academic Plan.

Career and Lifestyle Planning
Assistance in comparing self-understanding and life experience with academic and career plans; preparing a resume for use in entering the world of work upon graduation.

Personal Counseling
Assistance in stress management (test anxiety, shyness, public speaking, etc.); interpersonal relationships (roommates, opposite sex, faculty, parents, etc.); marital and family counseling, including pre-marital planning and crisis resolution (dealing with death, personal loss, financial crisis, divorce).

Testing (fees assessed for some testing)
Administered as needed to aid the above services. The Counseling Center administers interest and aptitude inventories as well as special qualifying tests including 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, information regarding other testing programs, contact the center.

Re-Entry Counseling
This program is for students 25 years and older who are returning to school after several years or enrolling for the first time. These students may enroll in a weekly seminar which deals with academic and personal problems experienced by older students.

Learning Resource Center
The Learning Resource Center is a federally funded, special services program that sponsors Project Reach, which is designed to help students reach a level of education achievement sufficient to insure the successful completion of an undergraduate curriculum. Project Reach offers tutoring, reading, listening, note-taking, writing, skill improvement, personal counseling, vocational development, time management, diagnostic services, workshops, and more.

Micronesian Special Services Project (Project Micro)
The Micronesian Special Services Project is a federally funded program designed to provide special services to students from the Trust Territory of the Pacific Islands enrolled at Western.

Project Micro provides acculturation activities, career information, counseling services, and development programs for Micronesian students. The Micronesian Special Services Project has been on the campus since 1976.

Minority Affairs/Womens' Resources
Student coordinators of the Native American Student Association, the Chicano Student Union, the Black Student Association, and the Women's Resource Center, under the direction of the Dean of Students, help minority and women students with individual and group problems and provide academic and cultural support.
International Student Services

The Associate Dean of Students serves as Foreign Student Adviser and is available for counseling, assistance with immigration, and various other special problems encountered by foreign students. WOSC offers an English Language Institute to help foreign students improve their language skills. See details under Admissions Procedures section earlier in this catalog.

An International Students Club holds regular meetings throughout the year. During spring term the group organizes and conducts an International Festival on the campus. This festival provides opportunities for students to share food, artifacts, and demonstrations of traditional dance and music from their home countries.

Career Placement Service

The Career Placement Service is located in the College Center. 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 as well as working closely with businesses and other areas for liberal arts students. Job opportunities are also listed for graduates in all career fields.

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.

Recognition Night is sponsored each spring by ASWOSC 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 charter 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 CONDUCT PROGRAM

The College operates under a progressive student conduct program which is designed to protect the health, safety, and well-being of everyone within the college community at the same time that it protects the educational objectives of the College.

The Code of Student Conduct and detailed information concerning the student conduct code program appear in the Student Handbook.

STUDENT RECORDS POLICY

Family Educational Rights and Privacy Act of 1974, Public Law 93-380, as amended, provides that Western Oregon State College students have: 1) the right to inspect their education records maintained by WOSC; 2) the right to a hearing to challenge the contents of those records when they allege the records contain misleading or inaccurate information; 3) the right to give their written consent prior to the release of their records to any person, agency, or organization other than College officials and certain authorized Federal or State authorities.

Directory Information, including local and permanent addresses and phone numbers, is considered public information and is released without student consent.

A currently enrolled student may request that local and permanent address(es) and telephone number(s) not be released except in cases of emergency by completing and filing a “Request to Restrict Directory Information Form” with the Registrar. This request will be in effect for the academic year in which it is filed.

The Student Records Policy is printed in its entirety in the Student Handbook. Information about specific procedures is available upon request from the Dean of Students.
All undergraduate programs at WOSC are designed to provide students opportunity to develop skill in essential areas of scholarship such as writing, speech, mathematics, and computer science; familiarity with basic concepts and works in the humanities, social sciences, arts and the sciences; as well as concentrated study in a field of academic specialization of the student's choice. The College curriculum is designed to foster those areas of knowledge, abilities, and attitudes that characterize the liberally educated person and to provide a foundation for a lifetime of learning.

A paramount goal of all programs is to provide each student with the tools and self-discipline to learn independently and contribute productively in areas of career endeavors and public service. Students are encouraged to prepare themselves as well as possible for adult life.

COMPONENTS OF THE BA/BS DEGREE

The Liberal Arts Core Curriculum (LACC) is the foundation for each undergraduate degree program. In addition, each program requires completion of a major specialization and a minor concentration that complements the major. Students complete the 192 credit hours required for graduation by selecting free electives (usually 20 or more hours) that explore unique interests or permit greater study in the major or minor.

The typical degree program is broken down this way:

<table>
<thead>
<tr>
<th>Component</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LACC</td>
<td>73</td>
</tr>
<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><strong>192</strong></td>
</tr>
</tbody>
</table>

The number of hours available for electives will probably exceed 20. Students usually find that certain LACC courses apply also to the major or minor programs.

ADVISING

At Western, strong emphasis is placed on the role of the adviser in helping students coordinate their personal educational needs and the College requirements.

Each beginning freshman is assigned to a "new student adviser," one of a corps of advisers who have been especially chosen to provide guidance to individual students during their freshman year.

Most students, except those in elementary education, will be assigned to a departmental adviser by their sophomore year. Students who do not declare a major field of study remain with their original adviser.

Those who are admitted to elementary education in their junior year will be assigned a new adviser at that time. 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. The LACC not only represents a substantial portion of a college education, but has these further purposes:

- To equip the student for advanced college studies.
- To furnish the student with a solid foundation for the lifelong 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.
- Cultivate global awareness.

Within its tradition of educational leadership, Western has designated its LACC to be innovative, student-centered, and more coherent than the patterns of general education often found elsewhere. Hence, some transfer students may have difficulty in exactly matching courses taken elsewhere with Western's LACC requirements. In recognition of this, the college has established quite liberal transfer policies (see below) that apply to all transfer students. In addition, equivalency credits may be sought on a case-by-case basis. Transfer students are strongly urged to consult with the special LACC advisers within the division or department in question.

Liberal Arts Core Curriculum Requirements

SKILLS

Certain skills have been designated by the faculty as essential to successful achievement in all disciplines, both in college and beyond. Normally, those skill requirements are satisfied by the recommended courses listed below, by substitution of an adviser-approved advanced course, or by demonstrating proficiency.
SKILLS ........................................ 25*

Debict Composition .................................. 9
Wrl 121 English Composition (froshmen)
Wrl 222 English Composition, or Wrl 224
The Research Paper (sophomores)
Wrl 323 English Composition, or Wrl 414
Advanced Composition (juniors, seniors)

Speech ................................................................... 3
Sp 111 Fundamentals of Speech

Physical Education ........................................... 5
PE 110 Individual Health and Fitness
Three activity courses.
(Note: See statement on physical education below)

Mathematics ......................................................... 4
Mth 100 Intermediate Algebra, or
Mth 121, 122, 123 Essentials of Mathematics
(recommended for Elementary Education majors)

Computer Science ............................................. 4
CS 101 Computers and Society

Total Skills ......................................................... 25*

* Students may satisfy one or more of the requirements by demonstrating proficiency. Students believe they are qualified in one or more of the skills should consult their adviser and determine the conditions for such demonstration.

(Note: Students majoring in elementary education should include PE 111 Basic Rhythms, PE 112 Gymnastics and Self-Testing, and PE 115 Games and Relays among their activity courses in the LACC.

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.

Any student except PE majors may take the three hours of required activity courses under the Pass-No Credit option.

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 military service.

Waiver or modification of PE requirements may be made upon recommendation of the Student Health Service, which may require a statement from the student's personal physician.

DISTRIBUTION

Among humankind’s bodies of knowledge and modes of thought there are four broad groupings. Familiarity with them is the common frame of reference for educated persons everywhere. By faculty agreement, the courses listed below are the recommended ways of attaining such familiarity. For some students, adviser-approved alternatives may be acceptable.

DISTRIBUTION ........................................... 48

Creative Arts ...................................................... 9
CA 101, 102, 103 Correlated Study of the Arts, or
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 301 recommended for Elementary Education majors)
Theater Arts: TA 110, 210, 244, 245, 246, 250, 252, or 253.
(Note: A maximum of three hours in performance courses is allowed. Performance courses are ones in which a student's grade depends largely on exercise of skills involved, as opposed to ones in which grades depend largely on display of scholarly knowledge.)

Humanities ......................................................... 12
Literature
Eng 104, 105, 106 Types of World Literature,
or
Eng 107, 108, 109 Literature of the Western World
Philosophy or Religious Studies
Any approved course
(Note: See statement about religion courses in "Transfer Policies" section below)

Natural Sciences and Mathematics ......................... 12
Any of the following sequences:
Biological Science:
Bi 101, 102 General Biology, plus one course Bi 211, 212, 213 Principles of Biology

Computer Science:
CS 133 Programming the Personal Computer:
BASIC.
CS 135, Extended BASIC, and
Mth 126 Introduction to Statistics
or
CS 211 Introduction to Computer Science
CS 212 Techniques of Programming: Pascal
CS 213 Numerical Computation: Fortran
Mathematics:
Mth 101 College Algebra
Mth 162, 163 Mathematics for the Biological,
Management and Social Sciences
or
any three terms in sequence from
Mth 101 College Algebra
Mth 102 Trigonometry
Mth 200, 201, 202, 203 Differential and Integral
Calculus
Physical Science:
GS 104, 105, 106 Foundations of Physical
Science
or
Ch 204, 205, 206 General Chemistry
or
G 201, 202, 203 Geology
or
Ph 201, 202, 203 General Physics
(Recommended for majors in Elementary
Education: Bi 101 General Biology, GS 104
and GS 106 Foundations of Physical Science.)
Social Sciences ..................................................... 15
Hist 101, 102, 103 History of World Civilization
or
Ssc 101, 102, 103 Culture and Society
One other approved Social Science course
Psychology
Psy 201 General Psychology, or
EdPSY 225 Developmental Psychology for the
Classroom (recommended for education majors)

Total Distribution ........................................... 48

Total required in LACC .................................... 73

Skills ......................................................... 25

Distribution ...................................................... 48

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Transfer Policies Regarding the Liberal Arts Core Curriculum

To facilitate transfer into WOSC, the following policies will apply to all transfer students:

1. WOSC will accept as satisfying the requirements of any one of its Skills components (English Composition, Speech, Physical Education, Mathematics and Computer Science) and Distribution components (Creative Arts, Humanities, Natural Sciences and Mathematics, and Social Sciences) course work satisfactorily completed at any accredited institution if such course or courses bear a prefix also used by WOSC for a course or courses that meet a LACC requirement.

2. WOSC will accept as satisfying a sequence in any one of its LACC Skills and Distribution components, one satisfactorily completed at any accredited institution if that sequence is commonly associated with the nature of a WOSC sequence used to satisfy requirements in a component. (Example: a sequence in Astronomy will substitute for any sequence in Natural Sciences and Mathematics.)

These policies make automatic prefix and sequence equivalencies; they do not preclude case-by-case negotiation with appropriate division chairpersons and LACC advisers. For example, a journalism course at a particular institution might not match prefix with a writing course, but the division might grant a waiver on grounds of sufficient overlap in course content and resultant skill level.

3. Transfer students who bring to WOSC only a portion of the courses and credit hours needed to meet the LACC requirements must then complete the remainder of the LACC specific courses required under the regular requirements and guidelines. It is possible to substitute certain courses within each of the major distribution categories. For example:

1. If a student transfers in with 6 hours of Psychology he/she would complete the Social Science requirement of 15 hours by taking Hst 101, 102, 103 or Ssc 101, 102, 103.)

2. A student who transfers in with 9 hours of Philosophy or Religious Studies would need to complete the Humanities requirement of 12 hours with one term of Literature, Eng 104, 105, 106, 107, 108, or 109.)

NOTE: Western Oregon State College, as a public institution legally committed to church-state separation, cannot accept as fulfilling the Humanities requirement those doctrinally-oriented courses in religion, scripture study, and theology which are taught at Bible schools, seminaries, and theological institutes or which are directed primarily toward training clergy and lay missionaries in a specific faith or set of religious beliefs.

UNDERGRADUATE PROGRAMS

School of Liberal Arts and Sciences
Creative Arts Division
BA/BS in Art
BA/BS in The Arts
BA/BS in Music
Various minors—including Dance Preprofessional programs

Humanities Division
BA/BS in Humanities
English major
Humanities major
Various minors
Preprofessional programs

Natural Sciences and Mathematics Division
BA/BS in Computer Science
BA/BS in Natural Sciences
Biology major
Mathematics major
Natural Sciences major
Various minors
Preprofessional programs

Social Science Division
BA/BS in Business
BA/BS in Fire Services Administration
BA/BS in Psychology
BA/BS in Social Science
Corrections major
Economics major
Geography major
History major
Law Enforcement major
Social Science major
Various minors
Preprofessional programs

Special Programs
BA in International Studies
BA/BS in Interdisciplinary Studies
Honors Program
Associate in Arts Degree
Military Science (ROTC)

School of Education
BA/BS in Education
Art
Bilingual/Multicultural Teacher Training
Biology
Early Childhood Education
Educational Media
Elementary Education
French
German
Handicapped Learner
Health Education
Integrated Science
Language Arts
Mathematics
Music
Physical Education
Reading
Secondary Education
Severely Handicapped Learner
Social Science
Spanish
Speech Communication
Speech Impaired
Theatre Arts
Dean: Hermas J. Bergman

The School of Liberal Arts and Sciences is composed of the Divisions of Creative Arts, Humanities, Natural Science and Mathematics, and Social Science. These divisions offer various degree programs in the arts and sciences, and provide academic coursework needed for the various professional degrees in education. The School also coordinates the degree in Interdisciplinary Studies, the Liberal Arts Core Curriculum, and the Honors Program.

CREATIVE ARTS

Chair: Ronald Wynn.


Dance: Instructors—Elaine Hekin, Bruce Walczyk.


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

The teaching artists from the visual arts and three areas of the performing arts—music, theatre and dance—combine their knowledge of symbolic forms and creative expression in WOSC's creative arts division.

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 theatre, complete costume shop and scenery craft area. The main theatre 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 division serves the students and community in several ways:

- Preparation for professional careers in music, theatre and dance of the arts, with the Bachelor of Arts and the Bachelor of Science being offered in Art, Music, and The Arts (a multidisciplinary degree combining courses in all academic areas of the division). A minor in dance is also offered.

- 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 art department sponsors a modest scholarship awarded annually to a freshmen art student who will be a sophomore the following fall term.

Dance. The WOSC Dance Theatre, a troupe of about 20-30 students, perform on the main stage each spring in addition to touring during one quarter. Members also are involved in musical and other theatrical productions.

Music. Several voice and instrumental ensembles, large and small, are both music majors and students interested in music who major in other areas. These 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 units.

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

The Music Department sponsors four $300 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 in alternate years. Student recitals are encouraged and may be presented after approval by the faculty.

Music faculty members also perform frequently, and groups and guest artists appear under the sponsorship of the division 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 summer musical.

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

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

A children's theatre production is staged each term, and these are performed in the Willamette Valley.

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

Theatre for the deaf also is fostered by theatre faculty members.

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

Degrees in Creative Arts

The BA/BS in Art, Music and The Arts are awarded to students who complete 72 credit hours in a major program and a 27-hour minor in a second academic area. At least 36 hours in the major and 12 hours in the minor must be in upper-division courses. (All college degrees require an overall total of 62 upper-division hours.) Requirements for individual degrees are outlined below.

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, photography, mixed media, and jewelry.

The program stresses both theory and studio production. Completing the 72-hour major requirement is a 36-hour block of contracted courses which allows the student to develop an art concentration.

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

Liberal Arts Core Curriculum........................................ 73
Art Major................................................................. 72
Core courses (36 hours).................................................. 6
Art History courses....................................................... 12
Drawing courses.......................................................... 6
Design courses............................................................. 6
A 497 Composition and Visual Theory................................ 3
S 397 Professional Concerns............................................. 3
A 496 Appreciative Aspects of Art.................................... 6
Electives in Art........................................................... 36
Contracted Courses........................................................ 27
Concentration in a student's choice..................................... 20
Minor........................................................................... 20
Total required for degree................................................. 192

Graphic Arts/Layout Emphasis

Core courses (24 hours)
A 225 Lettering............................................................ 3
A 235 Life Drawing........................................................ 6
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
Total in art (maximum of 46 hours in one area).............. 3--9
Electives in art (maximum of 6 hours in one area)........... 3--9

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

BA/BS in The Arts (Art, Dance, Music, Theatre)

Students who major in the program may choose to concentrate their studies in any one of the component areas—Art, Dance, Music or Theatre. The background they build may lead to employment in public or private enterprises, to self-employment or to further study in one of the fine arts. Programs are designed individually by students and advisers to satisfy personal needs, interests and goals.
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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>MuP 271</td>
<td>Performance Studies: Piano, or</td>
<td>9 hours or</td>
</tr>
<tr>
<td>MuP 274</td>
<td>Performance Studies: Voice</td>
<td>6 hours</td>
</tr>
<tr>
<td>MuP 471</td>
<td>Performance Studies: Piano, or</td>
<td>6 hours</td>
</tr>
<tr>
<td>MuP 474</td>
<td>Performance Studies: Voice</td>
<td>6 hours</td>
</tr>
<tr>
<td>Mus 407</td>
<td>Seminar: Vocal Pedagogy and Literature, or</td>
<td>6 hours</td>
</tr>
<tr>
<td>Mus 409</td>
<td>Practicum: Piano Instruction, or</td>
<td>12 hours</td>
</tr>
</tbody>
</table>

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

Dance Minor

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

D 180, 181, 182 Beginning Modern Dance ....... 3
D 280, 281, 282 Intermediate Modern Dance ....... 3
E 251, 252, 253 Extension of Modern Dance ....... 3
Elective technique courses chosen from Modern, Ballet, Jazz, Tap, Others ....... 6

Total hours in minor ....... 33

Bachelor of Arts in Music

This program gives students an opportunity for a 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.

Minors in Liberal Studies

The division offers 27-33 hour minors in the following areas: Art, Dance, Music and Theatre Arts. Minor programs should be developed with the help of an advisor.
Foreign Languages. Many students in one of these languages are active in the French Club, German Club or Spanish Club.

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

Speech Communication. 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 is available with the Oregon Education and Public Broadcasting Service television and a local radio station.

BA/BS in Humanities

The BA/BS degree in Humanities requires completion of 72 credit hours in humanities courses, including 36 hours in upper-division courses. The major must be complemented by a 27-hour minor that includes 12 hours of upper-division courses. All college degrees require an overall total of 62 hours of upper-division courses.

Two majors are offered: Humanities and English.

Humanities Major

The Humanities Major is an interdisciplinary major combining study according to the student's needs and interests in two or more of the following fields: English, French, German, Spanish, philosophy and religious studies, speech communication, or journalism. The emphasis in the major is determined with the help of an advisor. Possible emphases include communications, foreign languages, and philosophy/religion/mythology.

Liberal Arts Core Curriculum ........................................ 73
Humanities major .......................................................... 72
Minor ............................................................................. 27
Electives ........................................................................ 20

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

English Major

The English Major is composed of 72 credit hours: 45 are in literature, writing, and language (including 36 upper-division hours), and the remaining 27 hours are electives in humanities. Various course options can be chosen to satisfy individual needs and interests.

Liberal Arts Core Curriculum ........................................ 73
English Major .................................................................. 72
Eng 107, 108, 109: Literature of the Western World .......... 9
Eng 345: Shakespeare .................................................... 3
Eng 304, 305: English Literature I, II ............................. 6
Eng 308, 309: American Literature I, II .......................... 6
Three hours from each of the following groups ............. 12

Eng 351: The Short Story
Eng 356: Studies in Poetry
Eng 360: Studies in Drama
Eng 366: Studies in the Novel
Eng 457: Modern Poetry
Eng 461: Modern Drama
Eng 466: The Modern Novel
Eng 318: The Bible as Literature
Hum 385: Folklore
Hum 387: Studies in Mythology
Eng 436: Advanced Shakespeare
Eng 447: The Study of Major Figures in Literature
Eng 484: Comedy
Eng 485: Tragedy
Eng 486: Satire
Eng 310: Nature of the English Language ....................... 3
Eng 313: Approaches to Literature ................................ 3
Eng 470: Modern American Usage, or
Eng 490: Development of the English Language, or
Eng 492: Structure of the English Language .................... 3
Approved electives in Humanities ................................ 27
Minor ............................................................................. 27
Electives ........................................................................ 20

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

Writing Minor

Approval of 27 credit hours required from the following:

WR 121: English Composition
WR 222: English Composition
WR 224: The Research Paper
WR 241: Introduction to Writing Fiction
WR 242: Introduction to Writing Plays
WR 321: Business and Technical Writing
WR 323: English Composition
WR 341: Creative Writing
WR 409: Writing Practicum and Seminar
WR 414: Advanced Composition
WR 440: The Teaching of Writing
WR 441: Advanced Creative Writing
WR 450: Writing for Publication

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
WR 121: English Composition ....................................... 3
Sp 111: Fundamentals of Speech .................................... 3
Hist 101, 102, 103: History of Civilization, or
Hist 201, 202, 203: History of the United States .......... 9
Eng 104, 105, 106: Types of World Literature, or
Eng 107, 108, 109: Literature of the Western World ..... 9
Bi 101, 102: General Biology ........................................ 8
Physical education courses .......................................... 12
Electives ........................................................................ 12

Total first year ............................................................... 47

Second Year
WR 222: English Composition, or
WR 224: The Research Paper ......................................... 3
Hist 111: Introduction to Mass Communications .......... 3
Hist 122: Reporting ...................................................... 3
Hist 123: Copyediting and Make-up .............................. 3
PS 106: Introduction to Political Science ....................... 3
PS 201: American National Government ..................... 3
PS 302: State and Local Government .......................... 3
Social science or psychology sequence ....................... 3
Humanities sequence .................................................... 9
GS 201, 202, 203: Foundations of Physical Science....... 12

Total second year .......................................................... 51

Teacher Preparation

Faculty advisers in the division 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 Education Department.

Secondary Education

 Majors: Language Arts, Speech, Writing, French, German, Spanish.
 Minors: Language Arts, Speech, French, German, Spanish.

Elementary Education

 Minors: Language Arts, Speech, French, German, Spanish.

Minors in Liberal Studies

The division offers 27-hour minors in these academic areas: English, writing, philosophy and religious studies, speech, French, German, Spanish. Twelve hours must be in upper-division courses.

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

Foreign Study Program

The Oregon State System of Higher Education sponsors overseas study centers in France, Germany, and Japan. These programs usually are on a year-long basis. In addition, the State System participates in liberal arts programs of higher education in countries with shorter duration in England, France, Germany, and Mexico. The programs are described below. Further information is available from the WOSC Office of International Education and Services.

Study Centers

France. The Oregon Study Center in France is at the University of Poitiers, a literate city in western France. The program concentrates on language, literature, and culture. Most students are placed in the Institute for Foreigners where they continue their study of the French language and literature. Those who are sufficiently qualified in French and prepared in subject matter may take some or all of their courses at the University of Poitiers.
Japan. The Oregon Study Center in Japan, with its headquarters at Waseda University in Tokyo, offers the opportunity to study Asian humanities and social sciences at Waseda's International Division from September through June. Or, students may apply to study international business, management, international relations, and economics at the New School of International Politics, Economics, and Business (SIPPE) at Aoyama Gakuin University in Tokyo from April to February with a summer break in July and August. All courses in both programs are taught in English with the exception of Japanese language which is a required course.

Germany. The Oregon Study Center in Germany, with headquarters in Stuttgart, offers the opportunity to study at the Universities of Stuttgart, Tübingen, Konstanz, Hohenheim, Freiberg, and Ulm, as well as at a few other participating German universities and institutes in Baden-Württemberg. The program consists of language and general university courses. Classes begin in September with a four-week orientation course in Tübingen. Students who are proficient in German may then enroll in regular courses at the university of their choice in October. Other students will continue to take German language instruction along with their university classes.

One-term Programs

Programs are currently located in London, England; Avignon, France; Köln, West Germany; and Guadalajara, Mexico. Language proficiency requirements vary. In these centers, which are sponsored by the Northwest Inter-Institutional Council on Study Abroad, students may attend any quarter or series of quarters at any site. Instruction is provided by faculty members from the Northwest and by British, French, German, and Mexicanadjunct faculty members. Curriculum changes quarterly, and emphasis on civilization and culture, language, literature, art, history, political science, and general humanities. Excursions are an integral part of each program.

NATURAL SCIENCES AND MATHEMATICS

Chair: Ray A. Broderson.

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

Physical Sciences: Professors—Ray Broderson, Geology; Ernie Cummings, Physical Sciences; Jay Evert, Physics; Donald White, Physics; Guy Rooth, Geology; Associate Professor—M. M. Jaffier, Chemistry.

Mathematics: Professors—James Barnard, Beryl Green, Robert Main, Norman Nelson, Associate Professors—Steen Hiebert, Ronald Morgalli, Anna Penk, Edward Wright.

Computer Science: Professor—Donald White, Associate Professor—Anna Penk, Edward Wright, Assistant Professor—Melvin Collins.

The teaching scientists and mathematicians of the Natural Sciences and Mathematics Division 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 division has four departments: the Biological Sciences, the Physical and Earth Sciences, Mathematics, and Computer Science. Each is committed to excellence in educating students. Faculty 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 division 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 and in Computer Science.
- 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 division fosters 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.

Degrees in the Sciences

The BA/BS degrees in Computer Science or Natural Sciences are awarded to students who complete major requirements in these fields (as listed below) and a 27-hour minor (including 12 upper-division hours) in a second academic area. (All college degrees require an overall total of 62 upper-division hours.)

BA/BS in Computer Science

The degree in computer science provides students with a well-defined program of study in the areas of programming, systems analysis, mini/micro operation, and the teaching of computer science at the community college and high school levels. To enter the computer science program, students should have a minimum of Mth 100 equivalency. To enter junior level (300) courses, students must have completed CS 211, CS 212, CS 213, and the calculus series (Mth 200-203). The requirements for the degree are:

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

Computer Science Major..................................................45

CS 211 Introduction to Computer Science..........................4

CS 212 Techniques of Programming Pascal..........................4

CS 215 Computer Organization..........................................4

CS 311 Symbolic Language Structures..............................3

CS 313 Operating Systems..............................................3

CS 315 Data Structures..................................................3

CS 371 Applications Programming I..................................3

CS 372 Applications Programming II..................................3

CS 430 Data Management Systems.................................3

Mth 361 Discrete Mathematics........................................3

Electives in Computer Science, Computer Science in Education, and Mathematics............................12

Minor............................7

Electives..........................................................47

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

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 16 hours in upper-division courses, and a 27-hour minor with at least 12 hours in upper-division courses.

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.

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

Biology Major

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

Biology major.........................................................72

BI 211, 212, 213 Principles of Biology............................13

BI 221 Introduction to Microbiology..............................4

BI 341 Genetics.......................................................3

BI 446 Evolution......................................................3

BI 370 Man and the Ecosystem......................................3

Upper-division electives in Biology..................................16

Ch 204, 205, 206 General Chemistry.............................12

Ch 334, 335, 336 Organic Chemistry............................12

Mth 161, 162, Mathematics for the Biological, Management and Social Sciences, or Mth 200 Differential and Integral Calculus, or CS 211 Introduction to Computers and Mth 425 or Mth 435 Elements of Statistical Methods..........................48

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

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

Total required for degree............................................192
Mathematics Major
The major in Mathematics is a flexible program which allows students to choose elective courses to fit their special needs and interests. 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.

Liberal Arts Core Curriculum
Mathematics Major

MTH 200, 201, 202, 203 Differential and Integral Calculus
MTH 347, 348 Abstract Algebra
MTH 349 Introduction to Linear Algebra
Choose three from MTH 301 Calculus of Several Variables, MTH 311 Differential Equations, or MTH 494, 495, 496 Advanced Calculus
Electives in Mathematics (upper-division Algebra, Analysis, Computer Programming, Geometrics, Number Theory)
Electives in Natural Sciences, including an upper-division sequence of 9 hours
Electives in Natural Sciences or Mathematics
Minor
Elective

Total required for degree = 192

Natural Sciences Major
Physical Science Option

Liberal Arts Core Curriculum
Natural Sciences/Physical Science Major

CH 204, 205, 206 General Chemistry
PH 211, 212, 213 General Physics with Calculus
PH 311, 312 Introduction to Modern Physics
GS 406 Special Individual Studies
Upper-division Chemistry sequence
Approved electives in Natural Sciences and Mathematics
Minor
Elective

Total required for degree = 192

Earth Science Option

Liberal Arts Core Curriculum
Natural Sciences/Earth Science Major

G 201, 202, 203 Geology
G 450 Rocks and Minerals
GS 351 Elements of Astronomy
GS 390 Basic Meteorology
GS 331 Introduction to Oceanography
BI 101, 102 General Biology
PH 201, 202, 203 General Physics
CH 104, 105, 106 General Chemistry
CH 204, 205, 206 General Chemistry
MTH 102 Trigonometry, or
CS 133 Programming the Personal Computer
BASIC
Upper-division electives in Earth Science
Minor
Elective

Total required for degree = 192

Teacher Preparation
Faculty Advisers in the division 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 major by faculty advisers of the Elementary Education Department.

Secondary Education
Major: Biology, Integrated Science, Advanced Mathematics
Minors: Biology, Integrated Science, Basic Mathematics, Advanced Mathematics

Elementary Education
Minors: Biology, Integrated Science, Basic Mathematics

Minors in Liberal Studies
The division offers 27-hour minors in the following academic areas: General Science, General Science, Biological Sciences, Physical Sciences, Earth Sciences, Mathematics. Twelve hours must be upper-division. Specific programs should be designed with the help of a divisional adviser.

Preprofessional Medical Service Programs
The College offers preprofessional studies in several health science areas. Preparation at WOSC ranges from one year of study to more than two years. These programs are designed to prepare students for entry into medical school.

Premedicine
The following curriculum is based upon the entrance requirements to the Oregon Health Sciences University (OHSU) Medical School. Admission to the school is based on good character, proper attitude, and sincere interest in the study of medicine. The student must also 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. The premedical program includes a broad education leading to human and societal understanding.

Predentistry
This curriculum is based upon the entrance requirements to the Oregon Health Sciences University (OHSU) Dental School, which requires its students to have completed at least 135 credit hours (normally three years) before registration. Admission to dental school is quite 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 must 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 predental program includes at least 144 credit hours and meets all degree requirements except for upper-division science courses at WOSC.

The asterisk (*) marks courses required for admission to the OHSU Medical School.

First Year
Wtr 121 English Composition
Bi 211, 212, 213 Principles of Biology
* Ch 204, 205, 206 General Chemistry
* Mth 101 College Algebra
* Mth 102 Trigonometry
* Mth 200 Introduction to Differential and Integral Calculus
Sp 111 Fundamentals of Speech

Second year
Wtr 222 English Composition, or
Wtr 224 The Research Paper
* Ch 312, 313 Quantitative Analysis
* Ph 201, 202, 203 General Physics
* Ps 110 Individual Health and Fitness
* Electives

Third year
Wtr 323 English Composition, or
Wtr 414 Advanced Composition
* Sequence in Social Science
Z 234, 235 Comparative Vertebrate Anatomy
Z 236 Vertebrate Embryology
* Ch 334, 335, 336 Organic Chemistry
Bi 341 Genetics

Total hours first year = 49

Total hours second year = 49

Total hours third year = 48

Prepiatric Medicine

The nation has six 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 144 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.
The following curriculum includes all subjects needed for admission to the OHSU 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 OHSU Dental School.

**First Year**

* WR 121 English Composition………………… 3  
  * BI 211, 212, 213 Principles of Biology………………… 13  
  * Ch 204, 205, 206 General Chemistry………………… 12  
  Mth 101 College Algebra………………… 4  
  Mth 102 Trigonometry………………… 4  
  Mth 200 Differential and Integral Calculus………………… 6  
  Physical Education activity courses………………… 3  
  Electives……………………………………… 6

**Total hours first year**…………………………… 49

**Second Year**

* WR 222 English Composition, or  
  WR 224 The Research Paper………………… 3  
  PSY 201 General Psychology………………… 3  
  SSC 101, 102, 103 Culture and Society………………… 9  
  Z 326 Vertebrate Anatomy………………… 4  
  * Ch 334, 335 Organic Chemistry………………… 12  
  * Ph 201, 202, 203 General Physics………………… 12  
  CA 110 Individual Health and Fitness………………… 2  
  CA 101, 102, 103 Correlated Study of the Arts………………… 9

**Total hours second year**…………………………… 50

**Third Year**

* WR 323 English Composition, or  
  WR 414 Advanced Composition………………… 3  
  Sp 111 Fundamentals of Speech………………… 3  
  Z 324, 325 Comparative Vertebrate Anatomy………………… 8  
  Ch 312 Quantitative Analysis………………… 4  
  Ch 311, 212, 213 Fundamentals of Accounting………………… 4  
  Electives (BI 341 Genetics and BI 221 Introductory Microbiology recommended)………………… 7  
  Electives in Social Science, and in Philosophy or Religion………………… 6  
  Sequence in Literature…………………………… 9

**Total hours third year**…………………………… 49

**Preventive Medicine**

Oregon residents now are eligible for admission to a 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 graduating with a bachelor's degree. WOSC students admitted after three years may accept 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**

WR 121 English Composition………………… 3  
BI 211, 212, 213 Principles of Biology………………… 13  
Ch 204, 205, 206 General Chemistry………………… 12  
Eng 104, 105, 106 Types of World Lit., or  
Eng 107, 108, 109 Lit. of Western World………………… 9  
Approved courses in Mathematics………………… 8  
Physical Education activity courses (from three areas)………………… 3

**Total hours first year**…………………………… 48

**Second Year**

WR 222 English Composition, or  
WR 224 The Research Paper………………… 3  
Sp 111 Fundamentals of Speech………………… 3  
Ph 201, 202, 203 General Physics………………… 12  
Ch 334, 335, 336 Organic Chemistry………………… 12  
Bi 341 Genetics………………… 3  
Bi 446 Evolution (required for Biology major, but not Natural Sciences major)………………… 3  
Bi 221 Introductory Microbiology………………… 4  
Ssc 101, 102, 103 Culture and Society, or  
Hist 101, 102, 103 History of Western Civilization………………… 9  
PE 110 Individual Health and Fitness………………… 2

**Total hours second year**…………………………… 51

**Third Year**

AS 307 Animal Nutrition (taken as a correspondence course through Washington State University)………………… 6  
WR 323 English Composition, or  
WR 414 Advanced Composition………………… 3  
CA 101, 102, 103 Correlated Study of the Arts………………… 9  
Ch 450 Biochemistry………………… 3  
Bi 370 Man and the Ecosystem (required for Biology major, but not Natural Sciences major)………………… 3  
Upper-division courses in Biology (Natural Sciences majors may include upper-division courses in science areas other than Biology)………………… 18  
Electives in Social Science, and in Philosophy or Religion…………………………… 6

**Total hours third year**…………………………… 51

**Pre nurs ing**

WOSC offers one year of prenursing study. Three more years of preparation at the Oregon Health Sciences University (OHSU) School of Nursing lead to the bachelor's degree and qualification for the state examination of registered nurses. The National League of Nursing examination, required for admission to the OHSU 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 OHSU 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 College Algebra. The remainder should apply to requirements of the Bachelor of Science in Registered Nursing degree which is conferred by the OHSU.

The following is WOSC's recommended prenursing program:

**First Year**

WR 121 English Composition………………… 3  
BI 211, 212, 213 Principles of Biology………………… 13  
Ch 204, 205, 206 General Chemistry………………… 12  
He 325 Nutrition………………… 3  
Mth 101 College Algebra………………… 4  
Psych 201 General Psychology………………… 3  
Soc 213 Principles of Sociology………………… 3  
Anth 216 Anthropology, Cultural………………… 3  
Approved electives in Literature, Speech, History of art, or music, or music appreciation………………… 9  
Physical Education activity courses………………… 3  
Electives……………………………………… 6

**Total hours first year**…………………………… 49

**Bachelor's Degree for Registered Nurses**

Registered nurses without a degree may work toward a bachelor's degree at the Oregon Health Sciences University 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 advisor.

**Dental Hygiene**

This four-year program is offered jointly by WOSC and the Oregon Health Sciences University 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 Health Sciences University 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 Dental School.

The following courses meet requirements for admission to the junior year of the program. A minimum of 93 credit hours must be completed for admission. Additional information may be found in the Dental School catalog.

**First Year**

WR 121 English Composition………………… 3  
BI 211, 212, 213 Principles of Biology………………… 13  
Ch 204, 205, 206 General Chemistry………………… 12  
Sp 111 Fundamentals of Speech………………… 3  
Psych 201, 202, 203 General Psychology………………… 9  
Physical Education activity courses………………… 3  
Electives……………………………………… 4

**Total hours first year**…………………………… 47

**Second Year**

WR 222 English Composition………………… 3  
Soc 213 Principles of Sociology………………… 3  
He 151 Personal Health………………… 3  
He 325 Nutrition………………… 3  
Ph 201, 202, 203 General Physics………………… 12  
Humanities courses………………… 6  
Electives……………………………………… 18

**Total hours second year**…………………………… 48
### 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 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
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 212</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>CH 204, 205, 206</td>
<td>General Chemistry</td>
<td>12</td>
</tr>
</tbody>
</table>

#### Second Year
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 334, 335, 336</td>
<td>Organic Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>PH 201, 202</td>
<td>General Physics</td>
<td>8</td>
</tr>
<tr>
<td>WR 222, 223</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>BI 221</td>
<td>Introductory Microbiology</td>
<td>4</td>
</tr>
</tbody>
</table>

#### First and/or Second Year
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 211, 212, 213</td>
<td>Principles of Biology</td>
<td>13</td>
</tr>
<tr>
<td>MTH 163</td>
<td>Mathematics for the Biological, Management and Social Sciences, or MTH 200</td>
<td>9</td>
</tr>
<tr>
<td>SOC 213</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 201, 202</td>
<td>General Psychology</td>
<td>6</td>
</tr>
<tr>
<td>SP 111</td>
<td>Fundamentals of Speech</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education activity courses</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Total hours in program:** 98

### Prephysical Therapy (or Occupational 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.

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

#### First Year
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 212</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>CH 204, 205, 206</td>
<td>General Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>MTH 100</td>
<td>Intermediate Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MTH 101</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MTH 102</td>
<td>Trigonometry</td>
<td>3</td>
</tr>
<tr>
<td>BI 211, 212</td>
<td>Principles of Biology</td>
<td>4</td>
</tr>
<tr>
<td>BI 221, 222</td>
<td>Introductory Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>CS 409</td>
<td>Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education activity courses</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Total hours first year:** 45

### Preoptometry
Oregon residents are eligible for tuition assistance through the Western Interstate Commission for Higher Education (WICHE) if they are accepted at any of three West Coast colleges of optometry.

Most students do not gain admission to a school or college of optometry until they have completed three years of undergraduate work. Students should plan 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 at these schools.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 211, 212, 213</td>
<td>Principles of Biology</td>
<td>13</td>
</tr>
<tr>
<td>CH 204, 205, 206</td>
<td>General Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>CH 334, 335, 336</td>
<td>Organic Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>PH 201, 202, 203</td>
<td>General Physics</td>
<td>9</td>
</tr>
<tr>
<td>MTH 102, 203</td>
<td>Trigonometry, Calculus</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education activity courses</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Total hours required:** 93

### Atmospheric Science
#### First Year
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 200, 201, 202</td>
<td>Differential and Integral Calculus</td>
<td>12</td>
</tr>
<tr>
<td>CH 204, 205, 206</td>
<td>General Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>WR 212</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>HE 151</td>
<td>Personal Health</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total hours first year:** 48

#### Second Year
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 203</td>
<td>Differential and Integral Calculus</td>
<td>4</td>
</tr>
<tr>
<td>MTH 301</td>
<td>Calculus of Several Variables</td>
<td>3</td>
</tr>
<tr>
<td>MTH 321</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>PH 211, 212, 213</td>
<td>General Physics with Calculus</td>
<td>12</td>
</tr>
<tr>
<td>BI 101, 102</td>
<td>General Biology</td>
<td>6</td>
</tr>
<tr>
<td>BI 211, 212, 213</td>
<td>Principles of Biology</td>
<td>12</td>
</tr>
<tr>
<td>WR 222</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>SP 111</td>
<td>Fundamentals of Speech</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total hours second year:** 47

### Biochemistry and Biophysics
#### First Year
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 204, 205, 206</td>
<td>General Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>MTH 200, 201, 202</td>
<td>Differential and Integral Calculus</td>
<td>12</td>
</tr>
<tr>
<td>WR 212</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>HE 151</td>
<td>Personal Health</td>
<td>3</td>
</tr>
<tr>
<td>SP 111</td>
<td>Fundamentals of Speech</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education activity courses</td>
<td></td>
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</table>

**Total hours first year:** 46

#### Second Year
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 211, 212, 213</td>
<td>Principles of Biology</td>
<td>13</td>
</tr>
<tr>
<td>CH 334, 335, 336</td>
<td>Organic Chemistry</td>
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</tr>
<tr>
<td>MTH 203</td>
<td>Differential and Integral Calculus</td>
<td>4</td>
</tr>
<tr>
<td>MTH 301</td>
<td>Calculus of Several Variables</td>
<td>3</td>
</tr>
<tr>
<td>MTH 321</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>PH 211, 212, 213</td>
<td>General Physics with Calculus</td>
<td>12</td>
</tr>
</tbody>
</table>

**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
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 204, 205, 206</td>
<td>General Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>WR 212</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Humanities, Social Science, Foreign Language courses</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Physical Education activity courses</td>
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<td>3</td>
</tr>
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</table>

**Total hours first year:** 48

#### Second Year
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>CH 334, 335, 336</td>
<td>Organic Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>MTH 203</td>
<td>Differential and Integral Calculus</td>
<td>4</td>
</tr>
<tr>
<td>MTH 301</td>
<td>Calculus of Several Variables</td>
<td>3</td>
</tr>
<tr>
<td>MTH 321</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>PH 211, 212, 213</td>
<td>General Physics with Calculus</td>
<td>12</td>
</tr>
<tr>
<td>HE 151</td>
<td>Personal Health</td>
<td>3</td>
</tr>
<tr>
<td>WR 222</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>SP 111</td>
<td>Fundamentals of Speech</td>
<td>3</td>
</tr>
<tr>
<td>Humanities, Social Science, Foreign Language courses</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

**Total hours second year:** 49

### Agriculture, Fisheries, Wildlife
#### First Year
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 212</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>CH 204, 205, 206</td>
<td>General Chemistry</td>
<td>12</td>
</tr>
</tbody>
</table>

**Total hours first year:** 50
### Third Year
- Ch 312, 313: Quantitative Analysis.................. 8
- Ph 311, 312: Introduction to Modern Physics.......... 8
- Wr 321: English Composition......................... 4
- Ch 440, 441, 442: Physical Chemistry.................. 12
- Upper-division Chemistry (taken at OSU).................. 6
- Approved electives.................................. 6
- **Total hours third year**.......................... 43

### Engineering

#### First Year
- Wr 121: English Composition......................... 3
- Mth 201, 201, 202: Differential and Integral Calculus..... 12
- Ph 211, 212, 213: General Physics with Calculus.......... 12
- Ch 204, 205, 206: General Chemistry..................... 12
- Physical Education activity courses...................... 3
- Social Sciences or Humanities sequence.................. 9
- **Total hours first year**.......................... 49

### Food Science and Technology

#### First Year
- Wr 121: English Composition......................... 3
- Sp 111: Fundamentals of Speech........................ 3
- Mth 101: College Algebra................................ 4
- Mth 102: Trigonometry.................................. 4
- Mth 200: Differential and Integral Calculus.............. 4
- Bi 211, 212, 213: Principles of Biology.................. 12
- Ec 201, 202, 203: Principles of Economics............... 9
- Physical Education activity courses...................... 3
- Electives........................................... 6
- **Total hours first year**.......................... 49

### Forestry

#### First Year
- Wr 121: English Composition......................... 3
- Ch 204, 205, 206: General Chemistry..................... 12
- Bi 211, 212, 213: Principles of Biology.................. 13
- Mth 101: College Algebra................................ 4
- Mth 102: Trigonometry.................................. 4
- Mth 200: Differential and Integral Calculus.............. 4
- Physical Education activity courses...................... 3
- Ec 201, 202, 203: Principles of Economics............... 9
- **Total hours first year**.......................... 52

### Geology

#### First Year
- Wr 121: English Composition......................... 3
- Ch 104, 105, 106: General Geology...................... 12
- Ch 204, 205, 206: General Chemistry..................... 12
- G 201, 202, 203: Geology................................ 12
- Geol 105, 106, 107: Introductory Geography.............. 9
- Mth 101: College Algebra................................ 4
- Mth 102: Trigonometry.................................. 4
- Mth 200: Differential and Integral Calculus.............. 4
- Physical Education activity courses...................... 3
- **Total hours first year**.......................... 51

#### Second Year
- G 321: Structural Geology.............................. 3
- G 322: Geomorphology................................... 3
- G 450: Rocks and Minerals.............................. 3
- Ph 201, 202, 203: General Physics...................... 12
- Mth 201: Differential and Integral Calculus.............. 4
- G 444, 445: Geologic History of Life.................... 9
- Humanities sequence.................................. 9
- HE 151: Personal Health................................ 3
- **Total hours second year**......................... 45

### Home Economics

#### First Year
- Wr 121: English Composition......................... 3
- Hst 101, 102, 103: History of World Civilizations........ 9
- Ch 104, 105, 106: General Chemistry..................... 12
- Sp 111: Fundamentals of Speech........................ 3
- A 135: The Visual Arts.................................. 3
- Physical Education activity courses...................... 3
- HE 151: Personal Health.................................. 3
- Mth 100: Intermediate Algebra........................... 4
- Electives in Psychology, Sociology, Literature or Music.... 9
- **Total hours first year**.......................... 49

### Microbiology

#### First Year
- Wr 121: English Composition......................... 3
- Social Science sequence.................................. 3
- Bi 211, 212, 213: Principles of Biology.................. 13
- Ch 204, 205, 206: General Chemistry..................... 12
- Physical Education activity courses...................... 3
- Electives........................................... 9
- **Total hours first year**.......................... 49

#### Second Year
- Wr 222: English Composition......................... 3
- Ch 334, 335, 336: Organic Chemistry.................... 12
- Ch 317: Quantitative Analysis.......................... 4
- Mth 200, 201, 202: Differential and Integral Calculus.... 12
- Bi 221: Introductory Microbiology........................ 4
- Bi 433: Immunobiology, or Pathogenic Microbiology.... 4
- Bi 341: Genetics......................................... 3
- Electives........................................... 6
- **Total hours second year**......................... 48

### Physics

#### First Year
- Wr 121: English Composition......................... 3
- Ph 211, 212, 213: General Physics with Calculus........ 12
- Mth 101, 102: General Biology.......................... 8
- Mth 200, 201: Differential and Integral Calculus....... 8
- Social Science Sequence.................................. 9
- Physical Education activity courses...................... 3
- Electives........................................... 4
- **Total hours first year**.......................... 47

#### Second Year
- Wr 222: English Composition......................... 3
- Ch 204, 205, 206: General Chemistry..................... 12
- Mth 202, 203: Differential and Integral Calculus....... 8
- Ph 311, 312: Introduction to Modern Physics............ 8
- Literature Sequence.................................... 9
- Electives........................................... 10
- **Total hours second year**......................... 50

### SOCIAL SCIENCE

#### Chair: Ross R. Cotroneo.

**Anthropology:** Associate Professor—Denis Moran.

**Business/Economics:** Professors—Ajmer Singh, George Wyatt, Associate Professors—Ronald Finster, Royce Smith.

**Criminal Justice:** Professor—Ernest Ogard.

**Geography:** Professors—Ronald Chatham, James Gallagher, Peter Creeko, Associate Professors—Carl Brandhorst, Wayne White.

**History:** Professors—Joanne Amspoker, Samuel Anderson, Herman Bergman, Ross Cotroneo, Gary Huxford, Associate Professor—Erhard Dortmund.

**Political Science:** Assistant Professor—Carl Shay.

**Psychology:** Professors—James Beard, Merle Kelley, Bert Kersh, Victor Savicki, Associate Professors—Eric Cooley, James Keeley, Eldred Rutherford, Maxine Warnath.

**Sociology:** Professor—Helen Redbird.

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, economics, geography, history, political science, psychology, and sociology.

At WOSC, the Social Science Department also includes programs in business, criminal justice, and fire service administration. Courses in these disciplines can be combined by individual students to help them prepare for various academic and professional careers.

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

The division serves students in these ways:
- Preparation for professional careers and graduate study through the Bachelor of Arts and Bachelor of Science in Business, Fire Services Administration, Psychology and Social Science.
- Preparation of teachers of social studies with the Bachelor of Arts or Bachelor of Science in Education.
- Preprofessional preparation for further study in anthropology, law, business education, management, and sociology.
- Participation in the societal and behavioral aspects of the college's programs in bilingual/multi-cultural education.
- 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 visits to 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.
Psychology Club. Offers all interested students an opportunity to meet fellow students and share activities specifically relevant to psychology. Activities have included field trips, speakers, and conference attendance. In addition, Psi Chi, the undergraduate National Honorary Society in Psychology, is open to qualified majors and minors in psychology. See the Psi Chi adviser for more information.

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.

Degrees in the Social Sciences

BA/BS degrees in Business, Fire Services Administration, Psychology, and Social Science are awarded to students who complete majors in those fields and a 27-hour minor (including 12 upper-division hours) in a second academic area. (All college degrees require an overall total of 62 upper-division hours). Requirements for individual majors are outlined below.

BA/BS in Business

The degree in Business provides graduates with substantial classroom experience in the major areas of business including accounting, finance, marketing, and management. This program trains students to function as managers in business, industry, and government. Special attention is paid to the unique needs and processes of small businesses.

Liberal Arts Core Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC 201 Principles of Economics</td>
<td>3</td>
</tr>
<tr>
<td>CS 111 Introduction to Computer Science</td>
<td>4</td>
</tr>
<tr>
<td>BA 211 Fundamentals of Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BA 212 Fundamentals of Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BA 230 Business Law</td>
<td>4</td>
</tr>
<tr>
<td>BA 310 Markets and Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BA 316 Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>EC 318 Money and Banking</td>
<td>3</td>
</tr>
<tr>
<td>WR 321 Business Writing</td>
<td>3</td>
</tr>
<tr>
<td>BA 340 Business Fluctuations and Forecasting</td>
<td>3</td>
</tr>
<tr>
<td>BA 361 Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BA 390 Management</td>
<td>4</td>
</tr>
<tr>
<td>MTH 425 Elements of Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>EC 457, 458 Economic Theory and Public Policy</td>
<td>6</td>
</tr>
<tr>
<td>BA 467 Quantitative Methods in Business</td>
<td>3</td>
</tr>
</tbody>
</table>

Total required for degree: 192

BA/BS in Fire Services Administration

This degree is offered by WOSC 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 course 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 and EOU). 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 Liberal Arts Core Curriculum.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSA 311 312 Principles of Fire Protection Management and Field Study</td>
<td>3</td>
</tr>
<tr>
<td>FSA 313 314 Fire Personnel Management and Field Study</td>
<td>3</td>
</tr>
<tr>
<td>FSA 315, 316 Organization for Fire Protection and Field Study</td>
<td>3</td>
</tr>
<tr>
<td>FSA 317, 318 Fire Protection and Field Study</td>
<td>3</td>
</tr>
<tr>
<td>FSA 319, 320 Legal Aspects of Fire Protection and Field Study</td>
<td>3</td>
</tr>
<tr>
<td>FSA 321, 322 Fire Protection Master Planning and Field Study</td>
<td>3</td>
</tr>
<tr>
<td>WOSC advisor</td>
<td>3</td>
</tr>
<tr>
<td>WOSC Nonprofessional Courses in Social Science</td>
<td>27</td>
</tr>
</tbody>
</table>

Total required for degree: 186

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 this degree program differs from the usual undergraduate major in many other institutions. A primary concern at WOSC is the understanding of human behavior and experience with a focus on applications of this knowledge. We are continually concerned with the implications that theoretical conceptualizations and experimental results have for understanding and influencing behavior in the practical setting.

The major requires 45 credit hours in psychology, including 21 hours in a common core and 24 hours in electives. A 27-hour 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 advisor in the minor field. An outline of the program follows.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 301, 302, 303 General Psychology</td>
<td>9</td>
</tr>
<tr>
<td>PSY 311 Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 334 Health Psychology (Soc 334 does not apply)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 407 Quantitative Methods</td>
<td>3</td>
</tr>
<tr>
<td>PSY 408 Research Methods in Human Behavior</td>
<td>3</td>
</tr>
<tr>
<td>Additional Electives</td>
<td>24</td>
</tr>
</tbody>
</table>

Students should choose these additional 24 hours with an advisor'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

Any recognized college minor may be taken, including the Severely Handicapped Learner's Basic Norm (Special Education). It is suggested that students planning a career in the helping professions take a minor in a Social Science area.

Total required for degree: 192

BA/BS in Social Science

The BA/BS degree in Social Science includes an interdisciplinary major in social science that can be tailored to the student's interests and individual major programs in corrections, economics, geography, history, and law enforcement. Requirements for these programs are outlined below.

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 governmental agencies. Students can specialize by choosing courses, with the approval of an adviser, that best meet their goals and needs. Courses should be chosen from at least two of the following areas:
anthropology, business, corrections, economics, geography, history, law enforcement, political science, psychology and sociology. (Thirty-six of the total 72 hours must be in upper-division courses.)

| Liberal Arts Core Curriculum | 73 |
| Social Science Major | 72 |
| Minor | 27 |
| Electives | 20 |
| **Total required for degree** | 192 |

**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, deviancy 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.

| Ssc 407 Seminar: Corrections and Ssc 409 Practicum: Corrections | Taken concurrently. The practicum is a block placement in a correctional or correctional-related social service agency. |
| Liberal Arts Core Curriculum | 73 |
| Corrections Major | 72 |
| * Ssc 211 Introduction to Careers in Criminal Justice Systems | 3 |
| Ssc 450 Criminology | 3 |
| Ssc 451 Juvenile Delinquency: Prevention and Control | 3 |
| * Ssc 452 Analysis of Juvenile and Criminal Justice Systems | 3 |
| Ssc 453 Penology | 3 |
| Ssc 454 Parole and Probation | 3 |
| Ssc 455 Correctional Casework, Counseling and Treatment | 3 |
| Ssc 407, Seminar: Corrections | 3 |
| Ssc 409 Practicum: Corrections | 12 |
| Electives in social science | 18 |
| * These two courses should be taken first and in sequence. |
| **Minor** | 27 |
| **Electives** | 20 |
| **Total required for degree** | 192 |

**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 credit hours in the major, 45 must be in economics, including 27 in upper-division economics courses. (Thirty-six of the total 72 hours must be in upper-division courses.)

| Liberal Arts Core Curriculum | 73 |
| Economics Major | 72 |
| Ec 318 Money and Banking | 9 |
| Ec 319, 320 Public Finance | 6 |
| Ec 457, 458 Economic Theory and Policy | 6 |
| Ec 487 Technology and American Economic History, or Ec 395 Managerial Economics | 3 |
| Ec 444 Human Resource Economics | 3 |
| Ec 436 Environmental Economics and Public Policy | 3 |
| Ec 430 International Economics | 3 |
| Electives in economics | 27 |
| approved electives in social science | 27 |
| **Minor** | 27 |
| **Electives** | 20 |
| **Total required for degree** | 192 |

**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 geography courses. (Thirty-six of the total 72 hours must be in upper-division courses.)

| Liberal Arts Core Curriculum | 73 |
| Geography Major | 72 |
| Geog 105, 106, 107 Introduction to Geography | 3 |
| Geog 210 Field Geography | 3 |
| Geog 222 The World in Maps, or Geog 240 Cartography | 3 |
| Physical systematic course (choose from Geog 308, 392, 393, 490, 492) | 3 |
| Cultural systematic course (choose from Geog 200, 310, 311, 318, 411, 412, 413, 416, 417, 418, 425, 433) | 3 |
| Regional course (choose from Geog 313, 314, 426, 427, 428, 429, 432, 450, 451, 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 history courses. (Thirty-six of the total 72 hours must be in upper-division courses.)

| Liberal Arts Core Curriculum | 73 |
| History Major | 72 |
| Hist 101, 102, 103 History of World Civilization | 9 |
| Hist 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 one 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. |
| 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 | 72 |
| Lower-division professional core (lower-division transfer law enforcement or criminal justice courses) | 24 |
| Upper-division professional core | 12 |
| Professional courses electives | 9 |
| Electives in social science | 27 |
| **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 Practicum: Law Enforcement Agency | 12 |
| Electives in social science | 33 |
| **Minor** | 27 |
| **Electives** | 20 |
| **Total required for degree** | 192 |

**Teacher Preparation**

Faculty advisers in the division 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 Education Department.

**Secondary Education**


**Elementary Education**

Minor: Social Science.

**Minor Programs**

The following 27-hour programs must include 12 upper-division hours. 
### Anthropology Minor
- Anth 214, 215, 216 ................................................. 9
- Anth 213 Cultural Anthropology ............................ 3
- Anth 312 Introduction to World-A People  .......... 3
- Anth 314 Prehistoric Society ............................... 3
- Anth 473G History of Philosophy of Anthropology 3

Electives in Anthropology .................................................. 3

Total hours in minor ......................................................... 18

### Business Administration Minor
- BA 101 Introduction to Business ............................. 4
- BA 211 Fundamentals of Accounting ...................... 3
- BA 230 Economic Theory and Policy ....................... 3
- BA 310 Marketing and Management ....................... 3
- BA 316 Financial Management ............................... 3
- BA 340 Business Fluctuation and Forecasting .......... 3
- BA 370 Business Ethics .......................................... 3
- BA 361 Organizational Behavior ............................ 3
- BA 390 Management .............................................. 4

Total hours in minor ......................................................... 24

### Business and Management Minor
For students considering applications of psychology in business and management, a minor of 27 hours can be chosen from the following courses is recommended. A slightly different emphasis can be gained by electing courses designated (p) personnel or (f) financial.

- Psy 202 General Psychology .................................. 3
- Psy 203 General Psychology (f) ............................. 3
- Psy 205 Applied Psychology (p) ........................... 3
- Psy 226 Introduction to Group Processes (p) .......... 3
- Psy 311 Developmental Psychology (p) ................. 3
- Psy 334 Social Psychology (p) ............................. 3
- Psy 349 Introduction to Behavior Modification ....... 3
- Psy 354 Organizational Psychology ....................... 3
- Psy 425G Interviewing & Case Study Procedures .... 3
- Psy 437G Advanced Social Psychology (p) ............. 3
- Psy 437G Group Processes (p) ................................ 3
- Psy 467G Research Methods in Human Behavior (f) 3
- Psy 472G Psychological Assessment (f) ................. 3

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

### Economics Minor
- Ec 201, 202, 203 Principles of Economics ............... 9
- Ec 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 ......................................................... 21

### Educational Psychology Minor
For students emphasizing elementary or secondary education, the following is recommended minor concentration related to educational psychology.

- Required Core: (12 hours)
  - Psy 201, 203 General Psychology ....................... 6
  - Psy 225 Developmental Psychology for the Classroom 3
  - Psy 490 The Psychology of Learning .................. 3

- Additional coursework selected from the following: (15 hours)
  - Psy 202 General Psychology ............................ 3
  - Psy 311 Developmental Psychology .................... 3
  - Psy 334 Social Psychology ................................ 3
  - Psy 349 Introduction to Behavior Modification ..... 3
  - Psy 451 Physiological Psychology ...................... 3
  - EdPsych 460 Advanced Developmental Psychology 3

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

### Geography Minor
- Geog 106, 107 Introduction to Geography .............. 9
- Physical systematic course (choose from Geog 392, 393, 490, 492) 3
- Cultural systematic course (choose from Geog 200, 301, 318, 411, 412, 413, 416, 417, 418, 425, 433) 3
- Regional course (choose from Geog 313, 314, 426, 427, 429, 432, 450, 461, 463) 3

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

### History Minor
Twenty-seven hours in history, including 12 upper-division.

### Human Services (Sociology) Minor
- Soc 213 Principles of Sociology ........................ 3
- Soc 343q Substance Use ............................. 3
- Soc 347q Minority Relations ............................ 3
- Soc 443q Field of Social Work .......................... 3
- Plus 15 hours of electives from the following: Soc 214, 309, 311, 338, 422q, 454q, 458, 477q 15

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

### Planning (Geography) Minor
- Geog 105, 106 Introduction to Geography .......... 6
- Geog 221 Field Geography .................................. 3
- Geog 417 Urban Geography ............................... 3
- Geog 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

Total hours in minor ......................................................... 12

### Psychology Minor
A psychology minor may be developed from many different course arrangements. The minor should be designed to meet the individual needs of the students. Below is a minor course sequence that is recommended for students considering a career in the helping professions or other applied fields.

- Psy 201, 202, 203 General Psychology .................. 9
- Psy 311 Developmental Psychology ..................... 3
- Psy 334 Social 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

### Sociology Minor
- Soc 213 Principles of Sociology ......................... 3
- Soc 327 Intro to Social Research ......................... 3
- Soc 472 Social Theory ........................................ 3
- Plus 18 hours of electives from the following: Soc 215, 310, 311, 338, 334, 420q, 437q, 454 18

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

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

### Preprofessional Study
Department advisers are assigned to students who intend to transfer later to other schools for further study in such fields as business education, law, management, and sociology. WOSC requirements for prelaw are outlined below.

### 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 Prelaw 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 perform well on the Law School Admission Test (LSAT), although strength in one of these areas may compensate for weakness in the other. The LSAT should be taken early in the senior year.

Preparation materials are available from the Prelaw adviser or the Campus Counseling Center.

### SPECIAL PROGRAMS IN THE LIBERAL ARTS AND SCIENCES
BA in International Studies
The International Studies degree program has three elements: a core of courses that provide a comparative look at the world's geography, economics, social patterns, and political affairs; a core of courses from the social sciences that concentrate on the history, geography, and culture of particular countries speaking one of the languages presently offered by the college's Foreign Languages Department (French, German, Spanish); and an intensive study of one of these languages.

### 38 SCHOOL OF LIBERAL ARTS AND SCIENCES
American Studies. A pre-planned program for students interested in careers in journalism, law, business, communications, government, etc., with emphasis in such areas as history, literature, and the social sciences. It provides a broad background in American society and culture.

Communications. A pre-planned program in oral and written communications for those interested in careers in publishing, journalism, advertising, or government.

Travel and Tourism. A pre-planned program in travel and tourism management for those seeking careers as travel agents or tour guides.

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 Program

The Honors Program at Western Oregon State College is designed to challenge and enrich the intellectual life of students of outstanding ability and high academic achievement: the best our faculty is able to offer for the best of our students. It offers a distinctive interdisciplinary curriculum and an intellectual community among students and faculty not available to students outside the program.

Program Description

Honors students participate in a special general education program of coursework which substitutes for the regular liberal arts core curriculum required of all other students. Honors courses are designed to confront students with problems, concepts and perspectives which transcend the confines of any single academic discipline. In the program, oral, written and thinking skills are developed and sharpened, not in separate courses but directly in connection with content studies.

During the first two years, honors students become acquainted with the great philosophic, religious, literary, artistic and scientific traditions of the civilized world (12 hours each term). A series of seminars and colloquia during the last two years (36 hours each term) enable honors students to become informed about and able to analyze competently major social, political, and environmental issues of our time.

In addition to the honors curricula, a student will also enroll in a traditional academic major or, if the student chooses, an interdisciplinary program of study. At graduation, she or he will receive a BA or BS degree with special recognition as an honors student.

Admission

Students who will be entering freshmen will be considered for admission to the program on the basis of high school grade point average (GPA), Scholastic Aptitude Test Score (SAT), letters of recommendation from two of their high school instructors, and their completed application. Students with a GPA of 3.5 or better and SAT scores of 1100 or more are eligible to apply.

Transfer students or students already attending WOSC will be considered for the program on the basis of their college grade point average, recommendations from two of their instructors, and their completed application.

Application

Qualified students interested in the program are encouraged to apply. Application forms and further information may be obtained from:

Dr. J. Morris Johnson
Honors Program Director
Western Oregon State College
Monmouth, OR 97361
(503) 838-1220, Ext. 226

Military Science (Army ROTC)

WOSC offers credit for a four-year program in Military Science. Students interested in obtaining an officer's commission may join the Army ROTC department at Oregon State University. Classes may be taught at OSU or 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).
- Outdoor adventure and skill-developing activities scattered over the freshmen and sophomore years.
- 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 roundtrip 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 WOSC Provost.
- Be able to complete commission requirements before age 28 (may be waived for applicants with exceptional ability).
- Successful completion of the prescribed survey 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. 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, an established amount for books, 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.

Curriculum

<table>
<thead>
<tr>
<th>Basic Course (or previous honorable active service)</th>
<th>3—9</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS 111, 112, 113</td>
<td>Military Science I (3 credits) and MS 211, 212, 213 Military Science II (6 credits), plus one Cadet Corps activity per term, or MS 214 Basic Summer Camp (6 credits), or MS 215 Fundamentals of Military Science (3 credits), plus specified Cadet Corps activities, or MS 216 Basic Military Science (6 credits), summer only.</td>
</tr>
<tr>
<td>Advanced Course</td>
<td>24</td>
</tr>
<tr>
<td>MS 311, 312, 313</td>
<td>Military Science III</td>
</tr>
<tr>
<td>MS 314 Advanced Summer Camp</td>
<td>6</td>
</tr>
<tr>
<td>MS 411, 412, 413</td>
<td>Military Science IV</td>
</tr>
</tbody>
</table>

Total hours in program .. 27—33

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 WOSC 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) 754-3291, McAlexander 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.
OBJECTIVES OF 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.

POLICIES AND PROCEDURES

Admission and Registration Procedures

Students have the option of entering the school through either Oregon State University or Western Oregon State College. Students should check the general admission requirements for the campus at which they intend to enroll, because there are some differences.

Once admitted to either OSU or WOSC, students on either campus may apply for admission to the School of Education, usually in the spring term of the sophomore year. Students pay tuition and fees based on their “home institution” rates, which are in effect at the institution where they are admitted. Students may, however, enroll in any education course or other identified courses on the “opposite” campus with no additional charges. These “cross-over” students enroll in courses on the opposite campus by means of a “Joint Campus Registration” process.

“Cross-over” students taking courses on an opposite campus will have use of the library and other institutional support services while on that campus. Emergency health services also are available while students are on the opposite campus. Athletic and other student activities, however, are not available to students on the “cross-over” campus.

Course and Program Availability

Because some courses and programs are exclusively available only at one or the other of the two campuses at this time, students needing these courses or programs must provide their own transportation to the campus with the exclusive course or program. When there is sufficient student interest, exclusive courses and/or programs will be made available on the opposite campus. Needs assessments are conducted yearly to define location needs.

Degrees

The School of Education will award joint OSU and WOSC undergraduate and graduate degrees, but all doctoral programs will be governed by the OSU Graduate School.

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 Educational Association.

Definition of Terms

Certification: The process of obtaining a license (teaching certificate) to teach in the public schools. A Basic certificate and endorsement is the initial license and is normally based on a four-year preparation program and a bachelor’s degree. It is valid for three years and is renewable. A Standard certificate requires additional preparation (generally a minimum of 45 credit hours); specific requirements vary with the teaching specialty. It is valid for five years and is renewable.

Endorsement (Formerly called norm): A phrase added to the teaching certificate that indicates the grade level (elementary or secondary) or teaching specialty or subject matter the teacher is qualified to teach. A certificate may have more than one endorsement.

Teacher Standards and Practices Commission (TSPC): The agency authorized by the Oregon Legislature to license (certify) persons to teach or administer in Oregon’s public schools. Certification and endorsement programs must be approved by the TSPC. The TSPC issues the appropriate certificate or endorsement upon recommendation of the College that the applicant has successfully completed the relevant certification program that the College is authorized to offer and, in the judgment of the institution, has the personal qualities to serve as a teacher, administrator, or in personnel services.
Elementary Block

Elementary “block” comprises the major portion of hours (23 credits) within the working hours 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 the courses is gained through selective admissions testing during April of the 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, personalized supervision. These classes are competency based, field centered and highly personalized.

Student Teaching

Students should submit their application for student teaching 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 core work and 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 the Elementary Education Handbook.

Bilingual/Multicultural Teacher Training

Students have an opportunity to participate in a specialized program in the area of Bilingual/Multicultural Education. A series of five courses are presented as the common core; specially designed course-work at the elementary level is also offered. Course outlines are listed later in this section of the catalog.

BA/BS in Education (Elementary)

Students interested in becoming elementary teachers should discuss with an advisor how the various teaching areas relate to teaching at the different grade levels.

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.

Programs

Listed below are the programs offered at the WOSC and OSU campuses of the School of Education. A number of the programs are offered at both campuses. Graduate study leading to advanced degrees and/or standard endorsements is available in most programs. Some programs are offered only at the graduate level. For additional information about graduate programs offered at WOSC, see the Graduate Study section of this catalog. For additional information about graduate programs offered by OSU, consult the OSU General Catalog and the Graduate Catalog.

Western Oregon State College Campus

Art
Bilingual/Multicultural Teacher Training
Biology
Counseling (graduate only)
Drama
Early Childhood Education
Educational Media
Elementary Education
French
German
Handicapped Learner
Health Education
Hearing Impaired (graduate only)
Integrated Science
Language Arts
Mathematics
Music
Physical Education
Reading
Secondary Education
Severely Handicapped Learner
Social Science
Spanish
Speech Communication
Speech Impaired
Supervision (graduate only)
* These programs are available also at the Oregon State University campus

Oregon State University Campus

Adult Education (graduate only)
Agricultural Education
Business Education
College Student Services Administration (graduate only)
Distributive Education
Driver Education
Home Economics Education
Industrial Arts Education
Physical Science
Trade and Industrial Education
Vocational Education (graduate only)

Elementary Education Department

Chair: Gerald Girod
Professors—Jean Ferguson, Charles Gengler, Gerald Girod, Margaret Haist, Elizabeth Hoyer, Norman Koch, Gloria McFadden, Associate professors—Louis Balmer, Patricia Gallagher, Dale Harp, Richard Jensen, Assistant professors—Vic Lund, Gary Welander.

OSU Faculty—JoAnn Brewer, Rod Fielder, Bill Harp, Lee Jenkins, Jake Nice, Jean Severeide, Ed Strowbridge.

Students wishing to teach in elementary, middle, or junior high schools from kindergarten through the ninth grade should enroll in the Elementary Teacher Education Program. The school's elementary education program graduates more teachers than any other program in the Pacific Northwest. In addition, the school's success in placing graduates in teaching positions is one of the highest in the nation. The long history of excellence in elementary education makes this a popular and successful program for persons considering a career in teaching.

Admission to Elementary Teacher Education

Students wishing to be admitted to the elementary teacher education program 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. The Elementary Education handbook lists specific admission requirements and the procedures to follow in enrolling in the Block classes and student teaching. This handbook is available in the Elementary Education Department Office.

During the freshman and sophomore years, students should take course work from the Liberal Arts and Teaching Specialty Core.
In April of the sophomore year students apply for admission to the Professional Education Core by taking a writing test and interviewing with faculty in elementary teacher education.
Students may explore their interest in teaching during their freshman and sophomore years by enrolling in Ed 199, Ed 200, Ed 111, Psy 227, and Ed 358.

Proficiency in Basic Skills

All new students enrolling in teacher education must demonstrate proficiency in the skill areas of reading, writing, mathematics and spelling. A condition of entry to a teacher education program requires students to demonstrate their proficiency by examination.

OSU-WOSC SCHOOL OF EDUCATION 43
### 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 preprimary and primary programs. This early childhood education program also deals with curriculum at the primary level, grades 1-3.

The early childhood education program complements the elementary education program. Students enroll in early childhood education courses while they are in the professional sequence (Ed 360-362) for elementary teachers. While receiving instruction and supervision as an elementary teacher, students will also receive instruction and supervision to become an early childhood education teacher. The two programs are thoroughly integrated.

**Required courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 364</td>
<td>Introduction to Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>Ed 409</td>
<td>ECE Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Ed 407</td>
<td>Value of Play</td>
<td>3</td>
</tr>
<tr>
<td>Ed 459</td>
<td>Curriculum in ECE</td>
<td>3</td>
</tr>
<tr>
<td>Ed 409</td>
<td>ECE Practicum</td>
<td>1</td>
</tr>
<tr>
<td>Ed 407</td>
<td>Observation and Assessment: ECE</td>
<td>3</td>
</tr>
<tr>
<td>Ed 409</td>
<td>ECE Practicum</td>
<td>1</td>
</tr>
<tr>
<td>Ed 457</td>
<td>Parent-Educator Partnership</td>
<td>3</td>
</tr>
<tr>
<td>Ed 458</td>
<td>Organization and Management: ECE</td>
<td>3</td>
</tr>
</tbody>
</table>

**Suggested Electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 406</td>
<td>Special Individual Studies in ECE</td>
</tr>
<tr>
<td>Ed 462</td>
<td>Encouraging the Encouraged Child</td>
</tr>
<tr>
<td>Ed 389</td>
<td>Reading and Telling Children's Stories</td>
</tr>
<tr>
<td>TA 240</td>
<td>Creative Drama for Elementary Teachers</td>
</tr>
</tbody>
</table>

**Total hours in specialization** 24

### Language Arts Teaching Minor

Eng 104, 105, 106 Types of World Literature or Eng 107, 108, 109 Literature of Western World 9
Wtr 224 The Research Paper 3
Sp 236 Contemporary Issues in American Broadcasting 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sp 239</td>
<td>Oral Interpretation</td>
</tr>
<tr>
<td>Eng 304, 305</td>
<td>English Literature I &amp; II</td>
</tr>
<tr>
<td>Eng 310</td>
<td>Nature of the English Language</td>
</tr>
<tr>
<td>Eng 110</td>
<td>Introduction to Language Study</td>
</tr>
<tr>
<td>Eng 315</td>
<td>Approaches to Literature</td>
</tr>
<tr>
<td>Sp 323</td>
<td>Group Discussion Processes, or</td>
</tr>
<tr>
<td>Sp 413</td>
<td>Development of Oral Communication Skills in Children, or</td>
</tr>
</tbody>
</table>

**Total hours in minor** 48
Spanish Teaching Minor (Combined)

Spanish 207, 208, 209 Second-Year Spanish .......... 12
Spanish 341, 342, 343 Literary Genres of Spain, or
Spanish 441, 442, 443 Modern Spanish-American
Literature .......... 6
Spanish 347, 348, 349 Intermediate Spanish Compositon
and Conversation .......... 9
Spanish 338 Hispanic Culture and Civilization: Spain,
or
Spanish 339 Hispanic Culture and Civilization: Latin
America .......... 3
Spanish 350 Spanish Pronunciation and Phonetics .......... 3
Electives in Spanish .......... 12

Total hours in minor .......... 45

Basic Mathematics Teaching Minor (Combined)

Math 121, 122, 123 Essentials of Mathematics .......... 9
Math 101 College Algebra .......... 4
CS 133 Programming the Personal Computer: BASIC .......... 4
Math 163 Mathematics for the Biological, Management
and Social Sciences, or
Math 200, 201 Differential and Integral Calculus .......... 4-8
Math 344 Fundamentals of Geometry .......... 3
Math 343 Theory of Numbers, or
Math 347 Algebraic Structure .......... 3
Math 311 Mathematics for Elementary Teachers .......... 3
Math 349 Mathematics for Secondary Teachers .......... 3

Total hours in minor .......... 33-37

Music Teaching Minor (K-12)

Basic norm .......... 60
Mus 111, 112, 113 Musician I .......... 12
Mus 211, 212, 213 Musician II .......... 15
(Solves a one hour listening skill lab each term,
geared for developing structural learning habits in
preparation for the Music History sequence.)
Mus 360 Music History: Medieval to Renaissance Periods .......... 3
Mus 361 Music History: Baroque Period .......... 3
Mus 362 Music History: Classic to Romantic .......... 3
Mus 363 Music History: 20th Century .......... 3
Mus 301, 302, 303 Performance Studies .......... 4
Mus 341-362 or 371-392, or 471-492 Performance Studies .......... 3
Mus 395 or 396 or 397 Large Ensemble .......... 2
Mus 320 Conducting .......... 2
Mus 321 Instrumental Conducting, or
Mus 324 Choral Conducting (In Major Area) .......... 2
Choice of six hours from the following one-hour classes ............ 6
Mus 234 Guitar Class
Mus 235 Brass Class
Mus 236 Woodwind Class
Mus 237 Percussion Class
Mus 332 Upper Strings Class
Mus 333 Lower Strings Class
Mus 344 Brass Class II
Mus 345 Woodwind Class II
Mus 360 Classroom Instruments
Mus 364 Choral Literature and Materials

Total hours in minor .......... 33-45

Physical Education Teaching Minor

Professional Activity Courses .......... 13
PE 121 Teaching Folk & Square Dance .......... 1
PE 200, 215 One hour each: Teaching Apparatus &
Teaching Tumbling
PE 208 or 218 .......... 1
Choose one: Teaching Recreational Games or
Teaching Weight Training
PE 214 Teaching Track & Field .......... 4
PE 300, 302, 303, 314, 217, 211
Choose four: Archery, Teaching Badminton, Bowling,
Golf, Teaching Tennis, Teaching Weight Training &
Conditioning
PE 203, 205, 217, 211, 216
Choose three: Teaching Basketball, Teaching Field
Sports, Teaching Softball, Teaching Soccer, Teaching
Volleyball
PE 201 Teaching Aquatics, or

Total hours in minor .......... 45

Health Education Teaching Minor (K-12)

HE 151 Personal Health .......... 3
HE 252 First Aid and Safety .......... 3
HE 325 Nutrition .......... 3
HE 427 Introduction to Community and Public Health

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 460 Preparation of Biological Materials .......... 4
Bi 370 Man and the Ecosystem, or
Bi 481 Ecology of the Northwest, or
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
C 351 Elements of Geology .......... 3

Total hours in minor .......... 51-53
Integrated Science Teaching Minor

GS 331 Introduction to Oceanography ....................... 3
G 351 Elements of Geology .................................. 3
Ph 390 Basic Meteorology .................................. 3
G 351 Elements of Astronomy ................................ 3
B 101, 102 General Biology ................................ 3
Ph 104, 105 General Chemistry ............................. 3
Ph 101 Essentials of Physics, or
G 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 ....................................... 6
Ee 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/Multicultural Teacher Training

This specialized program gives students the opportunity to concentrate in the field of bilingual/multicultural education.

Core Courses in Bilingual/Multicultural Education
Ed 409G Practicum (3-6 hours) ......................... 3
Ed 481G Introduction to Educational Linguistics: Second Language Teaching ................................. 3
Ed 482G Bilingual/ESL Education Principles & Practices ......................................................... 3
Ed 483G Cultural and Community Needs of LEP Students in the Instructional Process ............... 3
Ed 484G First & Second Language Acquisition in the Bilingual/ESL Program ......................... 3

Elementary Bilingual/Multicultural Concentration
Ed 491G Curriculum Models and Instructional Strategies of Bilingual Classrooms .................... 3
Ed 492G Classroom Strategies in First & Second Language Reading and Language Arts ............. 3
Ed 493G Bilingual/Multicultural Teaching Methods in Content Area Instruction ...................... 3
Ed 494G Diagnosis & Prescription in Native Language Instruction ........................................... 3
Ed 495G Diagnosis and Prescription in Basic Skills for LEP Students ................................... 3

Socio-Cultural Concentration
Electives for the Socio-Cultural concentration area (as approved by advisor such as Ht 350, 351, or 352 or Ps 490) .......................................................... 6
Total hours in program ....................................... 36

Reading Teaching Minor

Eng 310 Nature of the English Language, or
Spa 450G Normal Development of Speech and Language ......................................................... 3
Ed 417G Teaching Reading in Primary Grades, or
Ed 430G Teaching Reading in the Intermediate Grades, (for elementary ed. majors only), or
Ed 469G Teaching Reading to Obtain Secondary Content Objectives ...................................... 3
Ed 456G Curriculum Design in Reading .................. 3
Ed 469G Diagnostic and Remedial Techniques in Reading ......................................................... 3
Ed 409G Practicum: Reading ................................. 3
Approved elective ............................................. 3
Total hours in minor ........................................... 18

Educational Media Teaching 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 427 Organization of the Library Media Program ................................................................. 3
Ed 433 Instructional Graphics ................................ 3
Lib 411 Cataloging and Classification ..................... 3
Lib 421 Informational Sources and Services .......... 3
Lib 422 Selection of Materials ............................... 3
Ed 436 Preparing Instructional Materials ................ 3
Ed 409/509 Practicum: Educational Media .......... 3
Total hours in minor ........................................... 21

Special Education

Speech Impaired Minor (K-12)
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 478 Diagnostic Methods in Speech and Language Pathology ............................................. 3
Spa 481 Articulation Disorders .............................. 2
Spa 496 Language Disorders ................................ 3
Spa 484 Introduction to Clinical Speech Therapy .... 2
Spa 485, 486 Clinical Speech Therapy .................... 2
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 (K-12)
SpEd 470 Education of the Exceptional Child .......... 3
SpEd 421 Diagnosis and Prescription in Reading for the Handicapped Learner ......................... 3
SpEd 422 Diagnosis and Prescription in Basic Skills for the Handicapped Learner .................... 3
SpEd 409 Practicum: Handicapped Learner (Prerequisite SpEd 421, 422; or consent of instructor) 3
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 (Prerequisites SpEd 409, 421, 422, 472) ....... 9
Total hours in minor ........................................... 30

Severely Handicapped Learner Teaching Minor (K-12)
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 .... 3
SpEd 445 Nature and Needs of the Severely Handicapped ....................................................... 3
SpEd 449 Curriculum for the Severely Handicapped ................................................................. 3
Total in Block I ................................................... 12

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 Programming for the Severely Handicapped ........................................................... 2
SpEd 409 Practicum: Programming for the Severely Handicapped ......................................... 3
SpEd 454 Specialized Techniques for the Severely Handicapped ................................................ 3
SpEd 444 Medical Aspects in Special Education and Rehabilitation ......................................... 3
Total in Block II ................................................... 12

The following may be taken at any time:
SpEd 407 Sem: Assessment of Severely Handicapped Learners .......................................... 3
SpEd 447 The Exceptional Parent .......................... 3
Total in Blocks I and II ......................................... 45
SECONDARY EDUCATION DEPARTMENT

Chair: Marcellene Ling
Professors—Robert Davis, Vernon Utz.
Associate Professors—Marcellene Ling, Albert Redsun.
Assistant Professors—George Cabrera, Lynn Reer.
OSU Faculty—Dennis Evans, J. Gilbert Knapp.

Students wishing to teach in departmentalized schools from grades 5 through 12 shall enroll in the secondary teacher education program. During the freshman and sophomore years, students should take coursework from the Liberal Arts Core Curriculum, 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, and Ed 358).

Admission to Secondary Teacher Education

Students wishing to be admitted to the Secondary Teacher Education program should apply for admission to teacher education in the third term of their sophomore year. The College’s Teacher Education Committee establishes policies and standards that students must meet before being admitted to teacher education courses. The Secondary Education Handbook lists specific admission requirements and procedures to follow in enrolling in the professional core classes. This handbook is available in the Secondary Education Department.

Proficiency in Basic Skills

All students enrolling in teacher education must demonstrate proficiency in the skill areas of reading, writing, mathematics, and spelling. A condition of entry to a teacher education program requires students to demonstrate their proficiency by examination.

Advisement

Secondary education majors 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 advisors are professors in subject-matter areas in the following departments and divisions:

- Creative Arts: art, drama, music.
- Humanities: language arts, speech, French, German, Spanish.
- Natural Sciences and Mathematics: biology, integrated science, mathematics.
- Social Science: social science.
- Secondary Education: professional program advising.
- Bilingual/Multicultural Education: bilingual/multicultural education.
- Health and Physical Education: physical education, health education.
- Special Education: speech impaired, handicapped learner, severely handicapped learner.
- Educational Psychology and Foundations: educational media, reading.

Transfer Students

Education majors transferring from other institutions with junior class standing should declare their major and minor areas with the registrar’s office, the School of Education, 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 department and the Secondary Block class. At this time students should declare their major and minor areas with each academic area involved.

After being admitted formally to the Teacher Education program, students are required to complete a block course involving instruction in theory and field experience in the classrooms of the public schools. Block courses are required for students for classroom teaching and is also a time of exploring the decision to enter the teaching profession.

Student Teaching

Students should submit their application for student teaching 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 coursework and met divisional, departmental, and teacher education requirements.

Application forms for student teaching are available in the Education Office, Ed 201, or Ed 202. Specific information regarding requirements and procedures are explained in the Secondary Education Handbook.

Bilingual/Multicultural Teacher Training

Students have an opportunity to participate in a specialized program in the area of Bilingual/Multicultural Education. A series of five courses is presented as the common core; specially designed coursework at the secondary level is also offered. Course outlines are listed later in this section of the catalog.

BA/BS in Education (Secondary)

Students who successfully complete the requirements for their specialty areas and the professional core in secondary education become eligible for recommendation for state certification to teach grades 5-12 in Oregon’s public schools.

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>73</td>
</tr>
</tbody>
</table>

Professional Education Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>40</td>
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</table>

Non-Major Special Methods course required in each teaching area.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Ed 545</td>
<td>225</td>
</tr>
<tr>
<td>Developmental Psychology for the Classroom</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 362</td>
<td>Learning and Instruction in the Intermediate and Secondary Schools</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 435</td>
<td>Educational Media and Materials</td>
</tr>
<tr>
<td>Ed 469</td>
<td>Teaching Reading to Obtain Secondary Content Objectives</td>
</tr>
<tr>
<td>Ed 413</td>
<td>Student Teaching</td>
</tr>
<tr>
<td></td>
<td>Special Methods Course</td>
</tr>
<tr>
<td></td>
<td>Teaching Major or Two Teaching Minors</td>
</tr>
</tbody>
</table>

Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

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., Ed 545 required in both LACC and the Professional Education Component). The 192-hour requirement for the completion of the degree is correct. Consult advisor for specific course requirements.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
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Teaching Specialty Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
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Professional Education Component

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Art Education Teaching Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 115</td>
<td>Visual Arts</td>
</tr>
<tr>
<td>A 210, 211, 212, 310, 311, 410</td>
<td>Art History (choose 2)</td>
</tr>
</tbody>
</table>

Studio Core:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 220, 221, 244</td>
<td>Design (choose 1)</td>
</tr>
<tr>
<td>A 222</td>
<td>Design &amp; Color</td>
</tr>
<tr>
<td>A 230</td>
<td>Drawing (may be repeated)</td>
</tr>
</tbody>
</table>

Studio Distribution:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>A 140, 240, 241, 242</td>
<td>Printmaking (choose 1)</td>
</tr>
<tr>
<td>A 250</td>
<td>Watercolor</td>
</tr>
<tr>
<td>A 255</td>
<td>Painting</td>
</tr>
<tr>
<td>Any 3</td>
<td>Dimensional elective</td>
</tr>
<tr>
<td>A 265, 266</td>
<td>Ceramics (choose 1)</td>
</tr>
<tr>
<td>Upper-division elective in Art</td>
<td></td>
</tr>
</tbody>
</table>

Art Education:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ArE 390</td>
<td>Art Education: Elementary</td>
</tr>
<tr>
<td>ArE 401</td>
<td>Art Education: Secondary</td>
</tr>
<tr>
<td>ArE 491, 492, 493, 494</td>
<td>Theory (choose 1)</td>
</tr>
</tbody>
</table>

Total required for degree: 192

Fifth-Year Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>46</td>
</tr>
</tbody>
</table>

Art Theory and Studio Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Ed 471</td>
<td>The Classroom Teacher-Counselor</td>
</tr>
<tr>
<td>Ed 569</td>
<td>Advanced Reading Instruction</td>
</tr>
<tr>
<td>Ed 413</td>
<td>Student Teaching Art</td>
</tr>
<tr>
<td>Ed 509</td>
<td>Practicum</td>
</tr>
</tbody>
</table>

Total hours in five-year program: 238
Art Teaching Major

An acceptable portfolio of the student's art work is required for the basic endorsement in art. Of the 64 hours in the major, 27 must be upper-division.

Core Courses:
A 210, 211, 212, 310, 311, 410  Art History  (choose 3) ....................................................... 9
A 220, 221  Design .......................................................... 3-6
A 222  Design: Color .................................................. 3
A 230  Drawing (may be repeated) ...................................... 6-9

Choices in Two-Dimension:

Choices in Three-Dimension:

Choices in Art Education:
Ae 390  Art Education: Elementary  ...................................... 3
Ae 391  Art Education: Secondary ........................................ 3
Ae 491, 492, 493, 494  Theory (choose 2) .................................. 6

Total hours in the major ................................................. 64

Language Arts Teaching Minor

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 Theatre Arts ................................................. 3
Sp 239  Oral Interpretation .................................................. 3
Eng 304, 305  English Literature I & II .................................. 6
Eng 309  American Literature I ............................................ 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

Total hours in the major ................................................. 48

Language Arts/Speech Teaching Major

Language Arts Teaching Minor ........................................ 48
Sp 112  Interpersonal Speech Communication ....................... 3
Sp 120  Communicative Voice and Articulation ....................... 3
Sp 270  Principles of Forensics .......................................... 3
Sp 271  Projects in Speech Communication ........................... 6-1
Sp 321  Argumentation .................................................... 3
Sp 322  Persuasion ........................................................... 3
Sp 323  Group Discussion Processes ................................... 3
Sp 411  Speech Communication in the Secondary School ....... 3
Sp 412  Criticism of Public Discourse, or  Sp 432  Rhetorical Theory, or  Sp 439  Contemporary Speech Communication ......................... 3

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

Language Arts/Drama Teaching Major

Language Arts Teaching Minor ........................................ 48
TA 250  Basic Movement and Vocal Development for the Theatre ................................................................. 3
TA 251  Elements of Acting ............................................... 3
Choose three: TA 244 Technical Theatre: Scenecraft, TA 245 Technical Theatre: Lighting, TA 246 Technical Theatre: Costuming, TA 252 Technical Theatre: Make-up ................................................................. 3
TA 364  Play Directing ....................................................... 3
TA 415G  Drama in the Secondary School ............................ 3
Choose two: TA 301, 302, 303 History of the Theatre .......... 3
TA 253  Production Workshop (Performance and Technique) ................................................................. 2

Total hours in the major ................................................. 83
Drama Combined Teaching Minor
TA 110 Introduction to Theatre Arts .......................... 3
Choose three: TA 244 Technical Theatre: Scenecraft, TA 245 Technical Theatre: Lighting, TA 246 Technical Theatre: Costuming, TA 252 Technical Theatre: Make-up .......................... 9
TA 250 Basic Movement and Vocal Development for the Theatre .................................................. 3
TA 251 Elements of Acting ............................................... 3
TA 253 Production Workshop (Performance and Technique) .................................................. 3
TA 364 Play Directing .................................................. 3
TAF 415G Drama in the Secondary School .................................................. 3
Choose one: TA 301, 302 or 303 History of the Theatre; TA 444G Theory and Criticism of Theatre Arts or TA 407G Seminar .................................................. 3

Total hours in minor ......................................... 30

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 French Literature (choose three) .................................................. 9
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
Fr 416 Language Laboratory: Practicum .................................................. 2
Electives in French .................................................. 12

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 311, 312 Intermediate Composition in German .................................................. 6
GL 329 Intermediate Composition in German .................................................. 6
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/Social Science Combined Teaching Major
REGIONAL STUDIES: Emphasis—German Area
This program meets the requirements for basic endorsements for teaching German and Social Science. The program is unique in that it provides understanding of language, culture, history, economic system and geography of the German speaking countries of the world. At least 18 quarter hours in each major may be upper-division level and must be approved by social science and modern language advisers.
Modern Language Component (German): GL 201, 202, 203 Second-year German (4 hours each) (pre-requisite to the above is the first year language sequence or equivalent) .................................................. 12
GL 331 German Pronunciation and Phonetics .................................................. 3
GL 329 Intermediate Composition in German .................................................. 6
GL 337, 338 Intermediate Spoken German (3 hours each) .................................................. 6
GL 340, 341 Survey of German Culture and Civilization (3 hours each) .................................................. 6
GL 311, 312 Introduction to Literature (3 hours each) or GL 423 Studies in German Language and Literature (3 hours each) .................................................. any 3

Total hours in minor ......................................... 33-45

Social Science Component:
EC 201 Principles of Economics .................................................. 3
PS 201 American National Government .................................................. 3
PS 202 State and Local Government .................................................. 3
Hist 201, 202, 203 History of the U.S. (3 hours each) .................................................. 9
American History (approved) .................................................. 3
Regional Requirements:
Hist 437G Germany: From Bismarck to the 1918 Peace (3 hours) .................................................. 3
Hist 438G Germany: WWI Through Weimar (3 hours) .................................................. 3
Hist 439G Germany: Hitler to the Present (3 hours) .................................................. 3
Hist 444G 20th Century Europe (3 hours) .................................................. any 9

Geog 301 World Affairs (3 hours) .................................................. 3
Geog 411, 412G Cultural Geography (3 hours each) .................................................. 6
Geog 413G Political Geography (3 hours) .................................................. 3
Geog 426C Geography of the Germanies, Austria, and Switzerland (3 hours) .................................................. any 3
Geog 440C Introduction to International Economics (3 hours) .................................................. any 3
Ec 450G Contemporary Economic Systems (3 hours each) .................................................. 3
Ssc 345 Global Studies (3 hours) .................................................. 3
Ssc 490, 491 Senior Social Science Seminar (3 hours each) .................................................. 6
Elective .................................................. 3

Total hours in minor ......................................... 54

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 .................................................. 3
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
Span 207, 208, 209 Second Year Spanish .................................................. 12
Electives in Spanish (12 additional hours over basic norm requirement of 12 hours) .................................................. 24

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 .................................................. 3
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-semester calculus sequence. Precalculus work, if necessary, may begin at Mth 100 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 462 Elements of Statistics .................................................. 3
CS 133 Programming the Personal Computer: BASIC .................................................. 4
Mth 492 Mathematics for Secondary Teachers .................................................. 3
Ph 201, 202, 203 General Physics (3 hours each) .................................................. 9
CS 211, 212, 213, 215 Upper-division electives in mathematics .................................................. 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-semester calculus sequence. Precalculus work, if necessary, may begin at Mth 100 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 462 Elements of Statistics .................................................. 3
CS 133 Programming the Personal Computer: 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 ................................................. 4
- Mth 200, 201 Differential and Integral Calculus ................. 4
- CS 133 Programming the Personal Computer: BASIC ........ 4
- Mth 343 Fundamentals of Geometry ................................ 3
- Mth 343 Theory of Numbers, or ..................................... 3
- 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 211, 212, 213 Mathematics for Secondary Teachers ...... 12
- CS 133 Programming the Personal Computer: BASIC ........ 4
- Mth 343 Fundamentals of Geometry ................................ 4
- Mth 343 Theory of Numbers, or ..................................... 3
- Mth 347 Algebraic Structure .......................................... 3
- Mth 491 Innovations in General Mathematics Education .... 3
- Mth 492 Mathematics for Secondary Teachers .................. 3

**Total hours in Option B** ............................................. 32

### Music Teaching Major (K-12)

**Basic Norm** ............................................................ 60

- Mus 111, 112, 113 Musicianhip ....................................... 12
- Mus 211, 212, 213 Musicianhip ....................................... 15

(Includes a one hour listening skills lab each term, geared at developing structural listening habits in preparation for the Music History sequence.)

- Mus 360 Music History (Medieval/Renaissance Period) ....... 3
- Mus 361 Music History (Baroque Period) ......................... 3
- Mus 362 Music History (Classic/Romantic) ....................... 3
- MuP171-192, or 271-292 Performance Studies .................. 4
- MuP341-362, or 371-392, or 471-492 Performance Studies .... 4

- Mus 195 or 196 or 197 Large Ensemble .......................... 2
- Mus 395 or 396 or 397 Large Ensemble .......................... 2
- Mus 320 Conducting .................................................. 2
- Mus 321 Instrumental Conducting, or ............................. 2
- Mus 324 Choral Conducting (In Major Area) ........................ 2

**Choice of six hours from the following one-hour classes** .... 6

- Mus 234 Guitar Class .................................................. 2
- Mus 235 Brass Class ................................................... 2
- Mus 236 Woodwind Class ............................................. 2
- Mus 237 Percussion Class ............................................ 2
- Mus 332 Upper Strings Class ......................................... 2
- Mus 332 Lower Strings Class ......................................... 2
- Mus 344 Brass Class II ................................................ 2
- Mus 345 Woodwind Class II ........................................... 2
- MuE 300 Classroom Instruments ................................... 2
- MuE 364 Choral Literature and Materials ....................... 2

### Music Teaching Minor (K-12)

- Mus 111, 112, 113 Musicianhip ....................................... 12
- Mus 211, 212, 213 Musicianhip ....................................... 15

(Includes a one hour listening skills lab each term, geared at developing structural listening habits in preparation for the Music History sequence.)

- Mus 360 Music History (Medieval/Renaissance Period) ....... 3
- Mus 361 Music History (Baroque Period) ......................... 3
- Mus 362 Music History (Classic/Romantic) ....................... 3
- Mus 363 Music History (20th Century) ............................ 3
- MuP171-192, or 271-292 Performance Studies .................. 4
- MuP341-362, or 371-392, or 471-492 Performance Studies .... 4

- Mus 194 or 195 or 197 Large Ensemble .......................... 2
- Mus 395 or 396 or 397 Large Ensemble .......................... 2
- Mus 320 Conducting .................................................. 2
- Mus 321 Instrumental Conducting, or ............................. 2
- Mus 324 Choral Conducting (In Major Area) ........................ 2

**Choice of six hours from the following one-hour classes** .... 6

- Mus 234 Guitar Class .................................................. 2
- Mus 235 Brass Class ................................................... 2
- Mus 236 Woodwind Class ............................................. 2
- Mus 237 Percussion Class ............................................ 2
- Mus 332 Upper Strings Class ......................................... 2
- Mus 332 Lower Strings Class ......................................... 2
- Mus 344 Brass Class II ................................................ 2
- Mus 345 Woodwind Class II ........................................... 2
- MuE 300 Classroom Instruments ................................... 2
- MuE 364 Choral Literature and Materials ....................... 2

**Total hours in minor** ............................................... 60

### Physical Education Teaching Major

**Professional Activity Courses** .................................. 18

- PE 206 & 210 ............................................................ 2

-One hour each: Teaching Folk & Square Dance, and 
Teaching Social or Modern Dance
PE 200 & 215 ............................................................ 2

-One hour each: Teaching Apparatus, and 
Teaching Tumbling
PE 130, 133, 134 ......................................................... 2

- Choose two from: Archery, Bowling, Golf
PE 202, 206, 213, 214, 217 ........................................ 2

-One hour each: Teaching Badminton, Teaching 
Recreational Games, Teaching Tennis, Teaching 
Track and Field, Teaching Weight Training & Conditioning
PE 218, 217 ............................................................... 2

- Choose one: Teaching Wrestling, or Self-Defense
PE 203, 205, 211, 212, 216 ........................................ 5

-One hour each: Teaching Basketball, Teaching Field 
Sports, Teaching Soccer, Teaching Softball, 
Teaching Volleyball
PE 204, 206, 213, 214, 215 ........................................ 15

**Approved Electives (at least 6 hours to be taken from 
teaching offerings)** .................................................... 10

**Total hours in major** ................................................ 74

### Physical Education Teaching Minor

**Professional Activity Courses** .................................. 13

- PE 121 Teaching Folk & Square Dance ................................ 1
- PE 200 & 215 ............................................................ 2

-One hour each: Teaching Apparatus, and 
Teaching Tumbling
PE 207 or 218 ............................................................ 1

- Choose one: Teaching Recreation Games or 
Teaching Wrestling
PE 124 Teaching Track and Field .................................... 1

- PE 130, 133, 134, 135, 213, 217 .................................. 4

- Choose four: Archery, Teaching Badminton, Bowling, 
Golf, Teaching Tennis, Teaching Weight Training & Conditioning
PE 202, 205, 211, 216 .................................................. 3

- Choose three: Teaching Basketball, Teaching Field 
Sports, Teaching Softball, Teaching Soccer, 
Teaching Volleyball
PE 204, 206, 213, 214, 215 ........................................ 15

**Theory Courses** ...................................................... 32

- HE 252 First Aid ........................................................ 3
- *HE 234, 235 Human Anatomy & Physiology .................. 6
- ED 345 PE Methods & Materials (K-12) ......................... 3
- PE 343 Organization & Administration of Physical Ed ....... 3
- LE 344 PE in the Elementary School ............................ 3
- LE 359 Athletic Training & Conditioning ....................... 2
- LE 371 Kinesiology ................................................... 2
- LE 444 Adaptive Physical Education ............................ 2
- LE 560 Physical Education Curriculum ......................... 3
- LE 310 Motor Development and Learning ....................... 3

**Total hours in minor** ................................................ 45

### Athletic Coaching Concentration

**PE 230 Introduction to Physical Education** .................. 3
**PE 343 Organization & Administration of Physical Ed ....... 3
**PE 359 Athletic Training and Conditioning ....................... 2
**PE 371 Kinesiology ................................................... 3
**PE 473 Physiology of Exercise, or ............................... 3
**PE 310 Motor Development and Learning ....................... 3

**Coaching courses (three-two-hour courses)** ................. 6

- Choose from: PE 363 Golf, PE 364 Swimming and 
Owning, PE 365 Football, PE 366 Basketball, PE 367 
Baseball, PE 368 Track and Field, PE 369 Wrestling, 
PE 370 Volleyball.

**Total hours in concentration** ..................................... 20

### Health Education Teaching Major (K-12)

**HE 151 Personal Health .............................................. 3
**HE 252 First Aid and Safety ........................................ 3
**HE 325 Nutrition ....................................................... 3
**HE 427 Introduction to Community and Public Health ....... 3
**HE 434 Communicable, Degenerative and Chronic 
Diseases ................................................................. 3
**HE 441 Physical Education, or ................................. 3
**HE 462 Health in Society ............................................. 3
**Ed 352 Methods and Materials in Health Education .......... 3

**CS 105 Foundations of Physical Science ....................... 3
**Bi 218 Elements of Microbiology .................................. 3
**Bi 370 Man and the Ecosystem ..................................... 3
**Psy 311 Developmental Psychology, or ........................ 3
**Psy 460 Advanced Developmental Psychology ................... 3
**Psy 328 Mental Health ................................................ 3
**Soc 338 Marriage and the Family .................................. 3

**Approved electives** ................................................ 15

**Total hours in major** ................................................ 63
### Health Education Teaching Minor (K-12)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE 151</td>
<td>Personal Health</td>
<td>3</td>
</tr>
<tr>
<td>HE 252</td>
<td>Food and Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>HE 325</td>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>HE 427</td>
<td>Introduction to Community and Public Health</td>
<td>2</td>
</tr>
<tr>
<td>HE 434</td>
<td>Communicable, Degenerative and Chronic Disease</td>
<td>3</td>
</tr>
<tr>
<td>HE 462</td>
<td>Health in Society</td>
<td>3</td>
</tr>
<tr>
<td>HE 441</td>
<td>School Health Program</td>
<td>3</td>
</tr>
<tr>
<td>Ed 352</td>
<td>Methods and Materials in Health Education</td>
<td>3</td>
</tr>
<tr>
<td>Bi 218</td>
<td>Elements of Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>Bi 370</td>
<td>Man and the Ecosystem</td>
<td>3</td>
</tr>
<tr>
<td>Psy 328</td>
<td>Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>Psy 311</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psy 460</td>
<td>Advanced Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Soc 338</td>
<td>Marriage and the Family</td>
<td>3</td>
</tr>
<tr>
<td>Z 334,335</td>
<td>Human Anatomy and Physiology</td>
<td>6</td>
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</table>

**Total hours in minor**: 44

### Biology Teaching Major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bi 211, 212, 213</td>
<td>Principles of Biology</td>
<td>13</td>
</tr>
<tr>
<td>Bi 221</td>
<td>Introductory Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>Bi 341</td>
<td>Genetics</td>
<td>3</td>
</tr>
<tr>
<td>Bi 446</td>
<td>Evolution</td>
<td>3</td>
</tr>
<tr>
<td>Bi 374, 375, 376</td>
<td>Natural History of Oregon</td>
<td>9</td>
</tr>
<tr>
<td>Bi 460</td>
<td>Preparation of Biological Materials</td>
<td>4</td>
</tr>
<tr>
<td>Bot 371</td>
<td>Structure of Seed Plants, or</td>
<td>3</td>
</tr>
<tr>
<td>Z 324</td>
<td>Comparative Vertebrate Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>Z 326</td>
<td>Vertebrate Embryology</td>
<td>4</td>
</tr>
<tr>
<td>Z 434</td>
<td>Animal Physiology, or</td>
<td>4</td>
</tr>
<tr>
<td>Ch 104, 105, 106</td>
<td>General Chemistry, or</td>
<td>6</td>
</tr>
<tr>
<td>Ch 204, 205, 206</td>
<td>General Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>G 351</td>
<td>Elements of Geology</td>
<td>3</td>
</tr>
<tr>
<td>Mth 101</td>
<td>College Algebra</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total hours in major**: 70

### Bilingual/Multicultural Teaching Minor

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bi 211, 212, 213</td>
<td>Principles of Biology</td>
<td>13</td>
</tr>
<tr>
<td>Bi 221</td>
<td>Introductory Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>Bi 341</td>
<td>Genetics</td>
<td>3</td>
</tr>
<tr>
<td>Bi 446</td>
<td>Evolution</td>
<td>3</td>
</tr>
<tr>
<td>Bi 374, 375, 376</td>
<td>Natural History of Oregon</td>
<td>9</td>
</tr>
<tr>
<td>Bi 460</td>
<td>Preparation of Biological Materials</td>
<td>4</td>
</tr>
<tr>
<td>Bot 371</td>
<td>Structure of Seed Plants, or</td>
<td>3</td>
</tr>
<tr>
<td>Z 334,335</td>
<td>Human Anatomy and Physiology</td>
<td>6</td>
</tr>
<tr>
<td>Ch 104, 105, 106</td>
<td>General Chemistry, or</td>
<td>6</td>
</tr>
<tr>
<td>Ch 204, 205, 206</td>
<td>General Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>G 351</td>
<td>Elements of Geology</td>
<td>3</td>
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</table>

**Total hours in minor**: 51-53

### Integrated Science Teaching Minor

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</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>Bi 211, 212, 213</td>
<td>Principles of Biology</td>
<td>13</td>
</tr>
<tr>
<td>Ch 104, 105, 106</td>
<td>General Chemistry, or</td>
<td>6</td>
</tr>
<tr>
<td>Ch 204, 205, 206</td>
<td>General Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>Ph 101, 102</td>
<td>Essentials of Physics, or</td>
<td>3</td>
</tr>
<tr>
<td>Ph 201, 202, 203</td>
<td>General Physics</td>
<td>9</td>
</tr>
</tbody>
</table>

**Total hours in major**: 64

### Social Science Teaching Major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 30 hours must be upper-division.</td>
<td>American history courses</td>
<td>9</td>
</tr>
<tr>
<td>World history courses</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Gep 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 American Politics</td>
<td>3</td>
</tr>
<tr>
<td>Anth 463</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>

**Total hours in major**: 72

### Biological Media Teaching Minor (K-12)

This program meets the requirements of the basic endorsement for educational media/librarian specialists in elementary and/or secondary schools. Ed 435 Educational Media and Materials is a prerequisite to the following courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 427</td>
<td>Organization of the Library Media Program</td>
<td>3</td>
</tr>
<tr>
<td>Ed 433</td>
<td>Instructional Graphics</td>
<td>3</td>
</tr>
<tr>
<td>Lib 411</td>
<td>Cataloging and Classification</td>
<td>3</td>
</tr>
<tr>
<td>Lib 412</td>
<td>Information Sources 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 Instruction Materials</td>
<td>3</td>
</tr>
<tr>
<td>Ed 405, 409</td>
<td>Practicum Educational Media</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total hours in minor**: 21

### Speech Impaired Minor

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</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 450</td>
<td>Normal Language and Speech Development</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 478</td>
<td>Diagnostic Methods in Speech and Language Pathology</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>4</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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</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>3</td>
</tr>
<tr>
<td>SpEd 422</td>
<td>Diagnosis and Prescription in Basic Skills for the Handicapped Learner</td>
<td>3</td>
</tr>
<tr>
<td>Ed 409</td>
<td>Practicum Handicapped Learner</td>
<td>3</td>
</tr>
<tr>
<td>(Prerequisite: SpEd 421, 422 or consent of Instructor)</td>
<td></td>
<td></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>
<tr>
<td>SpEd 479</td>
<td>Alternative Curriculum and Organizational Patterns</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 413</td>
<td>Student Teaching: Handicapped Learner</td>
<td>9</td>
</tr>
</tbody>
</table>

**Total hours in minor**: 30
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 447 Education of the Exceptional Child ................. 3
Phy 462 Normal and Abnormal Development of the Infant and Young Child .................. 3
SpEd 448 Classroom and Behavior Management for the Severely Handicapped .................. 1
SpEd 469 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 444 must be taken concurrently.

SpEd 450 Managing Communication Systems for the Severely Handicapped .................. 3
SpEd 451 Programming for the Severely Handicapped .................. 2
SpEd 459 Practicum: Programming for the Severely Handicapped .................. 2
SpEd 452 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 407 Sem: Assessment of Severely Handicapped Learners .................. 3
SpEd 447 The Exceptional Parent .................. 3

Total hours in minor ........................................ 45

HEALTH AND PHYSICAL EDUCATION DEPARTMENT

Chair and Athletic Director: Jack Rye

The Department of Health and Physical Education furthers 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 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, exercise, and wellness 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 offered to all students as part of 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.

Athletic fields adjoin physical education buildings 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 run-and-exercise course threads through the athletic fields.

The College sponsors seven men’s and seven women’s varsity teams and junior varsity teams in intercollegiate competition. Men compete in football, cross country, soccer, baseball, golf and track and field. Women’s varsity sports are volleyball, soccer, cross country, basketball, 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 National Association of Intercollegiate Athletics and the Cascade Athletic Conference.

Intramural sports are varied and popular and use 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 advisors in the department assist students in the major and minor programs in Secondary Education. They also advise Elementary Education students in their teaching minors. 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

Majors: Health Education, Physical Education.

Minors: Health Education, Physical Education.

Elementary Education

Majors: Health Education, Physical Education.

Detailed outlines of course requirements in the health, physical education, and athletic coaching concentration areas are found earlier in the catalog in the Elementary Education and Secondary Education sections.

SCIENCE AND MATHEMATICS EDUCATION DEPARTMENT

Chair: Tom Evans
Professor—Ernie Cummings, Norman Nelson, Leona Todd. Associate Professor—Ronald Morgall.

OSU Faculty—Maggie Barnhardt, Gene Craven, Tom Evans, Margaret Milliken, Maggie Moore, Jack Nice, Howard Wilson

Students preparing to teach biology, integrated science, chemistry, physics, general science, earth science, or mathematics at the secondary level must develop a strong foundation in the natural sciences and mathematics.

The department excels in educating teachers and utilizes diverse areas of the state as teaching laboratories in geology and biology. On the WOSC campus the natural science courses are conducted in a modern science building that features up-to-date equipment. A Mathematics Resource Center is an integral part of the facility for teacher training at both the elementary and secondary levels. The entire teacher education program emphasizes recent developments in the application of learning theory to actual classroom practice.

Detailed outlines of course requirements for secondary education in science and mathematics can be found earlier in the catalog under the Secondary Education section.

SPECIAL EDUCATION DEPARTMENT

Chair: Beverly Herzog

Educational Evaluation: Professor—Thomas Rowland (coordinator of Educational Evaluation Center and affiliated programs). Assistant Professors—Frank Ashmore, Robert Ayres, Dean Todd Goodson, Kenneth Kosko. Instructors—Patricia Kelley, Margaret Sharrow.

Handicapped Learner: Professors—Donald Duncan, Dennis Fahey, Arthur McBryde, Bonnie Young. Assistant professor—Bonnie Staley.

Regional Resource Center on Deafness: Associate professor—Beverly Herzog, Assistant professor—Meredith Brodsky. Instructors—Patricia Brush.

Speech Pathology and Audiology: Assistant professor—Edith L. Instructors—Deborah Schelp, Marlene Derowitsch.

The Special Education Department contains programs that prepare students in the education of handicapped children and youth. These programs are extended and supported by a variety of externally funded related projects and services.
The Special Education programs are designed to prepare students for a variety of roles which include:
- classroom teacher
- resource room teacher
- work experience coordinator
- activity center director
- classroom interpreter for deaf
- clinical diagnostician
- consultant/itinerant teacher
- home-hospital teacher
- group home manager
- parent trainer

Students may combine work in Special Education with other areas, such as:
- Reading
- Supervision
- Vocational Education
- Rural Education
- Talented and Gifted
- Early Childhood
- Adult Education

Program advisers are located on the WOSC campus. A regular schedule for advisement is available at OSU through the School of Education office. All program offerings are available on the WOSC campus during both the academic year and summer session. Selected program offerings are available on the OSU campus.

Undergraduate Programs

Undergraduate students may pursue a minor concentration in a special education program area leading to certification/endorsement upon completing their bachelor's degree. Undergraduate program options include:
- Handicapped Learner
- Severely Handicapped Learner
- Speech Impaired

Detailed course outlines for these programs can be found earlier in the catalog in the sections on Elementary and Secondary Education.

Some coursework in teaching the deaf may be completed at the undergraduate level, however a graduate year is required to complete requirements for certification in this area. Undergraduates may also complete a one-year program in sign language interpreting for the deaf.

The usual pattern is for a student to major in elementary education or secondary education (in a subject matter area) and to also complete a concentration in a Special Education area. Upon graduation, the individual may be certified as a teacher in regular education and in addition as a teacher in a Special Education area.

There is an exception for the student who has a goal of achieving the Severely Handicapped Learner teaching endorsement. On the WOSC campus, a psychology major may be augmented with a minor in teaching the severely handicapped.

Graduate Programs

Master's degree programs in Special Education are available in the following areas:

- Learning Disabilities (Handicapped Learner)
- Multihandicapped (Severely Handicapped Learner)
- Speech Pathology and Audiology
- Teacher Preparation: Deafness

An area of concentration also may be taken in teaching the Talented and Gifted.

Specific graduate programs and coursework are listed in the Graduate Study section of this catalog. Interested students should contact program advisers to identify procedures for admission to the program of their choice and to develop a program plan. (Program level admission is required in addition to admission to graduate study).

Students interested in completing a doctorate with a focus on special education may pursue the Ed.D. or Ph.D. in General Education through the OSU/WOSC School of Education. Application should be made through the School of Education Office at Oregon State University. Coursework may be included from both the OSU and WOSC campuses.

Related Programs and Services

The Special Education Department includes a variety of externally funded or self-supporting projects and services that are integrally related to the teacher preparation programs. The following are ongoing programs and services:

- Education Evaluation Center
  This diagnostic clinic provides services to those Oregon children and youth between the ages of three and 21 who have difficulties in benefiting from the usual academic program due to learning disabilities, emotional-social problems, or other conditions interfering with learning. Services include psychological and education assessment, speech and language assessment, hearing evaluation, and parent counseling. Clinic staff maintain contact with Satellite Clinics in school districts throughout the state. They are also involved in field clinics in rural and remote areas in Oregon. Students from the Learning Disabilities/Handicapped Learner program and from the Speech Pathology and Audiology program may be involved in practicum experiences under clinic staff supervision.

Summer Basic Skills Clinic

This summer clinic provides assistance to children with problems and skills. It is staffed by students who are in the Learning Disabilities/Handicapped Learner program under the supervision of Special Education Department faculty.

Speech and Hearing Clinic

This clinic provides diagnostic services and therapy to children and adults with problems in speech, language, and hearing. It is staffed by practicum students who are in the Speech Pathology/Audiology program under the supervision of Special Education Department faculty.

Regional Resource Center on Deafness

The RRCO has two primary roles: 1) the preparation of individuals for various professions in the field of deafness and 2) the provision of a deafness information and referral center for the four Northwest states of Alaska, Idaho, Oregon, and Washington. Through its training, consultation and advocacy efforts, the Center has also contributed to the development of many effective programs and services for deaf and hearing impaired people. The Western campus has become known throughout the Northwest for its comprehensive support services for deaf and other disabled students who have enrolled in both undergraduate and graduate programs at the college.

Professional preparation programs in deafness offered through or in conjunction with the RRCO include:
- Interpreter Preparation: Deafness. A one year program including nine months of classroom instruction and a three month supervised internship.
- Rehabilitation Counseling: Deafness. A master's degree program offered jointly with the Counseling Department (see Graduate Study section).
- Teacher Preparation: Deafness (see Graduate Study section).
- Rehabilitation Counseling with Deaf and Hearing Impaired Adults. An intensive four-week program offering nine quarter hours of course work to current practitioners in rehabilitation and social services.
Interpreter Preparation: Deafness Program (IPD)

The Interpreter Preparation: Deafness Program is designed to equip participants with entry-level knowledge and skills as sign-language interpreters for deaf persons.

Upon successfully fulfilling all requirements of the program, participants receive a certificate which verifies the completion of a program approved by the National Registry of Interpreters for the Deaf (NRID).

Participants are then eligible to begin satisfying the remaining NRID criteria for application to be evaluated for certification.

Individuals desiring to receive a certificate of completion must be officially admitted to the IPD Program, and are encouraged to enroll in June, at the beginning of the summer term. Full-time participation in the program consists of three terms of academic study followed by one term of a supervised internship experience.

There are no sign language or other professional prerequisites for acceptance into the Interpreter Preparation: Deafness Program; however, interested persons must apply for admission to the college as well as apply for acceptance into the program.

Required courses for certificate ........................................ 72

Summer
SpEd 101 American Sign Language I ................................ 3
SpEd 150 Visual/kinesthetic Readiness for ASL ...................... 3
SpEd 151 Introduction to Interpreting ................................. 3
SpEd 112 Laboratory Experience ....................................... 1
SpEd 102 American Sign Language II .................................. 3
SpEd 152 Code of Ethics for Interpreters .............................. 3
SpEd 250 Interpersonal Relationships ................................. 3
SpEd 112 Laboratory Experience ....................................... 1

Fall
SpEd 103 American Sign Language III ............................... 3
SpEd 160 Fingerspelling II .......................................... 2
SpEd 112 Laboratory Experience ....................................... 1
SpEd 155 Sign to Voice II .................................................. 4
SpEd 156 Voice to Sign I .................................................. 4
SpEd 251 Interpreting Situations: Freestyle ......................... 3
SpEd 484 Orientation to Deafness ..................................... 3

Winter
SpEd 201 American Sign Language IV ............................... 3
SpEd 260 Fingerspelling II .......................................... 2
SpEd 212 Laboratory Experience ....................................... 1
SpEd 255 Sign to Voice II .................................................. 4
SpEd 256 Voice to Sign II .................................................. 4
SpEd 252 Interpreting Situations: Freestyle ......................... 3
SpEd 253 ASL Linguistics for Interpreters ............................ 3

Spring
SpEd 213 Practicum: Supervised Internship Experience ........... 12

EDUCATIONAL PSYCHOLOGY AND FOUNDATIONS

Chair: Frank Cross


The Educational Psychology and Foundations Department provides the basic of the educational programs of the School of Education. Courses in educational research, educational psychology, curriculum and supervision, and social foundations provide the background and knowledge necessary for a successful education. In addition, the department coordinates programs in Reading and in Educational Media. Curricula for these two programs can be found earlier in the Elementary and Secondary Education sections of the catalog.

Reading

The reading program prepares teachers and supervisors in the following areas: (1) teaching reading in elementary schools, secondary schools, and community colleges; (2) teaching reading and study skills in two- and four-year colleges; (3) teaching methods of reading in colleges and universities; (4) conducting remedial reading clinics; and (5) supervising, administering, or specializing in reading programs.

Educational Media

This program prepares those students who wish to develop a career in classroom teaching, who wish to fulfill the role of educational media specialist in K-12 school situations, 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 government, industry or public agencies, or who wish to subsequently pursue doctoral programs in fields related to educational communications and technology.

COUNSELING AND GUIDANCE DEPARTMENT

Chair: Gerald Becker

Professor—Reese House, Associate professor—Carol Sisson.

OSU Faculty—Gerald Becker, James Firth, Mary Jane Wall.

The department program in counseling and guidance is offered at the graduate level only. It uses a competency-based approach in preparing counselors for professional services in social, educational, personal and career development. Preparation consists of a sequential program which integrates academic knowledge and theory with closely supervised counseling practice and field work experience.

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.

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 and training 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.

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.

Detailed outlines of course requirements in the various counseling programs can be found in the Graduate Study section of this catalog.

POST-SECONDARY EDUCATION DEPARTMENT

Chair: Thomas Grigsby

OSU Faculty—Chuck Carpenter, Thomas Grigsby, Wayne Haverson, Glenn Klein, JoAnne Trow

VOCATIONAL AND TECHNICAL EDUCATION DEPARTMENT

Chair: Larry Kenneke

OSU Faculty—Don Berenson, Lee Cole, Wayne Courtney, Mike Giblin, Helen Hall, Ray Herring, George Kerekgyarto, Sylvia Lee, Jane Liebke, Connie Palmer, Hank Sledl, Margaret Stamps, Sam Stern, Warren Suzuki

The Departments of Vocational and Technical Education and Post-Secondary Education offer programs primarily through the Corvallis campus. Students completing programs on the Monmouth campus may prepare to teach vocational-technical subjects through the School of Education.

Specific information on the programs offered through these departments may be obtained from the Dean's Office of the School of Education.
POLICIES AND PROCEDURES

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:

1. Submit two completed Application for Admission forms and the nonrefundable and nontransferable $25 application fee.
2. Supply to the Admissions Office sealed official transcripts from the institution granting the bachelor's degree and from each graduate institution attended. An official GPA must be available from all colleges attended; if not available, further transcripts may be required.
3. Present one unofficial photocopy of the current teaching certificate held, if the applicant is for a professional education program.
4. Students desiring a master's degree in educational specializations not requiring teaching certification must attach a petition to waive certification requirements.
5. 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. One must be taken before a student is admitted to candidacy.
6. A health history report which is required of all new students (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 Admissions 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.

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 program are classified as Special graduate students. All other eligible students are designated Unclassified graduate students.

A student must be classified 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 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.

Nine credit hours constitutes a full load for graduate students. 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 had 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.
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 in a particular degree program. Entering students will be given a copy of a statement outlining the components, objectives, and requirements of the degree within their program areas. Students in the first term of full-time enrollment should also contact the program areas for screening in anticipation of intermediate evaluation.

A minimum of 30 credit hours of the official master’s degree program must be earned in residence with at least nine taken concurrently. 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.

Upon successful completion of at least 12 hours in the approved program, including 9 concurrent hours, the candidate will file an application for candidacy with the Graduate Office. Application for candidacy must be made prior to completing the final 18 hours in the approved program. At the same time, the candidate must file an advisement form, signed by the appropriate advisors, that indicates progress since the initial screening. Candidates must take the Miller’s Analogy Test or the Graduate Record Examination before admission to candidacy.

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. Credits more than seven years old will not be included in degree programs and must be replaced by more current course work if time limits expire.

A thesis is not required but is an option in most degree programs. A thesis 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 Procedures

Final evaluation procedures will consist of a final written comprehensive examination or alternative research (thesis or professional project) and, where required, a final oral examination. Candidates who elect to write a thesis in lieu of the final written comprehensive will follow the procedures set forth in the statement on thesis guidelines on file at the Graduate Office. The thesis must be comprehensive and designed to reflect competency developed in all components of the candidate’s program. The final oral examination will be required of all candidates who elect alternative research in lieu of the final written comprehensive examination. The oral examination accompanying alternative research is not limited to the thesis or professional project, but may cover any aspect of the candidate’s program.

Final written comprehensive examinations will be based upon the areas of study in the approved program. Subject area questions will be based upon the statement of components, objectives and requirements outlined in the Statement on “Program Objectives” above, item two. Students will not be informed in advance of the questions on the final written exam. Candidates who fail one or more areas of the written comprehensives will be advised by their adviser(s) as to a program of self-study and may retake the area or areas failed at the next scheduled comprehensive examination time or later. Students may retake the written comprehensive only once. Students who fail one area and score below average on the other area or areas will retake all areas failed or below average.

Candidates who take the final comprehensive examination and who score below average on any component of that exam will be required to take a final oral examination. Final oral examinations will not be required of students who score average or above on all areas of the written comprehensive examination.

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 course work 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.
PROCEDURES
For Graduate Study

*Admission to the College—complete before enrolling
  • 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—complete during first term on campus
  • Departmental and program entrance requirements and screening procedures must be satisfied.
  • 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—initiate during first full-time enrollment
  • 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.
  • Three faculty references must be filed with the Graduate Office at the time of application.
  • 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—complete during or after final term of course-work
  • 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. The programs are described in general terms below and in more detail in the sections on Programs for Classroom Teachers and Programs for Educational Specialists. A number of additional graduate programs leading to master's and doctoral degrees are available to students through the OSU-WOSC School of Education. Students should consult the OSU Graduate Catalog and advisors in the OSU-WOSC School of Education for further information.

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
- Art
- Humanities
- Mathematics
- Science
- Social Science
- Educational Specialties:
  - Educational Communications and Technology
  - Teaching the Deaf
  - Learning Disabilities
  - Multicultural
  - Socially and Educationally Different
  - Speech Pathology and Audiology

In addition, candidates may include coursework 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:
- Art
- Humanities:
  - Language Arts
  - Language Arts/Drama
  - Language Arts/Speech
- Mathematics:
  - Advanced Mathematics
- Sciences:
  - Integrated Science
  - Biology
- Social Science:
  - History
  - Geography
  - Economics
  - Political Science
  - Sociology/Anthropology

Requirements for the degree include completion of a minimum of 45 credit hours of approved graduate-level courses as follows:
- A minimum of 30 hours in an academic area. This portion of the total program must be approved by a designated adviser to fulfill the student's needs and certification requirements.
- Fifteen hours of approved coursework in education. Secondary teachers may utilize this section to meet Oregon standard endorsement requirements.

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 Program—Standard Certification

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 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 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 advisor.
- File an approved program contract with the Graduate Office. 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.

Non-Degree Program—Basic Certification

Basic certification programs may be planned by those who have completed a bachelor's degree and wish 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 advisor 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 eight years of age.

Students who also wish to obtain a standard certification in elementary education can do so by electing the standard certificate option in the elective core and by enrolling in the additional seven hours of coursework specified below.

<table>
<thead>
<tr>
<th>Professional Education Core</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 512 Research Procedures in Education</td>
<td>3</td>
</tr>
<tr>
<td>Ed 546 Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>Psy 520 Psychology of Learning</td>
<td>3</td>
</tr>
<tr>
<td>Ed 443G Contemporary Teaching Strategies</td>
<td>3</td>
</tr>
</tbody>
</table>

Early Childhood Education Core

<table>
<thead>
<tr>
<th>(Students should enroll in the following sequence. Note: Enrollment in Ed 509 practica required simultaneously with enrollment in Ed 459C, Ed 520, and Ed 520. Also, Ed 443G or Psy 520 and Psy 462G are prerequisite to Ed 520.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 459C Curriculum in ECE</td>
</tr>
<tr>
<td>Ed 509 Practicum: Observation of ECE Programs</td>
</tr>
<tr>
<td>Ed 519 Contemporary Developments in ECE</td>
</tr>
<tr>
<td>Psy 462G Normal and Abnormal Development: Infants and Children</td>
</tr>
</tbody>
</table>

Phase I

| Ed 520 Application of Learning and Development Theories of ECE | 3 |

* Students desiring standard certification should substitute Ed 410G Methods and Materials for Ed 520.
| Ed 509 Practicum: ECE Program Application | 1 |
| Ed 457G Parent-Educator Partnership | 3 |

Phase II

<table>
<thead>
<tr>
<th>Ed 528 Educational Diagnosis and Prescription: Preacademic</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 509 Practicum: ECE Case Study</td>
<td>1</td>
</tr>
<tr>
<td>Ed 458G Organization and Management of ECE Programs</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Core

| Concentration Option | 12 |

| Subject area (Art, Music, Science, Social Science) Target Population (Handicapped Learner, Culturally Different) Specialization (Counseling, Psychology, Child Development Specialist, Reading) | |

Standard Elementary Certificate Option:

Twelve quarter hours of graduate subject matter preparation in one or more of the following areas: language arts, mathematics, reading, science, social science, health education, physical education, music education, or art education to qualify for a subject-matter endorsement in areas recognized by the Oregon Teacher Standards and Practices Commission.

Total required for degree: 45

Also required for standard endorsement:

<table>
<thead>
<tr>
<th>Ed 460G Educational Foundations</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 553 Elementary School Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>Ed 507 Seminar: Evaluation of Field Experience</td>
<td>1</td>
</tr>
</tbody>
</table>

Elementary Education—Standard Certification

This planned program consists of a minimum of 45 credit hours of upper-division or graduate-level courses designed to meet requirements for standard certification.

<table>
<thead>
<tr>
<th>Elementary Education Core</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 460G Educational Foundations</td>
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<td>3</td>
</tr>
<tr>
<td>Ed 443G Contemporary Teaching Strategies</td>
<td>3</td>
</tr>
</tbody>
</table>

Academic Specialization

| Twelve quarter hours of graduate subject-matter preparation in one or more of the following areas: language arts, mathematics, science, social studies, health education, physical education, music education, or art education to qualify for a subject-matter endorsement in areas recognized by the Oregon Teacher Standards and Practices Commission. | 12 |

<table>
<thead>
<tr>
<th>Area of Application</th>
<th>6-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 410G Methods and Research Materials</td>
<td>3</td>
</tr>
<tr>
<td>Ed 509 Practicum: Curriculum Implementation</td>
<td>2-6</td>
</tr>
<tr>
<td>Ed 507 Seminar: Evaluation of Field Experience</td>
<td>1-3</td>
</tr>
<tr>
<td>Electives</td>
<td>3-9</td>
</tr>
</tbody>
</table>

Total required for degree: 45

Elementary Education—Master of Science in Education

The elementary education program for a Master of Science in Education degree is designed to enable a student to extend 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.

| Academic Area | 30 |

| This portion of the program is to be approved by a designated adviser in terms of the student's needs and certification requirements. |

<table>
<thead>
<tr>
<th>Professional Education Courses</th>
<th>15-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 460G Educational Foundations</td>
<td>3</td>
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</tr>
<tr>
<td>Ed 507 Seminar: Evaluation of Field Experience</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Total required for degree: 45-51
Secondary Education—Standard Certification

The planned program consists of a minimum of 45 credit hours of upper-division or graduate-credit courses designed to meet requirements for standard certification.

Areas of Professional Competence ............................................. 15
Ed 471 The Classroom Teacher-Counselor .................................. 3
Ed 513 Evaluation of Classroom Instruction ................................ 3
Ed 569 Advanced Reading Instruction ....................................... 3
Ed 522 Secondary School Curriculum ....................................... 3
Ed 509 Practicum: Curriculum Implementation .......................... 3
Subject Area Competence ....................................................... 12-24
Secondary Endorsement (5-12) ................................................... 12-24
Refer to designated academic area for standard endorsement requirement.
Electives .................................................................................. 6-18

Total required in program ....................................................... 45

Science

Area of Professional Competence ............................................. 15
Standard Endorsement in Science .............................................. 15
Biology
At least 15 credit hours of upper-division or graduate preparation in science selected with 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.
Electives .................................................................................. 18

Total required in program ....................................................... 45

Secondary Education—Master of Science in Education

The program for the Master of Science in Education degree in Secondary Education consists of several curricula based on the candidate's selected teaching area and certification requirements.

Each curriculum consists of:
- A required professional education core of from 18 to 24 credit hours.
- A selected teaching area of from 21 to 27 credit hours as approved by the designated adviser.

Candidates for this degree who are also seeking standard certification in Oregon must complete an area of professional competence as outlined in the statement on standard certification.

Professional Education Core ................................................. 12
Ed 512 Research Procedures in Education .................................. 3
Ed 546 Philosophy of Education ............................................. 3
Ed 522 Secondary School Curriculum ................................... 3
Choose one: Psy 460C Advanced Developmental Psychology, or Psy 520 Psychology of Learning .......................... 3

Education and/or psychology courses as approved ..................... 6-12
Teaching area ......................................................................... 21-27
Teaching areas may be selected from language arts, mathematics, science, social sciences.

Total required for degree ......................................................... 45

Art

Professional Education Core and education/psychology .............. 18-24
Teaching Area ........................................................................ 21-27
Courses selected from art and art education fields.

Humanities

Professional Education Core and education/psychology .............. 18-24
Teaching Area ........................................................................ 21-27
Total must include at least 6 credit hours at the 500 level. Select one from the following:
Language Arts
Courses in criticism .................................................................. 3
Courses in language .................................................................. 3-9
Courses in writing ..................................................................... 3-9
Courses in literature .................................................................. 3-18

Language Arts/Drama
Language arts ........................................................................... 12-15
Theater arts courses in acting, directing, technical theatre, and/or history/criticism ............................................. 12

Language Arts/Speech
Language arts ........................................................................... 12-15
Speech ....................................................................................... 12

Mathematics

Professional Education Core and education/psychology .............. 18-24
Teaching Area ........................................................................ 21-27
Advanced Mathematics
Mth 410G: Foundations of Mathematics .................................. 3
Mth 541: Modern Algebra ...................................................... 3
Mth 415G: Modern Geometry ................................................. 3
Electives (at least 9 hours of mathematics) ............................... 12-18

Science

Professional Education Core and education/psychology .............. 18-24
Teaching Area ........................................................................ 21-27
Select one from the following:
Biology
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.

Social Science

Professional Education Core and education/psychology .............. 18-24
Teaching Area ........................................................................ 21-27
Select one from the following:
Anthropology
Anth 473G: History and Philosophy of Anthropology ............... 3
Courses in Anthropology ......................................................... 18-24

History
Hist 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
Soc 507 Seminar: Political Science .................................. 3
Courses in political science ........................................... 18-24

Sociology
Soc 507 Seminar: Sociology ........................................... 3
Courses in sociology ................................................... 18-24

Total required for degree ............................................. 21-27

Secondary Education—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.)

Candidates for this degree who also are seeking standard certification in Oregon must complete an area of professional competence as outlined in the statement on standard 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.

Professional Education Courses ................................... 15

Planned Program (in one area of concentration) .................. 30

This portion of the total program is to be approved by a designated advisor in terms of the student’s needs and certification requirements.

Total required for degree ............................................. 45

Art
Professional Education ................................................. 15
Teaching Area ............................................................ 30
Courses selected from art and art education areas.

Humanities
Professional Education ................................................. 15
Teaching Area ............................................................ 30
Select one from among the following:

Language Arts
Course in criticism .................................................... 3
Courses in language ................................................... 3-9
Courses in writing ..................................................... 3-9
Courses in literature .................................................. 3-18

Language Arts/Drama
Language arts ............................................................... 18
Theatre arts courses in acting, directing, technical theatre and/or history/criticism ........................................ 12

Language Arts/Speech
Language arts ............................................................... 18
Speech ..................................................................... 12

Mathematics
Professional Education ................................................. 15

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

Science
Professional Education ................................................. 15

Teaching Area ............................................................ 30
Select one from among the following:

Biology
At least 15 credit hours of upper division or graduate preparation in science selected with advisor’s approval.

Integrated Science
At least 15 hours of preparation distributed among the biological, earth and physical sciences, selected with advisor’s approval.

Anthropology
Anth 473G History and Philosophy of Anthropology .............. 3
Courses in anthropology ........................................... 18-27

History
Hist 420G Historiography ........................................... 3
Soc 507 Seminar: History .......................................... 3
Courses in history ..................................................... 24

Geography
Geog 518 Modern Viewpoints, Methods and Materials ......... 3
Soc 507 Seminar: Geography ..................................... 3-9
Courses in geography ................................................. 18-24

Total required for degree ............................................. 46

Economics
Courses in economic theory ....................................... 6
Courses in economics ................................................ 24

Political Science
Soc 507 Seminar: Political Science ................................. 3
Courses in political science ...................................... 21-27

Sociology
Soc 507 Seminar: Sociology ........................................ 3
Courses in sociology .................................................. 27

Total required for degree ............................................. 30

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 Division 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 534 Contemporary Developments in Instrumental Education, or...
Mus 525 Contemporary Developments in Instrumental 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
Mus 520 Arranging and Compositional Studies ............ 3
Mus 550 Music History and Literature ....................... 3
Mus 541G Methods and Materials: Performance Study .... 3
Mus 555-597 Ensemble ............................................. 3
Mus 570 Conducting .................................................. 4

Mus 507 Seminar: Vocal Pedagogy, or Mus 513 Arranging (Advanced), or Mus 521 Compositional Studies (Advanced), or Mus 551 Music History, or Mus 570 Conducting.

Total required for degree ............................................. 46

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.

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 458G Curriculum Design in Reading ........................ 3
Ed 468G Diagnostic and Remedial Techniques in Reading:.......................... 3
Ed 509 Practicum: Reading ......................................... 3
Approved elective ..................................................... 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—Educational Media .......................... 21
Lib 411G Cataloging and Classification .......................... 3
Lib 421G Information Sources and Services ..................... 3
Lib 442G Selection of Materials ................................. 3
Ed 433G Instructional Graphics ................................. 3
Ed 436G Preparing Instructional Materials ...................... 3
Lib 427G Organization of Library Media Programs ............... 3
Ed 409/509 Practicum ........................................ 3

Standard Endorsement—Educational Media ................. 15
15 credit hours from the following:
Ed 520 Practicum ........................................ 3-9
Ed 521 Administration of Educational Technology Programs ........................................ 3
Ed 526 Instructional Design .................................. 3
Ed 527 Information Technology ................................. 3
Ed 564 Self-Instructional Systems and Learning Packages ........... 3

Approved Electives ............................................... 9

Total required in program ..................................... 45

Educational Communications and Technology—Master of Science in Education

The program leading to the Master of Science in Education degree with a specialization in Educational Communications and Technology also provides for possible recommendation for the standard educational media endorsement. The program is designed to develop competence in curriculum 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 fulfill the role of educational media specialist in K-12 school situations, or who wish to be librarians in small to medium sized public libraries, who wish to specialize in microcomputer applications in education and training, or who aspire to positions in government, industry or public agencies, or who wish to subsequently pursue doctoral programs in fields related to educational communications and technology.

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 the 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 choice of final evaluation. If the thesis option is selected, the student with the concurrence of the adviser, must choose a thesis committee composed of the adviser, another faculty member from within the department and one faculty 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 selects the thesis option final evaluation will be completion of a comprehensive examination committee and an oral defense of the 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 ..................................... 9
Ed 512 Research Procedures in Education ......................... 3
Ed 546 Philosophy of Education ................................ 3
Psy 520 Psychology of Learning ................................ 3

Educational Media Core ......................................... 9
Ed 524 Communications Theory ................................ 3
Ed 526 Instructional Design .................................. 3
Ed 527 Information Technology ................................ 3

Electives .......................................................... 12-24
Courses to extend knowledge in areas such as computer education, media center management and media for classroom teachers.

Practicum/Internship ............................................ 3-9
Thesis (Optional) ................................................ 3-9

Total required for degree ..................................... 45-48

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 ..................................... 9
Approved Courses ............................................... 36
Social science ....................................................... 12
Courses in the study of the socially and culturally different .................................................. 12
Education and psychology ...................................... 12

Total required for degree ..................................... 45
Supervision

The program provides for the completion of both basic and standard endorsements. State competency requirements in practicing 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 ................................................. 9
Ed 509 Practicum: Supervision .................................. 3
Ed 522 Secondary Curriculum, or
Ed 533 Elementary Curriculum, or
Ed 489G Alternative Curriculum and Organizational Patterns ................................................. 3
Ed 574 School Supervision ........................................ 3
Standard Endorsement ............................................. 15
(Select one of the following tracks.)
Personnel Specialty
Ed 471G The Classroom Teacher/Counselor ................. 3
Ed 510 Skills and Techniques of Supervision ................. 3
Ed 506 Special Individual Studies: Supervision ............. 3
Ed 512 Research Procedures in Education .................. 3
Ed 559 Evaluation of School Programs ...................... 3
Program Development/Evaluation
Ed 471G The Classroom Teacher/Counselor ................. 3
Ed 506 Special Individual Studies: Program Development and Evaluation ................................................. 3
Ed 512 Research Procedures in Education .................. 3
Ed 573 Public School Administration, or
Ed 585 Administration of Special Education ................ 3
Ed 559 Evaluation of School Programs ...................... 3

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 earlier sections in this catalog.

Those who wish may plan a non-degree certification program incorporating a specialized core and courses required to meet general endorsements.

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.

Teaching the Deaf

The Teaching the Deaf program leads to certification from the State of Oregon with the standard endorsement for the hearing-impaired and to provisional certification by the Council on Education of the Deaf. Students must hold or be eligible to hold an elementary or a secondary teaching certificate. Petitions for waiver of this requirement will be considered.

The State of Oregon and the Council on Education of the Deaf require a minimum of 45 quarter hours in the specialty area. In addition to these hours which are at the graduate level, any student entering the program without sign language competency will be required to take sign classes until such competency can be demonstrated.

The School of Education's Program is designed to prepare persons to teach hearing-impaired students in a variety of settings such as self-contained classrooms, subject area specialty classrooms, resource rooms, or as an itinerant teacher of hearing-impaired students.

Interested students must apply for admission to the college and for acceptance into the program. Correspondence for the program should be addressed to: Coordinator, Teaching the Deaf Program, Western Oregon State College, Monmouth, Oregon 97361.

Completion of the following program leads to the Master of Science in Education Degree with specialization in Teaching the Deaf.
**GRADUATE STUDY**

<table>
<thead>
<tr>
<th>Professional Education Core</th>
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</thead>
<tbody>
<tr>
<td>Specialized Education Core</td>
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<tr>
<td>SpEd 440G: Orientation to Disability</td>
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<tr>
<td>SpEd 509: Practicum: Directed Observation of the Deaf</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 509: Practicum: Teaching Speech to Deaf Children</td>
<td>3</td>
</tr>
<tr>
<td>Reading</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 524: Teaching Elementary School Subjects to Deaf Children</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 541: Teaching School Subjects to Deaf Children</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 542: Teaching Secondary School Subjects to Deaf Students</td>
<td>3</td>
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<tr>
<td>SpEd 556: Language and Communication of the Deaf</td>
<td>3</td>
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<tr>
<td>SpEd 557: Teaching Language to the Elementary Deaf</td>
<td>3</td>
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<tr>
<td>SpEd 557: Teaching Language to the Secondary Deaf</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 578: Teaching Speech to the Elementary Deaf Child</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 579: Teaching Speech to the Secondary Deaf Student</td>
<td>3</td>
</tr>
</tbody>
</table>

**SpEd 539: Student Teaching: Deaf Students**

**SPA 486G: Audiology: Hearing Testing**

**SPA 489G: Aural Rehabilitation**

**SPA 507: Seminar: Anatomy and Physiology of the Ear and Speech Mechanism**

**Ed 415E: Preparation of Educational Materials**

**Psy 507: Seminar: Psychological and Sociological Adjustment and Assessment of Deafness**

**Total required for degree** | 54.63 |

**Additional courses which may be required to demonstrate competency:**

| SpEd 101: American Sign Language I | 3 |
| SpEd 102: American Sign Language II | 3 |
| SpEd 103: American Sign Language III | 3 |
| SpEd 301: American Sign Language IV | 3 |
| SpEd 202: American Sign Language V | 3 |

**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. Candidates for degrees must meet general program requirements described elsewhere in this catalog.

The courses in the basic endorsement for handicapped learners 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 the master’s program may, at the same time, prepare in another area of concentration by completing 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 may also be earned in this way.

**Professional Education Core**

| Area of Concentration selected from the following: | 36 |
| Basic Endorsement in Handicapped Learner | 30 |
| SpEd 470G: Education of the Exceptional Child | 3 |
| SpEd 472G: Diagnosis and Prescriptive Reading for the Handicapped Learner | 3 |
| SpEd 472G: Diagnosis and Prescriptive Skills for the Handicapped Learner | 3 |
| SpEd 472G: Instructional Materials and Methods in Reading and Basic Skills for the Handicapped Learner | 3 |
| SpEd 479G: Alternative Curriculum and Organizational Patterns | 3 |
| SpEd 539: Student Teaching: Handicapped Learner | 9 |

**Prerequisites:** SpEd 421, 422 or instructor’s permission for concurrent enrollment.

| SpEd 424G: Managing Programs for Handicapped Learners | 3 |
| SpEd 472G: Instructional Materials and Methods in Reading and Basic Skills for the Handicapped Learner | 3 |
| SpEd 499G: Alternative Curriculum and Organizational Patterns | 3 |
| SpEd 539: Student Teaching: Handicapped Learner | 9 |

**Total required for degree** | 45 |

**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 multi-handicapped, 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-school teacher, vocational educator, adult program coordinator, supervisor and aide.

Completion of the program leads to the Master of Science in Education degree. A non-degree endorsement program leading to basic and standard certification is also offered.

**Prerequisites:** Admission to this specialty is approved by the Program Admission Committee after the successful completion of all requirements prior to application.

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.

| Prequisites from Basic Endorsement in Severely Handicapped Learner | 21 |
| SpEd 470G: Education of the Exceptional Child | 3 |
| SpEd 472G: Diagnosis and Prescriptive Reading for the Handicapped Learner | 3 |
| SpEd 472G: Diagnosis and Prescriptive Skills for the Handicapped Learner | 3 |
| SpEd 472G: Instructional Materials and Methods in Reading and Basic Skills for the Handicapped Learner | 3 |

**Total required for degree** | 45 |

If prerequisites are included | 66 |

**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 intertwined 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 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.
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 sequential 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 committee review of a portfolio of work and an oral interview. 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 department chairman. Screening includes a minimum GPA of 2.75 and 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.

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>Coun 581 Prepracticum in Counseling</td>
<td>3</td>
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<tr>
<td>Coun 577 Group Procedures</td>
<td>3</td>
</tr>
<tr>
<td>Coun 585 Principles and Practices of Counseling &amp; Guidance</td>
<td>3</td>
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<tr>
<td>Coun 587 Applications of Individual Counseling</td>
<td>3</td>
</tr>
<tr>
<td>Coun 595 Practicum in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>Psy 472G Psychological Assessment (WOSC), or Ed 424G Measurement in Education (OSU)</td>
<td>3</td>
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<tr>
<td>Ed 512 Research Procedures in Education</td>
<td>3</td>
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<tr>
<td>Coun 595 Issues in Counseling</td>
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<td>Coun 589 Organization and Administration of Human Services</td>
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<tr>
<td>Coun 591 Advanced Practicum in Counseling</td>
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<td>Coun 532 Tests and Measurements (WOSC), or Ed 519 Tests and Measurements (OSU)</td>
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<tr>
<td>Coun 526 Theories of Counseling</td>
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<td>Coun 589 Organization and Administration of Human Services</td>
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<td>Coun 587 Principles and Practices of Counseling &amp; Guidance</td>
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<td>Coun 526 Theories of Counseling</td>
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<tr>
<td>Psy 472G Psychological Assessment (WOSC), or Ed 424G Measurement in Education (OSU)</td>
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<tr>
<td>Ed 512 Research Procedures in Education</td>
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</tbody>
</table>

Total required for degree: 57 credits

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.

Required Courses

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<tr>
<td>Coun 591 Advanced Practicum in Counseling</td>
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<tr>
<td>Coun 589 Organization and Administration of Human Services</td>
<td>1</td>
</tr>
<tr>
<td>Psy 472G Psychological Assessment (WOSC), or Ed 424G Measurement in Education (OSU)</td>
<td>3</td>
</tr>
<tr>
<td>Ed 512 Research Procedures in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Total required for degree: 58 credits
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.

Coun 509 Practicum: Individual Counseling ................. 3
Coun 509 Practicum II: On-Site Counseling .................. 9:12
Coun 526 Theories of Counseling .................................. 3
Coun 510 Field Experience with Deaf Clients (Internship) ............................................... 12:15
Coun 564 Introduction to the Rehabilitation Process: Deafness ............................................. 3
Coun 566 Placement and Use of Community Resources for Deaf Clients ......................... 3
Coun 581 Prepracticum in Counseling .......... 3
Coun 582 Intercultural Communication Processes ............................................................ 1
Coun 585 Principles and Practices of Counseling and Guidance .............................................. 3
Coun 586 Lifestyle/Career Development ...................... 3
Coun 587 Counseling Techniques ...................... 3
Coun 590 Professional Issues: Rehabilitation Counseling with Deaf Clients ............... 3
SpEd 444G Medical Aspects in Rehabilitation .......... 3
SpEd 484G Orientation to Deafness .......................... 3
Coun 577 Group Procedures .................................. 3
Coun 561 Disability and its Effects on Individual Behavior .................................................. 3
Coun 562 Measurement and Assessment Procedures in Deafness and Rehabilitation ........... 3
SPA 488G Audiology: Hearing Testing ................. 3

Total required for degree .................................. 70-76

Additional courses which may be required to demonstrate competency:
SpEd 101 American Sign Language I .................. 3
SpEd 102 American Sign Language II .................. 3
SpEd 103 American Sign Language III .................. 3
SpEd 201 American Sign Language IV .................. 3
SpEd 202 American Sign Language V .................. 3

MA/MS IN INTERDISCIPLINARY STUDIES

The master's degree 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 advisor 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 45 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.

Examples 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 a 21-hour professional core selected from the following:

Scc 450G Criminology .................................. 3
Scc 451G Juvenile Delinquency: Prevention & Control .................................................. 3
Scc 453G Penology ........................................ 3
Scc 454G Parole &Probation ...................... 3
Scc 455G Correctional Casework, Counseling & Treatment ........................................... 3
Scc 457G Corrections & The Administration of Justice .................................................. 3
Scc 461G Treatment of Adult & Juvenile Offender .................................................. 3
Scc 462G Treatment of Adult & Juvenile Offender .................................................. 3
Scc 463G Criminal Law & Corrections .................. 3
Scc 516 Contemporary Community-Based Correctional Programs ........................ 3
Scc 518 Criminal Law & Corrections .................. 3
Scc 519 Detention-Jail-Correctional Facility Management .............................................. 3

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**

<table>
<thead>
<tr>
<th>Professional Core</th>
<th>24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting study in one social or behavioral science area</td>
<td>15</td>
</tr>
<tr>
<td>Supporting study in a second social or behavioral science area</td>
<td>9</td>
</tr>
</tbody>
</table>

**Total required for degree** 45

<table>
<thead>
<tr>
<th>Professional Studies Program</th>
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</thead>
<tbody>
<tr>
<td>Professional Core</td>
</tr>
<tr>
<td>Thesis/Field Study or On-Site Management Field Experience</td>
</tr>
<tr>
<td>Supporting study in a social or behavioral science area</td>
</tr>
</tbody>
</table>

**Total required for degree** 45

(15 credit hours of the total 45 must be from 500 level courses.)

### MA/MS IN CLINICAL CHILD AND YOUTH WORK

The Clinical Child and Youth Work master's degree program provides advanced training in clinical child and youth work practice. The program emphasizes both generic skills and knowledge of this field and specializations in clinical and/or administrative expertise. The design of the program builds on the fact that workers in the clinical child and youth work field come from a variety of work experiences and from a broad scope of academic backgrounds. Further, the program is constructed to prepare graduates to perform more effectively in the great diversity of agencies, positions, roles, and activities now characteristic of the field. This diversity of student backgrounds/goals and of needs in the field reflects the strength of the clinical child and youth work profession. The 60 credit hour Clinical Child and Youth Work master's degree has three basic components: the Career Assessment and Planning course, the core courses, and the area of specialization.

The Career Assessment and Planning course (CCYW 445G) is the portal through which all students enter the program. During the course, students will assess their abilities and knowledge of the clinical child and youth work field and, with faculty consultation, plan a course of study best suited to advance their career goals.

The core courses cover the generic skills and knowledge of the field of clinical child and youth work. All graduates of the program will demonstrate competence in these areas.

Clinical child and youth work professionals can specialize in many areas. The scope of clinical child and youth work demands breadth of opportunity for academic preparation. Below are listed possible academic course concentrations congruent with areas of specialization available at WOSC. Students in consultation with their advisory committee may develop any of the concentrations into an integrated and coherent specialty area that will prepare them for the career goals that they seek.


Administrative course concentrations: Business, Management, Organizational Psychology, Computer Science, Economics, Accounting.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCYW 430G</td>
<td>Introduction to the Profession of Clinical Child and Youth Work</td>
</tr>
<tr>
<td>CCYW 451G</td>
<td>Child Assessment and Treatment Planning</td>
</tr>
<tr>
<td>CCYW 552</td>
<td>Change Methodology in Clinical Child and Youth Work</td>
</tr>
<tr>
<td>CCYW 553</td>
<td>Day and Residential Milieu Treatment</td>
</tr>
<tr>
<td>CCYW 554</td>
<td>Theories and Techniques of Clinical Child and Youth Work</td>
</tr>
<tr>
<td>CCYW 555</td>
<td>Family and Community Child Services Systems/Intervention</td>
</tr>
<tr>
<td>CCYW 509</td>
<td>Practicum in Clinical Child and Youth Work (Four separate 3-credit practicals)</td>
</tr>
<tr>
<td><strong>Specialization Area</strong></td>
<td><strong>21</strong></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

**Total required for degree** 60
SPECIAL PROGRAMS

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 Military Science I: ROTC and the U.S. Army 1 hour
Organization and purpose of ROTC; outline of ROTC at WOSC; how ROTC functions as part of the U.S. Army.

MS 112 Military Science I: The Army Officer 1 hour
Description of an Army officer, including leadership and management fundamentals; types of jobs available to Army officers.

MS 113 Military Science I: Land Navigation 1 hour
How to read a topographic map and use a magnetic compass; includes practical exercises.

MS 211 Military Science II: American Military History 2 hours
History of the American soldier from 1775 to present: weaponry and tactics of the American Army.

MS 212 Military Science II: Leadership Development 2 hours
A close look at effective leadership; includes practical exercises through use of case studies.

MS 213 Military Science II: Basic Military Operations 2 hours
A short outline of basic U.S. Army tactics in a variety of situations, plus skills necessary to accomplish the missions.

MS 214 Military Science III: Basic Military Operations 6 hours
Six weeks of instruction at Fort Knox, Kentucky; 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 term only.

UPPER-DIVISION COURSES

MS 311 Military Science III: Organizational Leadership 3 hours
Leadership communication methods; review of current leadership theory to include group dynamics, organization theory, bureaucratic processes, and professional ethics.

MS 312 Military Science III: Small Unit Tactics 3 hours
The philosophy of modern warfare, modern offensive and defensive small unit tactics, patrolling, advanced land navigation, combat communications and marksmanship.

MS 313 Military Science III: Troop Leading Procedures 3 hours
Offensive and defensive operations at the platoon and company level, commander's estimate, combat orders, operations plan, branches of the Army, advanced camp preparation.

MS 314 Advanced Summer Camp 6 hours
Practical and theoretical instruction for five to nine weeks at a military installation. Prerequisite: MS 311, 312, 313.

MS 405 Reading and Conference Terms and hours to be arranged.
Consent of instructor required.

MS 411 Military Science IV: Theory and Dynamics of the Military Team 3 hours
Leadership and management of military organizations with emphasis on the principles and functions of line and staff organizations; capabilities, components, and roles of the elements of the military team.

MS 412 Military Science IV: The Military in American Society 3 hours
Examines the role of the U.S. defense establishment in national security policy making and the position of the United States in the international arena.

MS 413 Military Science IV: Unit Administration and Military Justice 3 hours
Fundamentals of small unit administration and an introduction to the philosophy, purpose, and functioning of the military justice system.

CREATIVE 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.

CA 308 History of Fashion 3 hours
A course in the development of fashion in the clothing of men and women from earliest times to the present with an emphasis on the clothing of the western world and its relationship to the social environment of each era.

CA 399 Special Studies 1-3 hours
CA 406 Special Individual Studies (G) 1-3 hours
CA 407 Seminar (G) 1-3 hours
CA 408 Workshop (G) 1-3 hours
CA 409 Practicum (G) 1-3 hours

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 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 Gothic 3 hours
A survey of the visual arts from early man through the Gothic with an emphasis on the relation of art with socio-cultural development.

A 211 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 212 Art History: Neo-Classical through Expressionism 3 hours

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 skills. No prerequisites.

A 230 Drawing 3 hours
Introduction to drawing as a graphic tool. Emphasis on line, shape, and texture. May be repeated twice. No prerequisites.

A 235 Life Drawing I 3 hours
A studio introduction to the structure and form of the human 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 use 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 use 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 through manipulation of the developed, printed, and found abstract image. Prerequisite: consent of instructor.

A 250 Watercolor I 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

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 265.

A 270 Jewelry I 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 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 handweaving. 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 hand-drawn 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.

UPPER-DIVISION COURSES

A 310 American Art History: 17th to 19th Century 3 hours
A survey of the visual arts and crafts of the United States from the Pre-Colonial through the Industrial Revolution with emphasis on the relation of art to socio-cultural development.

A 311 Modern Art History: Cubism Through Abstract Expressionism 3 hours
A survey of modern art history beginning with cubism and continuing through abstract expressionism. For majors and non-majors.

A 320 Intermediate Design: Two-Dimensional 3 hours
Advanced study of design theory with studio practice. Emphasis on two-dimensional exploration. Prerequisite: lower-division design.

A 321 Intermediate 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 Intermediate Drawing 3 hours
Advanced study of technique and composition in graphic expression. Prerequisite: lower-division drawing.

A 331 Intermediate Drawing 3 hours
Advanced study of technique and composition in graphic expression. Prerequisite: lower-division drawing.

A 335 Intermediate 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 relief or lithographic processes. Prerequisite: lower-division work in printmaking.

A 350, 351 Intermediate 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 Intermediate Painting 3 hours
Advanced study in composition. Individual work in selected media. Prerequisite: lower-division painting.

A 356 Intermediate Painting 3 hours
Advanced study in composition. Individual work in selected media. Prerequisite: lower-division painting.

A 360 Intermediate Sculpture 3 hours
Advanced study of the technical and expressive principles of sculpture. Individual choice of media. Prerequisite: consent of instructor.

A 365 Intermediate Ceramics 3 hours
Advanced course in ceramic art with an emphasis on sculptural possibilities in the medium. Prerequisite: lower-division ceramics.

A 366 Intermediate 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, ebony, bone, and teak. Prerequisite: consent of instructor.

A 375 Intermediate 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 388 Textile Design II 3 hours
Articulation of design concepts in textile. Original design production using printing, weaving, and construction techniques. 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, preparation of portfolios, galleries, museums, and exhibitions; grants/ fellowships and awards; professional organizations. Prerequisite: upper-division standing, consent of instructor.

A 399 Special Studies 1-3 hours

A 406 (G) Special Individual Studies Terms and hours to be arranged

A 407 (G) Seminar Terms and hours to be arranged

A 408 (G) Workshop Terms and hours to be arranged

A 409 (G) 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 the 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-dimensional 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 3 hours
Advanced study of techniques and composition in graphic expression. Prerequisite: lower-division drawing.

A 435 (G) Advanced Painting: 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. Prerequisites: 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 3 hours
Advanced study in composition. Individual work in selected media. Prerequisite: lower-division painting.

A 460 (G) 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. Prerequisite: 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 conceptions. Prerequisite: lower-division crafts.

A 485 (G) Advanced Weaving 3 hours
Advanced study in weaving. 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, 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 the problems of color, composition and form; visual theories, processors and techniques.

A 700 (G) In-Service Education

Art Education
UPPER-DIVISION COURSES

Ar 390 Art Education: Elementary 3 hours
A survey of art education for prospective elementary teachers. Studio experience in painting, design, and crafts, integrated with art theory, appreciation, and philosophy. Prerequisite: A 316 or A 317.

Ar 391 Art Education: Secondary 3 hours
A survey of art education for prospective secondary teachers. Studio experiences in painting, design experiences in painting, design, and crafts, integrated with art theory, appreciation, and philosophy. Prerequisite: consent of instructor.

Ar 401 (G) Research in Art 3 hours
Independent research into problems of art using the methods, techniques, and tools of research. Critical analysis of sample research studies and development of criteria and methods for conducting research. Techniques of reading research and writing reports and articles for professional journals. Prerequisites: A 315 and consent of instructor.

Ar 475 (G) Historical Foundations of Art Education 3 hours
Historical coverage of the teaching of art from ancient Egypt to modern society. Prerequisite: consent of instructor.

Ar 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. Prerequisite: upper-division or graduate standing.

Ar 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.

Ar 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.

Ar 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.

Ar 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 I-III 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 I-III 1 hour each term
Introduction to the basic concepts of body alignment, the technical movement vocabulary in traditional ballet, and the accompanying French terminology and the basic movement sequences that will develop strength and flexibility.

D 188, 189, 190 Beginning Jazz Dance I-III 1 hour each term
Introduction to the varied styles of contemporary jazz technique with emphasis on the use 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 I-III 1 hour each term
Introduction to the basic elements of tap dancing, such as the shuffle, the step, 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 253 Labanotation 3 hours
A study of the Labanotation method for analysis and recording of basic movements of the human body through the use of symbols. This system is applied to those fields in which there is a need to record motions of the body — dance, athletics, anthropology, and physiotherapy.

D 280, 281, 282 Intermediate Modern Dance I-III 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 I-III 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-III 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, duet 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 textual differences. Emphasis will be on quartet, quintet and sextet compositions.

D 357 Dance in Musical Theater 1 hour
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 scenographer 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 390 Kinesiology for Dance
This course includes a survey of kinesiology principles as related to basic movement. The areas stressed are anatomy, physiology, bio-mechanics, movement behavior, and various alignment and conditioning techniques. Students become aware of their personal movement behavior and investigate ways of becoming movement efficient.

D 399 Special Studies 1-3 hours

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 408 (G) Terms and hours to be arranged
(to allow for various workshops in Dance, i.e., Pas de Deux, Stretch and Placement, Dance Education in Public Schools, etc.)

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 1 hour
This course will provide a survey in dance history beginning with the early shamanistic rites to contemporary modern, ballet and theatrical 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 496 (G) Dance and Related Arts 3 hours
This course will examine the aesthetic foundations of dance as a creative art. In addition, the philosophical 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 3 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 111L, 112L, 113L Lab: Musicianship I 1 hour each term

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 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 2 hours 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 2 hours 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 2 hours each term
Participation in the Concert Choir, Women'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.
Mus 201 Introduction to Music and its Literature 3 hours
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 5 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 I 1 hour
Introduction to guitar playing with emphasis on chording, strumming, and finger-picking techniques and note reading.

Mus 235 Brass Class I 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 I 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 I 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 289, 290, 291 Piano Proficiency 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.

Mus 292, 293, 294 Intermediate Piano Class 1 hour each term
The study of standard easy repertoire from the periods of baroque, classical, romantic, and twentieth century and the development of technical skills, ensemble playing and sight reading.

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 conducting 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 I 1 hour
Preparatory 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 I 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 344 Brass Class II 1 hour
Continued 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 and teaching techniques not studied in Mus 236. Prerequisite: Mus 236.

Mus 345 Woodwind Class II 1 hour
The history of music from 1600 to 1750. A study and analysis of representative works from Monteverdi to Domenico Scarlatti. Primarily for music majors.

Mus 360 Music of the Medieval/Renaissance Period 3 hours
The study 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.

Mus 361 Music of the Baroque Period 3 hours
The history of music from 1600 to 1750. A study and analyses of representative works from Monteverdi to Domenico Scarlatti. Primarily for music majors.

Mus 362 Music of the Classic and Romantic Eras 3 hours
The course will examine the major composers, styles and forms from early classicism to late Romanticism beginning with Haydn and Mozart and continuing through the late works of composers such as Brahms, Mahler, Wagner, Wolf and Verdi. The study will focus on the development of the sonata, quartet, symphony, lied, and opera. This course assumes that the student is taking or has completed the second year of the Musicianship sequence.

Mus 363 Music of the 20th Century 3 hours
An analytic study of 20th century music that reflects radical trends. Selected composers, techniques, aleatoric processes and electronic music are among the topics studied. Primarily for music majors.

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 music, functional application of music fundamentals in playing chords and melodies, sight reading of rhythm patterns, and listening to selected recordings. Prerequisite: Mus 381.

Mus 395 Band 2 hours 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 396 Orchestra 2 hours 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 2 hours 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 each week. Opportunities also are offered for membership in small vocal ensembles.

Mus 398 Music Theater 2 hours
Study, analysis, rehearsal, performance of operas, operettes 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 399 Special Studies 1-3 hours
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 (G) 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: music 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.
COURSE DESCRIPTIONS 75

GRADUATE COURSES

Courses numbered 400-499 and designated (G) may be taken for graduate credit.

Mus 503 Thesis or Field Study 9 hours
A culminating experience for the degree candidate, consisting of a practical application of graduate studies to professional needs. This culminating might result in a field project related to improving the quality of music education in a school, an experimental study, a descriptive study, a historical study or other type of study in depth which meets the candidate's specific objectives.

Mus 507 Seminar
Terms and hours to be arranged

Mus 509 Practicum
Terms and hours to be arranged

Mus 515 Arranging 2 hours
Independent study of texts on choral arranging, with analysis of vocal and instrumental scores. Students will make sample arrangements for the various media studies. Insofar as possible, arrangements will be performed and critiqued on the basis of their practicality and accuracy.

Mus 520 Arranging and Compositional Studies 3 hours
Students will develop skills in arranging music and composing music based on models provided in class. Compositions and arrangements both old and new will be analyzed. Students then demonstrate a grasp of the techniques studied through their own assigned and contracted compositions and arrangements. Reading and reports on texts and articles relating to the writing techniques of traditional, 20th-century and avant garde are encouraged. All compositions and arrangements will be performed and critiqued based on their practicality, musicality and accuracy of notation.

Mus 521 Analytical and Compositional Studies 2 hours
Students will examine and analyze musical literature illustrating stylistic techniques. Grasp of style demonstrated by sample compositions. Reading and reports on texts and articles relating to the writing techniques of traditional, 20th-century and avant garde music.

Mus 523 Contemporary Developments in Music Education (Elementary) 3 hours
New music materials and resources are examined and evaluated. Feasibility of innovations in terms of local resources and budgets is considered. New trends in elementary music education are examined.

Mus 525 Contemporary Developments in Instrument Music Education 3 hours
Designed to familiarize students with new philosophical and pedagogical concepts in instrumental music education, to acquaint them with innovative resources and techniques, and to aid in developing curricular plans for introducing and evaluating new programs appropriate to music and materials; marching band techniques; improvisational techniques; advanced rehearsal techniques; instrument repair.

Mus 526 Advanced Secondary Choral Techniques 3 hours
Designed to familiarize students with new philosophical and pedagogical concepts in vocal music education, to acquaint them with innovative resources and techniques, and to aid them in developing curriculum plans for introductory and evaluatory new programs appropriate to their specific teaching situation.

Mus 543 Philosophical Concepts in Music Education 3 hours
An examination of the historical development 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 education are examined. Students will develop a personal philosophy 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 representative composers from different musical eras. Emphasis on acquisition of competency in identifying stylistic traits peculiar to each style studied and their relationship to other periods, and on developing a sensitivity for aesthetic values and a basis for value judgments. Specific content determined by placement examination. First term normally offered for 4 hours credit. Second term offered for variable credit on an individualized 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 placement examination.

Mus 595 Concert Band 2 hours
Participation in Concert Band: Open to graduate students who pass the necessary test of ability. Class meets 3 hours per week. Emphasis on band ensemble techniques, musical style, interpretation, and the historical and educational importance of the literature.

Mus 597 Concert Choir 2 hours
Participation in Concert Choir; Open to graduate students who pass the necessary test of ability. Emphasis on choral techniques, musical style, interpretation, and the historical and educational importance of the literature. Class meets 3-5 hours per week.

Mus 700 (p) In-Service Education

Music Education

MusE 200 Introduction to Music Education 1 hour
Observation of public school music classes, choral and instrumental, at all levels (grades one through twelve). Includes dialogue with professional music educators.

UPPER-DIVISION COURSES

MusE 300 Classroom Instruments 1 hour
Development of functional performing skills on recorder and guitar. Introduction to advanced strumming techniques on the autoharp.

MusE 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 education; class teaching of instruments; rehearsal organization and techniques; evaluation of music and music performance; public performance. Prerequisites: Mus 235, 236, 237, and 320, or consent of instructor.

Mus 364 Choral Literature for Public Schools 1 hour
A survey of representative choral works from the Renaissance to the present including a process of selection, examination, and evaluation of this literature, capable of being realized and suitable for the high school choral ensemble.

Mus 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. Students analyze, plan and present lessons designed to increase children's enjoyment and understanding of music. Prerequisite: Mus 201, 202 or Mus 111, 112, 113.

Mus 384 Secondary Choral Techniques
Materials and methods for teaching high school choral organizations; adolescent voice, its care and development; survey of choral literature; public performance; program building; evaluation techniques; philosophy of music education; the high school musical. Prerequisites: Mus 111, 112, 113 and 320.

Music Performance

LOWER-DIVISION COURSES

Mus 171-192 Performance Studies 2-4 hours each term
Individual instruction in voice, keyboard, wind, string and percussion instruments. First level of lower-division study. Consent of instructor required.

Mus 171 Piano
Mus 172 Harpsichord
Mus 173 Organ
Mus 174 Voice
Mus 175 Violin
Mus 176 Viola
Mus 177 Cello
Mus 178 Bass
Mus 180 Guitar
Mus 181 Flute
Mus 182 Oboe
Mus 183 Clarinet
Mus 184 Saxophone
Mus 185 Bassoon
Mus 186 Trumpet
Mus 187 French horn
Mus 188 Trombone
Mus 189 Baritone
Mus 190 Tuba
Mus 191 Percussion
Mus 192 Miscellaneous

Mus 271-292 Performance Studies 2-4 hours each term
Second level of lower-division study. For details see Mus 171-192. Consent of instructor required. Prerequisite: proficiency required for satisfactory completion of instruction at the level of Mus 171-192.
UPPER-DIVISION COURSES

MuP 341-362 Performance Studies 2-4 hours each term
Upper-division study for students who have not passed the jury audition required for MuP 371-92. Consent of instructor 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
MuP 358 Trombone
MuP 359 Baritone
MuP 360 Tuba
MuP 361 Percussion
MuP 362 Miscellaneous

MuP 371-392 Performance Studies 2-4 hours each term
First level of upper-division study for students working toward a solo recital. For details, see MuP 171-192. Consent of instructor and jury auditions required.

MuP 471-492 Performance Studies 2-4 hours each term
Advanced level of upper-division study for students working toward a solo recital. For details, see MuP 171-192. Consent of instructor and jury audition required.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) may be taken for graduate credit.

MuP 541-562 Performance Studies 2-4 hours each term
Individual instruction at the graduate level. Consent of instructor required. For details, see MuP 341-362.

Theater Arts

LOWER-DIVISION COURSES

TA 110 Introduction to the Theater Arts 3 hours
An introductory study of the theater arts including general theater history, play analysis, production evaluation, and a basic understanding of the way in which the technical areas are related to production. Field trips to view productions will be encouraged.

TA 199 Special Studies Terms and hours to be arranged.

TA 210 Oral Expression Through Theater 3 hours
Experience in reading and interpreting drama as a script for oral and physical presentation. Theatrical staging with concentration on verbal performance skills. Two plays per term with at least one field trip.

TA 240 Creative Drama for Elementary Teachers 3 hours
Creative dramatics leadership principles that apply to the elementary classroom. Techniques of employing the child's native aptitude.

TA 244 Technical Theater: Scenecraft 3 hours
Lecture, reading and discussion in the basic principles and process of theatrical lighting, with suitable opportunity for practical applications.

TA 245 Technical Theater: Lighting 3 hours
Lecture, reading and discussion in the basic principles and process of theatrical lighting, with suitable opportunity for practical application.

TA 246 Technical Theater: Costuming 3 hours
Lecture, reading and discussion in the basic principles and process of theatrical costuming, with suitable opportunity for practical application.

TA 250 Basic Movement and Vocal Development for the Theater 3 hours
Basic movement and vocal training for the actor. Theory and practical application through body and vocal exercise.

TA 251 Elements of Acting 3 hours
Elementary principles of acting technique, including practical exercises in bodily movement, pantomime, improvisation, with emphasis on individual and group presentations.

TA 252 Technical Theater: Makeup 3 hours
A class in the basic principles and process of theatrical makeup with opportunity for practical application.

TA 253 Production Workshop 1-3 hours
3 hours maximum
Application of principles of acting and dramatic production. Credit available for students working on scheduled theater productions. Limit of 1 hour credit per term, except with consent of instructor.

UPPER-DIVISION COURSES

TA 301, 302, 303 History of the Theater 3 hours each term
A study of dramatic literature, performance and criticism in the historical perspective. 301. Beginnings to 1650; 302. 1650-1850; 303. 1850 to present.

TA 347 Stage and Scene Design 3 hours
Basic principles of scene design, with particular emphasis upon design for the educational theater. Two hours lecture and two hours lab per week. Prerequisites: TA 244 and either TA 245 or TA 246 or consent of instructor.

TA 350 Advanced Creative Dramatics 3 hours
A study of special dramatic techniques and literature for a practical approach to producing plays with children in grades 3-8. Integration of curricular studies with dramatic materials.

TA 353 Advanced Production Workshop 1-3 hours
To provide students with upper division credit for participating in acting and technical work for the theater program.

TA 356 Theory of Acting 3 hours
Principles and techniques of acting; problems in analysis and interpretation of dramatic literature. Prerequisite: Sp 251 or consent of instructor.

TA 364 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 399 Special Studies 1-3 hours

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.

TAE 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, 436 (G) Advanced Theater Technology and Design 2 hours each term
Advanced work in the area of technical theater, new development of scenic and costume design (434), and costume (436). Each course involves two hours of lecture and demonstration and three hours of laboratory work weekly.

TA 440 Theater Management 3 hours
A study of the problems and procedures involved in running the business affairs of a theater: The box office, house, publicity, ticket sales, supporting funds, budgeting.

TA 444 (G) Theory and Criticism of Theater Arts 3 hours
Comparative study of the major theatres which have influenced theatrical practice in Western civilizations from ancient times to the present. Prerequisite: consent of instructor.

TA 457 (G) Play Production 3 hours
The study of the practical processes of directing by which plays are produced in the theater. It would allow the advanced student to study intensively the problems of directing by practical application of various theories in rehearsal and production of scenes from a variety of plays and styles of performance. Prerequisite: at least one course in acting and directing or 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

#### English

**LOWER-DIVISION COURSES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng 104, 105, 106</td>
<td>Types of World Literature 3 hours each term</td>
<td></td>
<td>A sequence in literary techniques and forms involving works in English and in translation, 104, fiction; 105, drama; 106, poetry.</td>
</tr>
<tr>
<td>Eng 107, 108, 109</td>
<td>Literature of the Western World 3 hours each term</td>
<td></td>
<td>A chronological survey of masterpieces in Western world literature from ancient times to the present. 107, Greek and Roman; 108, Medieval and Renaissance; 109, 16th century to the present.</td>
</tr>
<tr>
<td>Eng 110</td>
<td>Introduction to Language Study 3 hours</td>
<td></td>
<td>A study of such basic topics in language study as language acquisition, sociolinguistics, semantics and linguistic resources.</td>
</tr>
<tr>
<td>Eng 199</td>
<td>Special Studies Terms and hours to be arranged</td>
<td></td>
<td>Intended for non-teaching majors in English. Maximum of 3 hours.</td>
</tr>
<tr>
<td>Eng 210</td>
<td>The Vocabulary of English 3 hours</td>
<td></td>
<td>The study of affixes, root words, derived forms, loan words, etymology and definitions of words with the aim of increasing knowledge of basic English vocabulary processes.</td>
</tr>
<tr>
<td>Eng 215</td>
<td>Basic Grammar 3 hours</td>
<td></td>
<td>A systematic and thorough survey of basic English grammar and usage, including vocabulary, grammar, and traditional diagramming.</td>
</tr>
</tbody>
</table>

**UPPER-DIVISION COURSES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng 304</td>
<td>English Literature I 3 hours</td>
<td></td>
<td>A study of the major figures and works of English literature to 1660.</td>
</tr>
<tr>
<td>Eng 305</td>
<td>English Literature II 3 hours</td>
<td></td>
<td>A study of the major figures and works of English literature from 1660 to 1900.</td>
</tr>
<tr>
<td>Eng 308</td>
<td>American Literature I 3 hours</td>
<td></td>
<td>A study of major figures and works of American literature from Colonial through Romantic.</td>
</tr>
<tr>
<td>Eng 309</td>
<td>American Literature II 3 hours</td>
<td></td>
<td>A study of major figures and works of American literature from Realism through early Modern.</td>
</tr>
<tr>
<td>Eng 310</td>
<td>Nature of the English Language 3 hours</td>
<td></td>
<td>Introductions 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.</td>
</tr>
<tr>
<td>Eng 315</td>
<td>Approaches to Literature 3 hours</td>
<td></td>
<td>A study of contemporary critical approaches to literature. Written and oral reports on specific literary works.</td>
</tr>
<tr>
<td>Eng 318</td>
<td>The Bible as Literature 3 hours</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>Eng 345</td>
<td>Shakespeare 3 hours</td>
<td></td>
<td>A study of selected major works of Shakespeare.</td>
</tr>
<tr>
<td>Eng 351</td>
<td>The Short Story 3 hours</td>
<td></td>
<td>The short story in English and translation from the mid-19th century to the present.</td>
</tr>
<tr>
<td>Eng 356</td>
<td>Studies in Poetry 3 hours</td>
<td></td>
<td>A study of selected poetic forms, conventions, and movements to 1900. Specific focus will be identified in each year's schedule of classes.</td>
</tr>
<tr>
<td>Eng 360</td>
<td>Studies in Drama 3 hours</td>
<td></td>
<td>A study of selected dramatic forms and movements to 1900. Specific focus will be identified in each year's schedule of classes.</td>
</tr>
<tr>
<td>Eng 366</td>
<td>Studies in the Novel 3 hours</td>
<td></td>
<td>A study of the novel to 1900 emphasizing historical development as well as forms, subject matter, and conventions. Specific focus will be identified in each year's schedule of classes.</td>
</tr>
<tr>
<td>Eng 399</td>
<td>Special Studies 3 hours</td>
<td></td>
<td>Intended for non-teaching majors in English. Maximum of 3 hours.</td>
</tr>
<tr>
<td>Eng 406</td>
<td>Special Individual Studies Terms and hours to be arranged</td>
<td></td>
<td>Individual or special studies in a limited area of interest. Consent of instructor required.</td>
</tr>
<tr>
<td>Eng 407</td>
<td>Seminar Terms and hours to be arranged</td>
<td></td>
<td>Intended for non-teaching majors in English. Maximum of 3 hours.</td>
</tr>
<tr>
<td>Eng 420</td>
<td>Studies in Literary Eras 3-6 hours</td>
<td></td>
<td>A study of a significant literary era in European, British, and American literature, such as Classical, Medieval, Renaissance, Augustan, Romantic, Realistic, Modern, and Contemporary. Specific focus will be identified in each year's schedule of Classes. May be taken twice if content is not repeated.</td>
</tr>
<tr>
<td>Eng 447</td>
<td>A Study of Major Figures in Literature 3 hours</td>
<td></td>
<td>An in-depth study of a major writer and his works. This course may be taken twice if subject content is not repeated.</td>
</tr>
<tr>
<td>Eng 457</td>
<td>Modern Poetry 3 hours</td>
<td></td>
<td>A study of 20th century poetry and poets.</td>
</tr>
<tr>
<td>Eng 463</td>
<td>Modern Drama 3 hours</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>Eng 468</td>
<td>The Modern Novel 3 hours</td>
<td></td>
<td>The modern novel with concentration in both Anglo-American and Continental works.</td>
</tr>
<tr>
<td>Eng 470</td>
<td>Modern American Usage 3 hours</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>Eng 480</td>
<td>Children's Literature 3 hours</td>
<td></td>
<td>A study of the many books available for children in the elementary school. (Applicable as education on elementary degree requirements and certification.)</td>
</tr>
<tr>
<td>Eng 484</td>
<td>Comedy 3 hours</td>
<td></td>
<td>Comedies and the comic concept in Western literature.</td>
</tr>
<tr>
<td>Eng 485</td>
<td>Tragedy 3 hours</td>
<td></td>
<td>An analysis of tragedy and the tragic vision in a range of literary works.</td>
</tr>
<tr>
<td>Eng 486</td>
<td>Satire 3 hours</td>
<td></td>
<td>An analysis of satire and its literary forms.</td>
</tr>
<tr>
<td>Eng 489</td>
<td>Literature and Media for Young Adults 3 hours</td>
<td></td>
<td>A study of the literature and related media used in junior and senior high schools.</td>
</tr>
<tr>
<td>Eng 490</td>
<td>Development of the English Language 3 hours</td>
<td></td>
<td>Growth of the English language from its beginning to the present day. Prerequisite: Eng 310 or consent of instructor.</td>
</tr>
<tr>
<td>Eng 492</td>
<td>Structure of the English Language 3 hours</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>Eng 499</td>
<td>The Teaching of English as a Second Language 3 hours</td>
<td></td>
<td>The teaching of English as a second language, especially in bilingual, bicultural educational programs.</td>
</tr>
</tbody>
</table>

**GRADUATE COURSES**

Courses numbered 400-499 and designated (G) may be taken for graduate credit.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng 510</td>
<td>Recent Developments in Language Study 3 hours</td>
<td></td>
<td>An examination of recent trends in language study and their relationships with school and society.</td>
</tr>
<tr>
<td>Eng 515</td>
<td>Applied Linguistics for Teachers 3 hours</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>Eng 524</td>
<td>British Literature 3-6 hours</td>
<td></td>
<td>A study of a period, literary movement or theme in British literature. Specific focus will be identified in each year's schedule of Classes. May be taken twice if subject matter is not repeated.</td>
</tr>
<tr>
<td>Eng 526</td>
<td>American Literature 3-6 hours</td>
<td></td>
<td>A study of a period, literary movement or theme in American literature. Specific focus will be identified in each year's schedule of Classes. May be taken twice if subject matter is not repeated.</td>
</tr>
<tr>
<td>Eng 528</td>
<td>Continental Literature 3-6 hours</td>
<td></td>
<td>A study of a period, literary movement or theme in European Continental Literature. Specific focus will be identified in each year's schedule of Classes. May be taken twice if subject matter is not repeated.</td>
</tr>
<tr>
<td>Eng 531</td>
<td>Major Theories of Literary Criticism 3 hours</td>
<td></td>
<td>The history, principles and practice of various aspects of literary criticism. Prerequisite: 15 hours of literature or consent of instructor.</td>
</tr>
</tbody>
</table>
French
LOWERING 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 experience systematically in speaking, reading, and writing in French, including practice in French in small groups with assistants and individual work with cassettes.
Fr 199 Special Studies 3 hours
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; reading and discussion of modern writers of short stories, magazine and newspaper articles; practice in writing; and continuation of study of the structure of the French language. Conducted in French. Prerequisite: Fr 103 or two years of high school French.

UPPER DIVISION COURSES
Fr 311, 312, 313 Introduction to French Literature 3 hours each term
An introduction to the study of French literature; an overview from the medieval to modern periods with the reading of selected major literary works. Conducted in French. Prerequisite: 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: Fr 203 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. Conducted in French. Prerequisite: two years of college-level French or equivalent. Offered in alternate years. Second-year students admitted with consent of instructor.
Fr 399 Special Studies 3 hours
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 416 Language Teaching: 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. Conducted in French. Prerequisite: Three years of college-level French or equivalent.
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, Moliere, Voltaire, Diderot and Rousseau. Special attention to the evolution of literary genres of novel and theater. Perspective of modern criticism. Conducted in French. Prerequisite: Three years of college-level French or equivalent.
Fr 429 French Culture and Civilization 3 hours
Contemporary French culture that highlights the basic similarities and fundamental differences in French and American attitudes, perceptions and social proprieties.
Fr 434 French Culture and Civilization 3 hours
Systematic review of functional grammar and extensive practice in composition and conversation. Special attention given to idioms. Conducted in French. Prerequisite: Fr 316 or equivalent.

German
LOWERING 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 equivalent.
GL 221, 222, 223 Conversational German 3 hours each term
Exercises in free speaking and emphasis on acquisition of active vocabulary. Topics chosen from a wide range of situations and current events. Summer term only.
GL 229 Basic Writing in German 3 hours
A systematic introduction to the writing of German prose focusing on simple grammatical structures and the orthography of German. First in a vertical series of writing courses (see GL 329). Prerequisite: one year of college German.

UPPER DIVISION COURSES
GL 311, 312 Introduction to German Literature 3 hours each term
Readings from representative German authors within the major genres such as drama, novel, and poetry. Conducted in German. Prerequisite: two years of college-level German or equivalent. Offered in alternate years.
GL 320 Business German 3 hours
Description and analysis of business terminology in German. Study of local business organization, operation and management. Introduction to the language of accounting, marketing, and economic matters in German-speaking countries. Prerequisite: Two years of college-level German or the equivalent.
GL 329 Intermediate Composition in German 3 hours
Use of more complex grammatical structures in writing; compound sentences, passive voice, subjunctive mood; more specialized vocabulary. Prerequisite: two years of college-level German.
GL 331 German Pronunciation and Phonetics 3 hours
A thorough study of the sound system of German, with individual attention to each student's difficulties. Offered in alternate years.
GL 337, 338 Intermediate Spoken German 3 hours each term
Presentation of talks on both assigned 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 Germany and Austria. Conducted in German.
GL 341 Survey of German Culture and Civilization 3 hours
Focus on cultural aspects of modern Germany and Austria, their people, customs and institutions. Conducted in German.
GL 399 Special Studies 3 hours
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 GL 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 Teaching 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 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 classroom. Prerequisite: consent of instructor.
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 language, literature, and modern Germany, as identified in each year's class schedule. 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
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 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 387 Studies in Mythology  
3 hours  
An introduction to the materials and tools of mythic studies. Specific subjects, such as Greco-Roman myth, Norse myth, modern myth-makers, ancient Near East mythology will be announced in the official Schedule of Classes. May be taken twice if subject is not repeated.

Hum 399 Special Studies  
3 hours

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 409 (G) Internship  
Terms and hours to be arranged. Not to exceed 12 hours. Supervised practical experience in a Humanities discipline, with supervision from a Humanities faculty member as appropriate (e.g., in the “Philosophy for Children” program, as a writer for an ad agency, as a master of ceremonies for a club’s program).

Hum 411 (G) Philosophy and Literature  
3 hours  
Reflection upon the search 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 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  
Terms and hours to be arranged

Hum 508 Workshop  
2-3 hours

Journalism

LOWER-DIVISION COURSES

J 211 Introduction to Mass Communication  
3 hours  
Introduction to the elements of modern mass communications, both printed and electronic; history, scope, philosophy and techniques of the 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 Makeup  
3 hours  
Instruction in the fundamentals of copy editing, headline writing, proof reading and makeup; study of technical processes as they affect copy preparation.

J 215 Journalism Projects  
1 hour. 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 particularly specialized writing: features, interviews; book, play and music reviews; editorial writing, in-depth reporting, business and technical reporting, political and judicial reporting, investigative reporting, and writing for broadcast media.

J 455 (G) Supervision of School Publications  
3 hours  
A theoretical and practical investigation of the teacher’s role in guiding student publications in secondary schools.

Philosophy

LOWER-DIVISION COURSES

Phil 199 Special Studies  
Terms and hours to be arranged

Phil 201 Introduction to Philosophy: Being and Knowing  
3 hours  
An introduction to philosophical reflection on the fundamental nature of reality, on our knowledge of it, and on the justification of that knowledge.

Phil 211 Introduction to Philosophy: Art and Religion  
3 hours  
An introduction to philosophical reflection on the nature of art and religion (broadly conceived), their relation to other kinds of experience and knowledge, and their place in human society.

Phil 221 Introduction to Philosophy: Personal Morality and Social Justice  
3 hours  
An introduction to philosophical reflection on the nature of human rights and responsibilities, both individual and social. Special attention will be given to principles of practical moral reasoning concerning issues in private and public life, business, medicine, etc.

Phil 231 Introduction to Logic  
3 hours  
Introduction to principles of deductive reasoning, their identification and practical application, including reasoning involved with the development and use of computers.

Phil 232 Non-Formal Logic  
3 hours  
A practical introduction to the analysis and evaluation of non-formal argumentation in a variety of contexts and disciplines, with special attention given to the principles of inductive reasoning.

Phil 281 Ethics  
3 hours  
Introduction to the broad issues and perplexing problems in moral philosophy, together with ethical theories that indicate how these issues and problems should be handled. Special attention given to the problem of justifying moral beliefs in a pluralistic context.

Phil 282 Philosophy of Art  
3 hours  
Introduction to theories of beauty and art and interpretations of the meaning and value of aesthetic experience.

Phil 283 Philosophy of Religion  
3 hours  
Introduction to theories of religion and basic philosophical issues relating to religion, such as the nature and existence of an ultimate reality, the problem of evil, the interpretation of religious language and symbols, and the nature of mystical experience.

UPPER-DIVISION COURSES

Phil 311 Ancient Philosophy  
3 hours  
History of philosophical thought of the ancient Greek and Roman periods. May be taken twice for credit if content is not repeated.

Phil 312 Medieval and Renaissance Philosophy  
3 hours  
History of European philosophy of the Medieval and Renaissance periods.

Phil 314 Modern European Philosophy  
3 hours  
History of European philosophy from the dawn of modern science through the 19th century. Emphasis given to different philosophers on alternate years offered. May be taken twice for credit if content is not repeated.

Phil 316 Contemporary Philosophy  
3 hours  
Principal philosophical figures and movements of 20th-century philosophy in America and Europe. May include pragmatism, analytic philosophy, existentialism, phenomenology, structuralism, Marxism. May be taken twice for credit if content is not repeated.

Phil 335 Social and Political Philosophy  
3 hours  
Philosophical exploration of basic topics and problems of social, political, and economic life, together with theories that indicate how these topics and problems should be understood and handled. Special attention given to principles involved in criticism and justification of institutionalized distributions of power and resources.

Phil 341 Symbolic Logic  
3 hours  
An introduction to symbolic logic; the propositional and predicate calculi, followed by “metax” proofs of the consistency, completeness and decidability of these calculi. The course will provide facility with logical techniques and insight into logical systems.

Phil 399 Special Studies  
Terms and hours to be arranged

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.
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 casettes.

Span 199  Special Studies 3 hours

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: Span 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 209, 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 399  Special Studies 3 hours

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.

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. No prerequisite.

Sp 120  Communicative Voice and Articulation 3 hours
Instruction and practice in the principles of breathing, tone production, formation 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 interpretation through the interpretation of prose, poetry and dramatic literature.

Sp 270  Principles of Forensics 1-6 hours
Training and participation in debate, oratory and extemporaneous 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  Influence Through 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 Leadership 3 hours
Dynamics of discussion; group thinking and decision making; interpersonal relations; types of leadership and the application of discussion techniques on the classroom and society. Prerequisite: Sp 111 and/or consent of instructor.

Sp 324  Business and Professional Communications 3 hours
This course will investigate the role of communication in business and the professions. Areas of study and performance include developing better listening skills, conducting meetings, preparing and presenting reports, improving interpersonal skills in business, and conducting interviews.

Sp 325  Intercultural Communication 3 hours
Defining the links between culture and communication; understanding American cultural patterns and the diversity of other cultural patterns; developing verbal and nonverbal skills necessary for effective intercultural communication.

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 342  TV and the Viewer 3 hours
An exploration of the effects of TV programming on the viewer, an assessment of the factors influencing TV programming. Methods for the systematic criticism of entertainment, news and documentary programming will be stressed.

Sp 399  Special Studies 3 hours
Sp 407  Seminar
Terms and hours to be arranged
Six hours maximum applied to degree.

Sp 408  Workshop 1-3 hours
Sp 411  Speech Communication in the Secondary School 3 hours
Methods and material. Instruction in speech/drama techniques and drama for the high school classroom and extracurricular program. Especially recommended for all teachers of language arts.

Sp 412  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 323 and/or Sp 325.

Sp 413  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  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  Rhetoric of Western Thought 3 hours
A historical survey of major theories of rhetoric from Aristotle to the present.

Sp 439  Contemporary American Public Address 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.

Writing
LOWER-DIVISION COURSES
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 literary research paper; required of all students in language arts teaching programs and of liberal arts English majors. 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.

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  Creative Writing 3 hours
Study and writing of poetry, prose, fiction and drama.

Wr 399  Special Studies 3 hours
Wr 409  Writing Practicum and Seminar
Terms and hours to be arranged
The theory and practice of critical analysis of student writing.

NATURAL SCIENCES AND MATHEMATICS

Biology
LOWER-DIVISION COURSES
Bi 101, 102  General Biology 4 hours
An introduction to general 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 211, 212, 213  Principles of Biology 4, 4, 5 hours
An introduction to the science of biology, which includes morphological, physiological and developmental aspects of living organisms; the phylogeny and ecology of both plants and animals. Designed for the biology major. Three lectures and one three-hour laboratory period. Bi 213 also includes a faculty-supervised research project.

Bi 218  Elements of Microbiology 3 hours
An introduction to the biology of micro-organisms 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 micro-organisms, 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 the 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 406 Individual Study Terms and hours to be arranged
Bi 407 (G) Seminar Terms and hours to be arranged

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 systematic, life histories and field methods in selected areas of biology. Lectures, laboratory and field trips to be scheduled. Prerequisite: consent of instructor.

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, respiration, centrifugation and radiography with emphasis on the cell, its metabolism and differentiation as well as elementary cytogenetics. Three lectures and two three-hour laboratory periods. Prerequisite: General or 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 506 Individual Terms and hours to be arranged
Bi 507 Seminar Terms and hours to be arranged

Bi 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.

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 211 Plant Growth and Propagation 4 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. Two lectures and one four-hour laboratory. Not available to biology majors.
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 study of the 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. Prerequisite: 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 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 423 (C) Chemical Prepartation 1-2 hours each term
Important methods of synthesis of compounds in the field of inorganic, organic, or biochemistry. Prerequisites: Ch 313 and Ch 336 or consent of instructor.

Ch 450 (G) Biochemistry 3 hours
An introduction to the chemistry of biological compounds including their metabolism. Prerequisite: Ch 335

GRADUATE COURSES
Courses numbered 400-499 and designated (G) may be taken for graduate credit.

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.

Computer Science

LOWER-DIVISION COURSES
CS 101 Computers and Society 4 hours
The historical development of digital computer hardware and operation, introduction to a conversational language, programs, flowcharts, algorithms, social and technological implications of computers. No prerequisite.

CS 133 Programming the Personal Computer: BASIC 4 hours
Algorithms, flowcharts and basic programming concepts. Programming in a conversational language, BASIC, on the microcomputer. Program application to the user's field. Discussion of limits, capabilities and abuses of computers. Prerequisite: CS 101, or consent of instructor.

CS 135 Extended BASIC 4 hours
Covers the advanced BASIC topics of file handling within the language of BASIC. Structured programming and program design are emphasized in this course. Various dialects of BASIC are covered, including MBASIC and APPLESOF BASIC. Prerequisite: CS 133.

CS 211 Introduction to Computer Science 4 hours
Formulation of problem specifications, development of algorithms, program design, structured programming concepts, coding in a conversational language, and program execution and documentation. Prerequisites: 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 Numerical Computation: Fortran 4 hours
Computer applications using the language Fortran. Prerequisite: CS 211 or previous programming instruction.

CS 215 Computer Organization 4 hours
Logical organization, computer hardware, introduction to assembly and machine language programming. Prerequisite: CS 212 or previous programming instruction.

CS 217, 219 Data Processing I and II: COBOL 4 hours each term
This course is designed to teach the user how 1) to write ANS COBOL programs using the structured approach; 2) to understand how COBOL is used effectively in commercial applications; 3) to learn an efficient logical approach for writing sophisticated programs. Prerequisite: CS 211.

UPPER-DIVISION COURSES
CS 311 Symbolic Language Structures 3 hours
More advanced work with symbolic languages. Prerequisite: CS 211, 215.

CS 313 Operating Systems 3 hours
Introduction to the topics of process management, storage management, processor management, auxiliary storage management, performance, and servicing. Case studies of the significant operating systems available will be examined. Prerequisite: CS 311.

CS 315 Data Structures 3 hours
Provides an understanding of the management of standard data structures and the accompanying algorithms used to create and manipulate these structures. Prerequisite: CS 311.

CS 371 Applications Programming 1 3 hours
Analysis of definition, design, and model of a large program. Prerequisite: CS 311.

CS 372 Applications Programming II 3 hours
Carry out the development, coding, testing, and documentation of a large program. Prerequisite: CS 371.

CS 406 Special Topics 1-4 hours
Course is to be offered on an individual student basis. It is designed to support students in investigating the application of programming methods to problems related to their declared major.

CS 420 Software Methodology 3 hours
This course allows students to have the experience of being involved in the design of large programs by a programming team. The methodology of software design including human and as software considerations is covered. Prerequisite: CS 315 Data Structures.

CS 430 Data Management Systems 3 hours
Database system architecture: relational, hierarchical, and network approaches. Security and integrity of data bases. Prerequisite: CS 212 or 213 or 217.

CS 435 Business Information Systems 3 hours
The emphasis in this course is on the application tools available on microcomputers for the design and implementation of business systems. Students will develop evaluational instruments to be used in the selection and design of business systems.

General Science

LOWER-DIVISION COURSES
GS 104, 105, 106 Foundations of Physical Science 4 hours each term
An introduction to the major 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 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. Lecture and laboratory combined in two 3-hour sessions.

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 the sea water and the physical, chemical and geologic 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 Research 3 hours
Hours to be arranged
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.

UPPER-DIVISION COURSES

G 321 Structural Geology 3 hours
The mapping, geometrical analysis and origin of folds, faults, joints, foliation and other structures exhibited by rocks; interpretation of structures associated in space and time. Prerequisite: consent of instructor.

G 322 Geomorphology 3 hours
A study of the processes acting to modify the configuration of the earth's surface and landscapes resulting from these processes. Maps of landforms studied in the laboratory include those depicting regions of North American physiographic provinces. Two lectures and one two-hour laboratory period. Prerequisite: consent of instructor.

G 331 Elements of Geology 3 hours
Principles of geology, processes which shape the surface of the earth, historical development of the earth. Designed as an introduction to geology for general science teachers and elementary teachers. Two lectures, one two-hour laboratory period. Prerequisite: consent of instructor.

G 444, 445 (G) Geologic History of Life 4 hours each term
The origin and development of life as interpreted from the fossil record. First term: general principles and fossil invertebrates. Second term: fossil plants, the rise of the vertebrates, mollusks, and man. Two lectures, one two-hour laboratory period and field study. Prerequisite: G 203 or G 351 or consent of instructor.

G 450 (G) Rocks and Minerals 3 hours
A study of the structure, chemistry, physical properties and occurrences of minerals. Includes the study of the rocks and structures and the composition and genetic associations of rocks. The subject matter and format of the course are designed for classroom teachers. One lecture and two two-hour laboratories per week. Prerequisite: upper-division or graduate standing, prior geology course, or consent of instructor.

G 453 (G) Geology of the Pacific Northwest 3 hours
A study of the mineral resources, rocks, structures and landscapes of the region. Changes in geologic setting and climate are inferred from structural and paleontologic evidence, and the evolution of the area is traced through geologic time. Two lectures and one two-hour laboratory. No prerequisites.

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.

Mathematics

LOWER-DIVISION COURSES

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 major in mathematics. Students who have completed two years of high school algebra or equivalent may not enroll for credit without departmental permission.

Mth 100 Intermediate Algebra 4 hours
For students entering with only one year of high school algebra. Credit does not apply toward a major in mathematics. Prerequisite: MTH 10 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 121, 122, 123 Essentials of Mathematics 3 hours each term
Elementary school mathematics. Topics include development of the real number system, inequalities, absolute value, functions, graphs, theory of equations and mathematical induction. Prerequisite: MTH 101 or equivalent.

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 Sciences 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, social 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 202 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.
### COURSE DESCRIPTIONS

**Mth 311 Mathematics for Elementary Teachers 3 hours**
Learning theory of concrete to abstract. Models include cuisenaire rods, blocks, 2-cm. cubes, geoboards, and other manipulatives. 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, numerical 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 with constant coefficients. Fundamental existence and uniqueness theorems as well as applications of the theory of physical phenomena whose dynamic behaviors are governed by differential equations. Prerequisite: Mth 202.

**Mth 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.

**Mth 333 Theory of Numbers 3 hours**
Properties of integers. Euclid's algorithms, diophantine equations, prime numbers, congruences and residuals. Prerequisite: Mth 201 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 companion 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 Algebraic Structures 3 hours**
Vector algebra and geometry of R^n; systems of linear equations; linear transformations of R^n; real vector spaces; linear mapping; Euclidean spaces; determinant. Prerequisite: Mth 201 or consent of instructor.

**Mth 361 Discrete Mathematics 3 hours**
Techniques of applying discrete mathematics and mathematical modeling cycles to the biological, physical and social sciences and to management. 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.

**Mth 363 Linear Programming 3 hours**
Optimization of functions under linear constraints. Linear functions of several variables, convex sets, the general linear program, matrices and determinants. Gaussian elimination, the simplex method and application. Prerequisite: a knowledge of BASIC as acquired in CS 133.

**Mth 407 Seminar Terms and hours to be arranged**

**Mth 410 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 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 Modern Geometry 3 hours**
Selecting topics in modern geometry including transformational and projective geometry. Prerequisite: Mth 345 or consent of instructor.

**Mth 416 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 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 the basis of descriptive and inferential statistics. Emphasis is placed on applications to the fields of education, business, social and biological sciences. Prerequisite: Mth 101. (Credit do not normally apply toward a secondary major in mathematics.)

**Mth 438 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 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 Logic and Boolean Algebra 3 hours**
The systematic development of Boolean algebra 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 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 classroom 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 Evaluation in School Mathematics 3 hours**
A study of standardized and teacher-made evaluation instruments in mathematics to include 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 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.

**Physics**

**LOWER-DIVISION COURSES**

**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.

**Ph 211, 212, 213 General Physics with Calculus 4 hours**
Mechanics, heat, sound wave motion, electricity and magnetism, optics, and modern physics. For students in pre-engineering and the natural sciences; uses principles of calculus. Prerequisite: Mth 200 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.
COURSE DESCRIPTIONS

Ph 478 (G) Selected Topics in Physics 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 1895 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.

Zoology
UPPER-DIVISION CLASSES

Z 312 Animal Behavior 4 hours A consideration of the basic problems in animal behavior, including sociological adaptations of behavioral patterns, mechanisms of behavior, social behavior and the nature and organization of animal societies. Three lectures and one-2 hour laboratory weekly. 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 vertebrae. 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 studies 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 361 Marine Biology: Invertebrate Animals of the Ocean Shore 4 hours Designed 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 interactions. 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 Invertebrate Zoology 4 hours Morphology and physiology 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 471 (G) Biology of Whales 3 hours An overview of the biology of whales, porpoises and dolphins with an emphasis on the great whales. Major topics include: a survey of living species, feeding, locomotion, diving adaptations, nervous system, sound production and hearing reproduction, exploitation by humans, and current developments in conservation. Three lectures. Prerequisite: Bi 101, 102 or equivalent. Offered alternate years.

Z 474 (G) Entomology 3 hours Survey of the insect orders including a study of selected aspects of their morphoogy, 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.

Anthr 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

Anthr 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.

Anthr 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.

Anthr 314 Pre-Literate Societies 3 hours A survey of pre-literate societies from the 16th century to the present time, contrasting the ideology, technology and social structure of such societies with Western societies.

Anthr 399 Special Studies 1-3 hours

Anthr 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.

Anthr 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.

Anthr 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 464 (G) Comparative Educational Anthropology 3 hours Examination of multilingual models of education to enable students to understand the value framework underlying varying educational systems in the western and non-western world; oriented toward the development of strategies for implementation of multicultural concepts in the learning context.

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 different societies. Prerequisite: Soc 213 or consent of instructor.

Anth 472 (G) Psychological Anthropology 3 hours An examination of findings in anthropology and psychology related to the following areas: psychoanalytical theory and practice; configurations of culture: national character studies; modus personality; pre-literature studies; and cognitive development.

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) Contemporary European Cultures 3 hours Analysis of European cultural development form 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.

Business
LOWER-DIVISION COURSES

BA 101 Introduction to Business 4 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.
### COURSE DESCRIPTIONS

**BA 211 Fundamentals of Accounting**  
3 hours  
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 Fundamentals of Accounting**  
3 hours  
Fixed assets; partnership accounting; corporation accounting and long-term liabilities.

**BA 213 Fundamentals of Accounting**  
3 hours  
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.

**BA 230 Introduction to Business Law**  
4 hours  
Nature and role of the law in conducting business; tort, formation, performance, and discharge of contracts; commercial transactions, and law of business organization, sales, bankruptcies; and the general nature of government regulation.

**UPPER-DIVISION COURSES**

**BA 301 Problems of Small Business**  
3 hours  
Instruction will focus on entrepreneurship: forms of ownership; operating a business; staying in business; management styles; profitability; financial needs; and competition.

**BA 305 Business Analysis and Report Writing**  
3 hours  
Instruction will concentrate on various forms of written communication, with special emphasis on small business analysis.

**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 explanation 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 cooperation 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 317 Intermediate Accounting I**  
3 hours  
Study of major accounting principles; summary of accounting processes; revenue and expense recognition; balance sheet and income statement; concepts in the valuation of all current assets. Emphasis on applications to small business.

**BA 318 Intermediate Accounting II**  
3 hours  
Concepts in the valuation of both short-term and long-term liabilities; contingencies; recording and adjusting plant assets; long-term assets and intangible assets; stockholders' equity transactions. Emphasis on application to small business. Prerequisites: BA 211, 212, 317 or consent of instructor.

**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.

**BA 390 Management**  
4 hours  
A survey of the essential functions of management with emphasis on planning and controlling what the business is to accomplish: structuring and staffing the firm so people and positions fit well enough to achieve plans; directing and leading the people that are critical assets of any business; and relating business and society by meeting personal and organization responsibilities in an ethical manner.

**BA 391 Personnel Management**  
3 hours  
An introduction to personnel functions and human resource management. This course deals with problems and concepts relating to personnel planning, recruitment, promotion and personnel development, employee compensation and motivation, job analysis and design, supplemental benefits, labor relations, occupational health and safety.

**BA 398 Personal Investment Analysis**  
3 hours  
To offer students a course of study that will provide them with an exposure to budgeting, investing, taxes and tax planning, estate planning, financial leverage, and stocks and bonds.

**BA 399 Special Studies**  
1-3 hours  
Terms and hours to be arranged.

**BA 405 Seminar**  
1-3 hours  
Terms and hours to be arranged.

**BA 406 (G) Special Individual Studies**  
1-9 hours  
Terms and hours to be arranged.

**BA 409 (G) Practicum**  
3-12 hours  
Practical application of business theory and/or collection of data for theoretical interpretation.

**BA 416 (G) Government Regulation**  
3 hours  
The student will review the philosophy of regulation in the marketplace; evaluate the impact of regulation on business practices; and study the cost/benefit ratio of regulation for selected sectors of the American economy. Special emphasis will be placed on the cost of regulation as it impacts small businesses.

**BA 421 (G) Cost Accounting I**  
3 hours  
Nature and purpose of cost accounting; accounting for cost inputs (materials, labor, overhead), job order versus process costing; by-products.
BA 422 (G) Cost Accounting II 3 hours
Actual versus standard cost accounting, budgeting, assigning responsibility and controlling costs, direct costing versus full absorption costing, inventory control, statistical analysis of cost behavior, capital budgeting.

BA 427 (G) Auditing I 3 hours
Role of auditor, ethics, legal liability of CPA profession, internal controls, analysis of clients' accounting system, evidence statistics sampling techniques, audit work papers, flow charting techniques.

BA 428 (G) Auditing II 3 hours
Use of computer in auditing; detailed audit programs for cash, securities, receivables, inventory, fixed assets, current liabilities, P & L, stockholders equity; audit reports.

BA 430 (G) Business Taxation 3 hours
Philosophy of the tax system and required reporting under tax law; emphasis on small business; impact of taxes on investments and capital expenditures; introduction to estate and gift taxes; tax planning techniques.

BA 467 (G) Quantitative Methods 3 hours
An application of statistical methods to entrepreneurial decision-making processes relative to operating a business. Emphasis will be on probability analysis, sampling techniques, and regression analysis. Particular attention will be paid to problems of small businesses.

BA 476 (G) Topics In Management 3 hours
Topics may include at different times: strategic planning and implementation; productivity; computer applications; women in management; and other topics of special interest. May be repeated under different subtitles. Prerequisite: BA 391 and BA 490G or equivalent.

BA 484 (G) International Marketing 3 hours
A study of the influences of foreign markets, competition, and government policy in creating and penetrating markets. Emphasis will be on marketing strategies for small business.

BA 485 (G) International Finance 3 hours
A study of the source and availability of funds to finance business engaged in international trade. Emphasis will be on financial analysis, operating and financial leverage, and financial forecasting.

BA 486 (G) International Management 3 hours
A study of the political, social, cultural, economic, and legal environment for engaging in trade between countries. Emphasis will be on management strategies for small business as participants in international business operations.

BA 487 (G) International Law 3 hours
A study of law as it applies to businesses participating in international business operations.

BA 490 (G) Operations Management 3 hours
An introductory investigation into managerial processes pertinent to internal operations of task related enterprises. Subjects related to operations planning and control, locations, capacity decisions, systems reliability, facility layout, program scheduling, and inventory management are the focus of this course.

BA 491 (G) Business Policy 3 hours
A capstone course in business studies designed to bring functional areas of business studies (such as finance, personnel, marketing, accounting, etc.) into an integrated whole. Policy is concerned with the overall view of business enterprise—the domain of top management. The case method is the basic tool for introducing students to the complexity of policy questions.

BA 493 (G) Entrepreneurial Decision-Making 3 hours
A management simulation will introduce students to the interactive factors influencing business operations. The compartmentalized economic model is a dynamic business case whose outcome is determined by internal functional and external interactions of several competing firms in a hypothetical industry.

Clinical Child and Youth Work

CCYW 445 (G) Career Assessment and Planning 3 hours
Teaches the skills of competence assessment and evaluation as applied to both academic and professional areas. Students will develop a portfolio representing their professional development and learn to develop goals and evaluation criteria for future professional education and training.

CCYW 450 (G) Introduction to the Profession of Clinical Child and Youth Work 3 hours
Review of the history of the profession of clinical child and youth work surveying the various models, contexts, and assumptions underlying the profession. Specific basic skills will be presented that form the foundation of clinical child and youth work, e.g., supervision and basic care. In addition, research on good helping and therapeutic use of self will be presented, and the student will begin to apply this information to his or her own style of helping.

CCYW 451 (G) Child Assessment and Treatment Planning 3 hours
Assessment skills and the ability to conceptualize information in meaningful ways. Several methods of assessment and case analysis will be followed by the assumptions and formats of developing assessment and case processing plans.

CCYW 552 (G) Change Methodology in Clinical Child and Youth Work 3 hours
Several of the basic change methodologies applied to children will be reviewed such as: therapeutic communication, behavior management, problem solving, conflict resolution, play therapy, etc. Specific skills will be taught. Prerequisites: CCYW 450G and CCYW 451G, or consent of instructor.

CCYW 553 (G) Day and Residential Milieu Treatment 3 hours
A review of the contexts of day and residential treatment will be followed by the assumptions and basic skills involved in a milieu approach to treating children. This course especially emphasizes the use of group treatment and group dynamics within ongoing activities throughout the daily schedule. Prerequisites: CCYW 450G and CCYW 451G, or consent of instructor.

CCYW 554 (G) Theories and Techniques of Clinical Child and Youth Work 3 hours
Various theories of personality and personal change will be reviewed such as psychodynamic, client-centered, developmental, Adlerian, social learning, etc. A full range of clinical child and youth work techniques will be investigated and related to the specific theories of change. Prerequisites: CCYW 450G and CCYW 451G, or consent of instructor.

CCYW 555 (G) Family and Community Child Services Systems Intervention 3 hours
Based on the theory of systems organization in families and institutions, this course will review the assumptions and structure of organizations. Based on that structure several modes of systems intervention will be developed with special emphasis on the family as the primary system affecting children. In addition, specific child and youth influencing institutions will be examined such as schools. Children's Services Division, private child and youth care agencies, correctional institutions, etc. Prerequisites: CCYW 450G and CCYW 451G, or consent of instructor.

CCYW 599 (G) Practicum in Clinical Child and Youth Work 3 hours
Practicum involves actual exposure to children and youth in the treatment settings. Students will engage in directed activities and will receive ongoing supervision.

CCYW 406/506 Special Individualized Study

CCYW 407/507 Seminar

CCYW 408/508 Workshop

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 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.

SSc 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.

SSc 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.

SSc 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.

SSc 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.

SSc 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.

SSc 457 (G) Corrections/Administration of Justice 3 hours
Designed to provide the student with administrative competence in problem identification and problem solving techniques as applied to agency and personnel roles within the adult and juvenile systems of justice.

SSc 460, 461, 462 (G) Treatment of the Juvenile and Adult Offender 3 hours each term
This sequence is a study of the organization and administration of correctional treatment programs for the juvenile and adult law offender.
GRADUATE COURSES
COURSES numbered 400-499 and designated (G) may be taken for graduate credit.

SsC 516 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.

SsC 518 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 in the corrections process, including the legal rights of offenders.

SsC 519 Detention, Jail and Correctional Facility Management 3 hours
A study of the way that detention, jail and correctional facilities are organized and managed.

Economics

LOWER-DIVISION COURSES

Ec 199 Special Studies 1-6 hours
A seminar which students may earn lower division credit for such learning activities as intern programs and writing research reports on small business firms and international conglomerates.

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 the 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 399 Special Studies 1-3 hours

Ec 406 (G) Special Individual Studies 1-9 hours
Terms and hours to be arranged.
A specialized or individualized course of study within the Economics discipline developed in consultation with the instructor.

Ec 407 (G) Seminar
Terms and hours to be arranged.

Ec 409 (G) Practicum 3-12 hours
Practical application of economic theory and/or collection of data for theoretical interpretation.

Ec 417 (G) Problems of Economic Development of Nations 3 hours
A study of development problems in such countries as Israel, the Latin America, and the African nations. Prerequisite: six hours of lower-division economics or consent of instructor.

Ec 430 (G) Economics of Public Policy 3 hours
Discussion of public economic policy. Analysis of the formulation, implementation and expected and actual results of various policies. Examination of the role of economists in evaluating and advising on policy.

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 Resources 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, communism and socialism as reflected in a group of contemporary societies, stressing theory 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: nine hours of lower-division economics.

Ec 470, 471 (G) 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 influenced 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: nine hours of lower-division mathematics, 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: nine 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.

Fire Services Administration

UPPER-DIVISION COURSES

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, wages 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 in Economics 2 hours
Develops an understanding of fire department organization, including fire defenses and insurance ratings, organization of 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; allotment 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 districts 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.

FSA 323 Fire Administration 5 hours
Organization and management of fire services, including new technologies and changing organizational structures. Blending personnel and equipment. Municipal fire protection planning. Fire department functions. Manpower and training. Statistics and reporting systems. Managing finances and other resources. Communications, dispatching, and facilities management. Labor relations and personnel policies. Productivity and systems. Codes and legislation. Coordinating with the community and with local, state, and federal governments. Community relations and public information. Prerequisite: Consent of instructor.

FSA 324 Analytic Approaches to Public Fire Protection 5 hours
The systems approach to public fire protection services, including fire suppression and prevention systems. Information gathering, analysis, presentation, and interpretation; simulation; resource allocation; planning; evaluation; writing objectives. Illustrative case studies and models. Prerequisite: Consent of instructor.

FSA 325 Personnel Management for the Fire Service 5 hours
Examines personnel practices and management procedures. Investigates collective bargaining, binding arbitration, applicable legislative procedures, and administrative and supervisory procedures. Other topics include promotion, personnel development, career and incentive systems, and the validation of physical and mental requirements. Prerequisite: Consent of instructor.

FSA 326 Fire Prevention Organization and Management 5 hours
Examination and evaluation of the techniques, procedures, programs and agencies involved with fire prevention. Consideration of related governmental inspection/education procedures. Interaction within the fire service department between protection, inspection, education and prevention procedures. Licenses and permits, zoning, legal aspects, inspections and investigations, Planning, Annex and incendiary fire analysis. Prerequisite: Consent of instructor.

FSA 327 Fire Related Human Behavior 5 hours
Dynamics of human behavior in fire incidents related to fire prevention practices, programs, codes and ordinances. Understanding of the concepts of role, personal invulnerability, risk and group dynamics, as related to design aspects of buildings and the mitigation of the effects of fire in the modern society. The psychological effects of communications during emergencies and the conduct of post-fire interviews. Prerequisite: Consent of instructor.

FSA 328 Disaster and Fire Defense Planning 5 hours
Concept and principles of community risk assessment. Regional and cooperative procedures and plans. Relationship of structural, climatic, and topographical variables to group fires, configurations, and natural disasters. Pre- and post-occurrence factors, communications, planning, organizing, coordination, command, and logistics. Prerequisites: Consent of instructor.

FSA 329 Political and Legal Foundations of Fire Protection 5 hours
The legal basis for the police power of government related to public safety. Legal limitations and responsibility. Liability of fire prevention organizations and personnel. Review of judicial decisions. Implications of product liability cases in fire prevention. Prerequisite: Consent of instructor.

FSA 330 Fire Protection Structure and Systems Design 5 hours
The design principles involved in the protection of the structure from the fire involvement. The empirical tests and prediction procedures. Control detection, and suppression system design practices. Fundamentals of the hydraulic design of sprinkler and water spray systems with recent innovations. Prerequisite: Consent of instructor.

FSA 331 The Community and the Fire Threat 5 hours
The sociological, economic, and political characteristics of communities and their impact on the fire problem. Review of the urban studies related to housing, structural abandonment, rent control, crime, false alarm, and incendiary fire rates and the fire problem. The role of the fire department and fire prevention programs. Community and fire service role conflicts. Prerequisite: Consent of instructor.

**Geography**

**LOWER-DIVISION COURSES**

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 199 Special Studies Terms and hours to be arranged 1-6 hours
A means by which students may earn lower division credit for research, writing, mapping, discussions, career-related and/or participatory skills.

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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geog 206</td>
<td>Area Studies 3 hours</td>
<td></td>
<td>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 (6 hours) may be included in each student's degree program.</td>
</tr>
<tr>
<td>Geog 221</td>
<td>Field Geography 3 hours</td>
<td></td>
<td>Observation of geographic features in the field; construction of maps from field sketches and notes; preparation of a report.</td>
</tr>
<tr>
<td>Geog 222</td>
<td>The World in Maps 3 hours</td>
<td></td>
<td>Understanding of man's activities on the face of the earth through analysis, synthesis and evaluation of maps, air photos and other remote sensing imagery.</td>
</tr>
<tr>
<td>Geog 240</td>
<td>Cartography 3 hours</td>
<td></td>
<td>Introduction to the fundamentals of reading and using modern maps, along with considerations in their design, compilation and drawing.</td>
</tr>
<tr>
<td>Geog 311</td>
<td>Exploration 3 hours</td>
<td></td>
<td>Exploration, discovery and development of the world from classical times to the present. Emphasis on the Western hemisphere.</td>
</tr>
<tr>
<td>Geog 313</td>
<td>The Pacific Northwest 3 hours</td>
<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>
</tr>
<tr>
<td>Geog 314</td>
<td>The Pacific Basin 3 hours</td>
<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>
</tr>
<tr>
<td>Geog 318</td>
<td>Geography of Religion 3 hours</td>
<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>
</tr>
<tr>
<td>Geog 340</td>
<td>Intermediate Cartography 3 hours</td>
<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>
</tr>
<tr>
<td>Geog 390</td>
<td>Introductory Meteorology 3 hours</td>
<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>
</tr>
<tr>
<td>Geog 392</td>
<td>Physical Geography 3 hours</td>
<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>
</tr>
<tr>
<td>Geog 393</td>
<td>Geography of Soils 3 hours</td>
<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>
</tr>
<tr>
<td>Geog 399</td>
<td>Special Studies 1-3 hours</td>
<td></td>
<td>Specialized or individualized course of study within geography developed in consultation with the instructor.</td>
</tr>
<tr>
<td>Geog 406</td>
<td>Special Individual Studies 1-6 hours</td>
<td></td>
<td>Terms and hours to be arranged. A specialized or individualized course of study within geography developed in consultation with the instructor.</td>
</tr>
<tr>
<td>Geog 407</td>
<td>Seminar 3-12 hours</td>
<td></td>
<td>Terms and hours to be arranged. Intended for non-teaching majors. Maximum of 3 hours.</td>
</tr>
<tr>
<td>Geog 409</td>
<td>Practicum 3-12 hours</td>
<td></td>
<td>Practical application of geographical theory and/or collection of data for theoretical interpretation, customarily in a public agency.</td>
</tr>
<tr>
<td>Geog 411, 412</td>
<td>Culture 3 hours each term</td>
<td></td>
<td>Cultural areas of the inhabited regions of the earth as characterized by ethnic, population and settlement patterns.</td>
</tr>
<tr>
<td>Geog 413</td>
<td>The City 3 hours</td>
<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>
</tr>
<tr>
<td>Geog 414</td>
<td>Geographic Backgrounds of American History 3 hours</td>
<td></td>
<td>Diffusion of culture throughout 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>
</tr>
<tr>
<td>Geog 416, 417, 418</td>
<td>Economic Geography 3 hours each term</td>
<td></td>
<td>A systematic study of the world's major types of economic activity, simple to complex; agriculture—manufacturing; trade and transportation.</td>
</tr>
<tr>
<td>Geog 419</td>
<td>Map and Globe Skills for Teachers 3 hours</td>
<td></td>
<td>Provides the elementary and secondary level teacher with the skills necessary to use maps and globes in the classroom. These skills would include using maps and globes to establish distance and direction, demonstrate earth-sun relationships, understand map projections, and to make simple maps.</td>
</tr>
<tr>
<td>Geog 423</td>
<td>Environmental Issues and Survival Strategies 3 hours</td>
<td></td>
<td>Environmental issues and survival strategies in the context of the world's major types of economic activity, simple to complex.</td>
</tr>
<tr>
<td>Geog 426</td>
<td>Europe 3 hours</td>
<td></td>
<td>Individual European societies' landscape organization and how each attempts to alleviate cultural problems; international migrations; scarcity of land for agriculture and urban development; economic development and European nationalism.</td>
</tr>
<tr>
<td>Geog 427</td>
<td>The Soviet Union 3 hours</td>
<td></td>
<td>Geography of the Soviet Union; its resources, peoples and world position.</td>
</tr>
<tr>
<td>Geog 428</td>
<td>The Germans, Austria, Switzerland 3 hours</td>
<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>
</tr>
<tr>
<td>Geog 429</td>
<td>Anglo-America 3 hours</td>
<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>
</tr>
<tr>
<td>Geog 432</td>
<td>Africa 3 hours</td>
<td></td>
<td>The African continent, its nations and colonies; the physical and cultural geography of the regions of the continent and their implications.</td>
</tr>
<tr>
<td>Geog 433</td>
<td>Political Geography 3 hours</td>
<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>
</tr>
<tr>
<td>Geog 440</td>
<td>Advanced Cartography 3 hours</td>
<td></td>
<td>Individual work with emphasis on creative techniques of employing the map as a tool.</td>
</tr>
<tr>
<td>Geog 450</td>
<td>Asia 3 hours</td>
<td></td>
<td>Economic and social development of the countries of Asia; the economic bases of human life; problems of population pressures; trends in economic and political exploitation; and the geographic backgrounds of Oriental and Occidental interrelations.</td>
</tr>
<tr>
<td>Geog 461</td>
<td>South America 3 hours</td>
<td></td>
<td>Economic and social development of the countries of Latin America; raw material; potential markets; inter-American relations.</td>
</tr>
<tr>
<td>Geog 462</td>
<td>Middle America 3 hours</td>
<td></td>
<td>Physical and cultural processes that have shaped the landscapes of Middle America.</td>
</tr>
<tr>
<td>Geog 480</td>
<td>Geography in the School Curriculum 3 hours</td>
<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>
</tr>
<tr>
<td>Geog 490</td>
<td>Climatology 3 hours</td>
<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>
</tr>
<tr>
<td>Geog 492</td>
<td>Regional Physiology of North America 3 hours</td>
<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 Geog 322.</td>
</tr>
<tr>
<td>Geog 515</td>
<td>Geographic Background of European History 3 hours</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>Geog 518</td>
<td>Modern Viewpoints, Methods and Materials in Geography 3 hours</td>
<td></td>
<td>Analysis of the learning skills, concepts, tools and techniques for the understanding of the physical environment and its relationship to man's way of living.</td>
</tr>
<tr>
<td>Geog 519</td>
<td>Cartography for Teachers 3 hours</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>Geog 520</td>
<td>Physical Geography and Field Methods for Teachers 3 hours</td>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>

**History**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hist 101, 102, 103</td>
<td>History of World Civilizations 3 hours each term</td>
<td></td>
<td>Treatment of the major themes of development in the principal civilizations of the world.</td>
</tr>
<tr>
<td>Hist 201, 202, 203</td>
<td>History of the United States 3 hours each term</td>
<td></td>
<td>The American nation, with emphasis on economic, political, social and cultural development.</td>
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<tr>
<td>Hist 233, 234</td>
<td>The History of Education in America 3 hours each</td>
<td></td>
<td>To describe and analyze the assumptions, methods and systems by which generations of Americans have transmitted the attitudes, values, and skills from one generation to the next.</td>
</tr>
</tbody>
</table>
UPPER-DIVISION COURSES

Hst 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.

Hst 307 History of American Protest Movements
3 hours
Protest in American history from colonial times to the present, including utopianism, anarchism and socialism; the Klan, the John Birch Society and the Wobblies; student unrest and anti-war activities.

Hst 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.

Hst 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.

Hst 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.

Hst 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.

Hst 354 American Military History, 1941 to the Present
3 hours
To provide an overview, both for ROTC sophomores and general students, of the American military experience in recent wars, with emphasis on the Army's role; study of diplomacy and domestic politics only as affecting strategy. Required for ROTC students.

Hst 391, 392, 393 History of the Far East
3 hours each term
The history, civilization, and institutions of East Asia.

Hst 399 Special Studies
1-3 hours
Provides a means by which students may earn upper-division credit for research, writing, reporting, discussion, and career-related and/or participatory skills.

Hst 407 (G) Seminar Terms and hours to be arranged
Intended for non-teaching majors. Maximum of 3 hours.

Hst 410 (G) Women in History
3 hours
To trace the position and perception of women in society with attention to the activities and achievements of outstanding individual women before modern times.

Hst 411 (G) Women in Modern History
3 hours
To trace the growing influence of women throughout the world in the 19th and 20th centuries, including their struggle for the vote and for legal, economic and social rights in the United States and elsewhere.

Hst 420 (G) Historiography
3 hours
The evolution of the discipline of history as portrayed through the writings of the major historians.

Hst 421 (G) The Middle Ages
3 hours
Europe from the decline of the Western Roman Empire to the Renaissance.

Hst 424 (G) Renaissance and Reformation
3 hours
Civilization of the Renaissance in Italy and Northern Europe; Protestant and Catholic reformation of the 16th century.

Hst 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.

Hst 436 (G) Mexico Since Independence
3 hours
To review and analyze the events in the history of Mexico from its independence to the present.

Hst 437, 438, 439 (G) Modern Germany: from Bismarck to the Present
3 hours each term
The eight decades of German history which form this three-term course have seen more dramatic 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, a cultural phenomenon, a formidable military power, and the most crushingly defeated nation in modern times—is worthy of study. Hst 437, from Bismarck to Versailles; Hst 438, from Versailles to the collapse of the Weimer Republic; Hst 439G, from Hitler to the present.

Hst 442 (G) Revolutionary Europe
3 hours
European political, social, economic and intellectual revolutions and movements from 1789 to the mid-19th century.

Hst 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.

Hst 444, 445 (G) 20th-Century Europe
3 hours each term
The impact of World War I, the inter-war adjustment and conflict between democracy and the totalitarian powers; World War II and its aftermath; the rebuilding and reorientation of Europe.

Hst 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.

Hst 447, 448 (G) History of Russia
3 hours each term
Hst 447: The Kievan state; the emergence of Muscovy and its expansion. Hst 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.

Hst 449 (G) History of the Soviet Union
3 hours
Political, diplomatic, economic and social development of the Soviet Union from 1917 to the present.

Hst 457 (G) The Jacksonian Era
3 hours
The United States, 1815-1850. Westward expansion and the roots of intersectional conflicts; growth of a native American culture; party struggles of the age of Jackson.

Hst 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 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.
COURSE DESCRIPTIONS

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 of American institutions and attitudes; special emphasis on the growth of the modern presidency.

Hst 483 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 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 American 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 199 Special Studies 1-6 hours
Terms and hours to be arranged
Special studies designed to develop research, writing, career-related or participatory skills at a basic level in a variety of Political Science areas, such as Model United Nations and Great Decisions. Prerequisite: consent of instructor.

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 399 Special Studies 1-3 hours
PS 406 (G) Special Individual Studies 1-6 hours
Terms and hours to be arranged
A specialized or individualized course of study within geography developed in consultation with the instructor.

PS 407 Seminars Maximum of 3 hours
Terms and hours to be arranged
Special seminar topic offerings in the Political Science Discipline. Prerequisite: 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. 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, pressure groups and political action committees 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. 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.
COURSE DESCRIPTIONS

PS 460 The Government 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 political-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
Advanced 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.

PSYCHOLOGY

LOWER-DIVISION COURSES

Psy 199 Special Studies 1-3 hours
Psy 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.

Psy 205 Applied Psychology 3 hours
A basic introduction to psychology as it is applied in business, industrial, social service and governmental settings. Prerequisite: Psy 201.

Psy 226 Introduction to Group Processes 3 hours
An opportunity for the student to examine his social communication skills and other interpersonal behavior. The effects of one's behavior on other individuals are emphasized. A personal application of theories and concepts of small group interaction.

Psy 227 Field Experience in the Helping Professions 3 hours
Observation and participation in the developmental, learning and social interaction aspects of the various helping professions that offer social services to the public. The student is encouraged to examine his personal preferences in the light of professional roles observed in the field setting.

UPPER-DIVISION COURSES

Psy 311 Developmental Psychology 3 hours
A general survey of human development from conception through the entire life span. Emphasizes the personal meaning of development and the application of developmental principles to child rearing, teaching and other social services. Provides opportunity for group interaction and field experiences as they relate to the psychological literature. Prerequisite: General Psychology or equivalent.

Psy 328 Mental Health 3 hours
An introduction to various conceptual models and related practices utilized in the maintenance and restoration of adaptive psychological functioning. Prerequisite: General Psychology or equivalent.

Psy 334 Social Psychology 3 hours
A psychological approach to understanding interpersonal interactions which influence development of the individual; interplay of psychological and social environmental factors studied through theoretical and research methodology approaches. Prerequisite: General Psychology.

Psy 349 Introduction to Behavior Modification 3 hours
Selected topics on the experimental and theoretical bases of behavior modification techniques and an exploration of practical applications. Prerequisite: General Psychology or equivalent.

Psy 398 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 (G) Special Individual Studies 1-6 hours
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 (G) Practicum 1-9 hours
Field experience in applied psychology. Prerequisite: Psy 399 or consent of instructor.

Psy 423 (G) Interviewing and Appraisal 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 435 (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 attitudes. Prerequisite: 3 or more hours of 300-level psychology or consent of instructor. Psy 314 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 445 (G) Organizational Psychology 3 hours
Psychology applied to work settings; industry, business, government, and social service. Topics include organizational development, human resource management, work redesign, and labor-management relations. Prerequisite: Psy 205 or consent of instructor.

Psy 446 (G) Strategic Human Resource Planning 3 hours
Investigation of human resource needs including manpower planning systems, concepts of learning and development; long, and short-range planning models; and employee training programs. Prerequisite: Psy 410G or equivalent.

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 other topics 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 the 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 instinct, arousal, motivation, physiological, learned inhibitions, conflict and stress. Prerequisite: 3 or more hours of 300-level psychology or consent of instructor.
Psy 467 (G) Quantitative Methods 3 hours
Methods which psychologists have devised for summarizing, describing and interpreting information from field observations, clinical work, interviews, sensory judgments, learning trials, 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 476 (G) Topics in Organizational Psychology 3 hours
Topics may include at different times: strategic planning and implementation; productivity issues; career development within organizations; managerial participative management programs; negotiation, mediation and arbitration processes; and other topics of special interest. May be repeated under different subtitles. Prerequisite: Psy 410G or equivalent.

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. 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 494 (G) Organizational Structure and Functions 3 hours
An advanced course in organizational psychology integrating processes and principles in organizational settings. Prerequisite: Psy 410G, plus 6 additional hours of 400 level psychology courses selected from Psy 412C, 423G, 443G, 463G, 467G, or 475G.

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 currently among psychologists doing research in the field. Experimentation and research underlying these theories applied to modern educational practices. Includes learning theory and practice at all age levels through adulthood. 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 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 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 the measures 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 modification will be included. Prerequisite: 12-15 hours of psychology, including learning or behavior modification, or consent of instructor.

Social Science

LOWER-DIVISION COURSES
SSc 101, 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 Research 3-6 hours
COURSE DESCRIPTIONS

SC 403 (G) Field Study
Terms and hours to be arranged
Maximum of nine hours. Not intended as practicum for teaching majors.

SC 406 (G) Special Individual Studies
1-3 hours
Terms and hours to be arranged

SC 407 (G) Seminar 1-3 hours
Terms and hours to be arranged

SC 408 (G) Workshop
Terms and hours to be arranged

SC 409 Practicum 3-12 hours

SC 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.

SC 501 Research 3-9 hours

SC 503 Thesis or Field Study 3-9 hours

SC 506 Special Individual Studies
Terms and hours to be arranged

SC 507 Seminar
Hours to be arranged

SC 508 Workshop
Terms and hours to be arranged

SC 511 Contemporary Developments in the Social Sciences 3 hours
A study of contemporary literature in the various social science areas for elementary teachers.

SC 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.)

SC 513 Social Problems in American Democracy 3 hours
A selected list of problems in the United States such as conservation, health, crime, etc. Designed to give factual and interpretative background for secondary teachers.

SC 515 Political Problems in American Democracy 3 hours
A study of current domestic political problems.

SC 700 (G) In-Service Education

SOCIOLOGY

LOWER-DIVISION COURSES

SC 213 Principles of Sociology 3 hours
Fundamental concepts and empirical findings in the field of sociology.

SC 214 Social Problems 3 hours
Basic sociological concepts applied to the analysis of the causes and alleviation of current American social problems.

SC 215 World Population and Social Structure 3 hours
Introduction to the general field of population studies, provided within a sociological framework and analysis of historical, contemporary and anticipated population conditions and trends as these are related to social situations and the organization of society.

UPPER-DIVISION COURSES

SC 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 their relation to institutional structures. Prerequisite: Soc 213 or consent of instructor.

SC 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.

SC 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 contractantures. Prerequisite: Soc 213 or consent of instructor.

SC 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.

SC 334 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.

SC 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, marital and family adjustment, family crises. Prerequisite: Soc 213 or consent of instructor.

SC 420 (G) Sociology of Complex Organizations 3 hours
The study of patterns and problems of social organization in modern societies.

SC 422 (G) The Socially and Educationally Different 3 hours
A sociologically designed course to acquaint students with the various view-points 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.

SC 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.

SC 437 (G) 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.

SC 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.

SC 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.

SC 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 a special relation 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, subcultures to aging. Prerequisite: Soc 213 or consent of instructor.

SC 472 (G) Contemporary Sociological Theory 3 hours
Study of significant sociological theories from the 19th century to the present.

SC 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.

SC 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.

COUNSELING

GRADUATE COURSES

Coun 507 Seminar 1-9 hours
Current topics of interest requiring individual study and evaluation by the student. Prerequisite: consent of instructor.

Coun 509 Practicum and Advanced Practicum in Counseling 1-15 hours
A field experience in which the student is supervised in the field by an experienced counselor in the practical application of counseling skills.

Coun 510 Counseling Internship 3-15 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 526 Theories of Counseling 3 hours
Investigation of psychodynamic, behavioral and humanistic theories of counseling, with emphasis on developing alternative counselor strategies for working with a wide range of clients.

Coun 532 Appraisal of Individual 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 533 Appraisal of Individual, Lab 1 hour
Coun 561 Disability and Its Effect on Individual Behavior 3 hours
A survey of psychological implications of disability.
Coun 562 Measurement and Assessment Procedures in Deafness and Rehabilitation 3 hours
Selection, administration and interpretation of various psychological 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.
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 3 hours
Techniques for evaluating the potential of deaf clients for employment opportunities. Placement problems encountered by professional persons serving the deaf.
Coun 566 Caseload Management and Plan Formulation With Deaf Clients 3 hours
Counseling 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 Prepracticum in Counseling 3 hours
Building basic counseling skills through use of modeling and video taping. Micro-counseling format is utilized to increase competence in interview techniques.
Coun 582 Internetworking Communication 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 study of school policies, administration and tests involved in a guidance program. The social agencies available to the school also are emphasized.
Coun 586 Life Style Career Development 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.
Coun 587 Counseling Techniques 3 hours
Principles and practices of counseling; dynamics of adjustment and personality change; personality tests and their interpretation; counseling and the individual student. Prerequisite: Coun 585 or consent of instructor.
Coun 589 Organization and Administration of Human Services 3 hours
Criteria for evaluating 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 585 and Coun 587.
Coun 590 Professional Issues: Rehabilitation Counseling With Deaf Clients 3 hours
Effects of early profound deafness: psychological, social and vocational implications; 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 592 Issues in Counseling 3 hours
Investigating issues facing the professional counselor, e.g., licensure, confidentiality, legality, accountability.

EDUCATION

Computer Science Education

CSE 410 (G) Computer Literacy in Education 3 hours
Survey of instructional uses of computers, available hardware and software, and elements of programming (in BASIC). Prerequisite: Consent of instructor.
CSE 420 (G) Applications of Computers in Instructional Settings 3 hours
An in-depth analysis of strategies and techniques for using computers in instruction, including survey of psychological, philosophical, and practical factors in educational application of computers. Prerequisite: CSE 410G or CSE 133.
CSE 422 (G) Personal and Professional Computing 3 hours
The personal and job-related use of microcomputers by professionals in all walks of life. Special attention will be paid to the professional computing workstation, communication, writing with wordprocessors, data base management, and computers in the planning/managing process. Prerequisite: CSE 410G.
CSE 424 (G) Applications of Computers in Management 3 hours
All aspects of the computer education environment from facilities planning to equipment and software procurement and security will be covered. Prerequisite: CSE 410G.
CSE 432 (G) Instructional Design Computer Lab in PILOT 3 hours
A programming laboratory which will prepare the student to code in PILOT in the language PILOT with extensive opportunity for hands-on experience. Prerequisites: Ed 526 or Ed 435 (may be taken concurrently).
CSE 433 (G) Instructional Design Computer Lab in PASCAL 3 hours
A programming laboratory which will prepare the student to code in PASCAL with extensive opportunity for hands-on experience. Prerequisites: Ed 526 or Ed 435 (may be taken concurrently).
CSE 434 (G) Instructional Design Computer Lab in LOGO 3 hours
A programming laboratory which will prepare the student to code in LOGO with extensive opportunity for hands-on experience. Prerequisites: Ed 526 or Ed 435 (may be taken concurrently).
CSE 435 (G) Instructional Design Computer Lab in BASIC 3 hours
A programming laboratory which will prepare the student to code in BASIC in the language BASIC with extensive opportunity for hands-on experience. Prerequisite: Ed 526 or Ed 435 may be taken concurrently.
CSE 440 (G) Computer Operating System 3 hours
To develop an understanding of the differences and similarities of languages both in semantics and syntax. Students will develop the means to analyze a language. Prerequisite: One or more programming languages.
CSE 442 (G) Structure of Languages 3 hours
To develop an understanding of the differences and similarities of languages both in semantics and syntax. Students will develop the means to analyze a language. Prerequisite: One or more programming languages.
CSE 444 (G) Teaching Computer Literacy 3 hours
Cognitive and functional computer literacy is being taught increasingly at all levels of schooling. This course includes an investigation of the major issues involved and prepares teachers to plan and carry out such computer education. Prerequisite: Ed 435 and one or more programming languages.
CSE 446 (G) Teaching Computer Programming 3 hours
In this course, the relative strengths and weaknesses of various computer languages are investigated with respect to their pedagogical value. Participants will be introduced to the special problems and methods of teaching programming to individuals of varying backgrounds. Prerequisite: Ed 435 and one or more language courses.
CSE 460 (G) Computer-Assisted Instruction I 3 hours
An introductory course in CAI that utilizes the principles of instructional systems design. Courseware developed will primarily be linear, verbal lessons of simple design to permit maximum emphasis on developmental techniques and validation. Prerequisites: Ed 435 and one or more language courses.
CSE 462 (G) Computer-Assisted Instruction II 3 hours
An advanced course in CAI focuses upon sophisticated branching lesson designs, and employs advanced graphics, sound and simulation techniques. Prerequisite: CSE 460G.
CSE 464 (G) Computer Interactive Audio/Video Systems 3 hours
An introductory course in the principles and practices of interfacing and utilizing audio and video systems with microcomputers in instructional environments. Prerequisite: Ed 435 and one or more programming language courses.
CSE 466 (G) Computer-Managed Instruction 3 hours
An introductory course in the principles and practices of self-directed instruction and utilizing instructional software. Prerequisites: Ed 435 and one or more programming language courses.
CSE 470 (G) Computer Applications in Business Education 3 hours
Development of computer courseware to use in the teaching of Business Education using both self-prepared material and commercial software. Prerequisite: CSE 410G and one or more programming language courses.
CSE 472 (G) Computer Applications in English 3 hours
Development of computer courseware to use in the teaching of English using both self-prepared material and commercial software. Prerequisite: CSE 410G and one or more programming language courses.
CSE 474 (G) Computer Applications in Math  
3 hours  
Development of computer coursework to use in the teaching of mathematics using both self-prepared  
material and commercial software. Prerequisite: CSE 410G and one or more programming language courses.

CSE 476 (G) Computer Applications in Science  
3 hours  
Development of computer coursework to use in the teaching of science using both self-prepared material  
and commercial software. Prerequisite: CSE 410G and one or more programming language courses.

CSE 478 (G) Computer Applications in Social Studies  
3 hours  
Development of computer coursework to use in the teaching of social studies using both self-prepared  
material and commercial software. Prerequisite: CSE 410G and one or more programming language courses.

GRADUATE COURSES  
Courses numbered 400-499 and designated (G) may be taken for graduate credit.

CSE 521 Management Applications of Computer  
3 hours  
An exploration of the range of computer applications in administration from simple record keeping to  
sophisticated planning and forecasting techniques. Prerequisite: CSE 424G or consent of instructor.

CSE 565 Computer Based Lesson Design  
3 hours  
Development of a complete learning episode. Author languages will be considered. Prerequisite: CSE 462G  
and Ed 326.

Education  
LOWER-DIVISION COURSES  
Ed 100 Introduction to Elementary Education  
1 hour  
Meeting in small groups of 20 or less over an academic quarter, education majors will be provided  
with orientation to WCSC, academic advisement, introduction to elementary education as a career and  
programmatic requirements. An emphasis will be placed on expansion of the personalization component  
of the current program. Class sessions will allow for informal interaction allowing students to develop  
rappor with a faculty member as well as a peer support group.

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 199 Special Individual Studies  
Terms and hours to be arranged  
1-4 hours  
Individual projects, practicum on special studies in a limited area of interest, under the guidance of a  
designated staff member.

Ed 200 Introduction to Education  
3 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  
student in the advanced levels of language learning. Students will become familiar with the state adopted  
texts and the techniques of using these effectively.

Ed 345 Physical Education Methods and Materials  
3 hours  
Design 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  
students in K-12. For majors and minors in health education.

Ed 352 Methods and Materials in Health Education  
3 hours  
An in-depth and comprehensive methods and materials class teaching skills and competencies in  
administration of the health program, health services, philosophy and goals.

Ed 358 Christmas in the Country  
3 hours  
A practical experience providing an opportunity for students to spend a week in a school prior to Christmas  
vacation. Students participate in the school and community activities.

Ed 360 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 361, 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 classroom 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 procedure  
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 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 389 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 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 Seminar  
Terms and hours to be arranged  

Ed 408 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 graduate  
3 hours each graduate  

Ed 411 Special Secondary Methods: Social Science,  
Biology, Mathematics  
3 hours each  
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 3-15 hours  
An experience practical to acquire pre-service and in-service teachers with programs for children and  
youth in various societal and educational agencies. Summer practica are available at pre-school, elementary  
and secondary educational practica in addition to student teaching in subject matter areas to meet  
certification requirements. Students limited to five 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) Instructional Graphics 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) Preparing Instructional 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 relationship of language arts; readiness; individual differences; work recognition skills; oral reading; evaluation of reading materials and 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 extended 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 reading instruction. Prerequisite: Ed 361 or Ed 469.

Ed 439 (G) Television in Instruction 3 hours
A survey of effective uses of television in instruction, the application of current research to TV theory, and a review of the effects of current television technology on present and future uses of television in instruction.

Ed 440 (G) Motion Picture Film in Instruction 3 hours

Ed 443 (G) Contemporary Teaching Strategies 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 is examined. The intent is to use general theories of learning to describe the full range of exceptionality in children.

Ed 446 (G) Printing and Photo-Mechanical Processes 1 hour
An introduction to the preparation of materials for printing. A review of current photo-mechanical technology and a survey of the effective uses of print materials.

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 curriculum, including an emphasis on instructional techniques, methods and materials; involvement of parents, aides and volunteers; community resources; and implementation of the curriculum.

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 current 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 home. The concept of curriculum and how it affects the teacher, student and parent is 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 skills subjects (exclusive of reading) for the classroom teacher.

Ed 468 (G) Diagnostic and Remedial Techniques in Reading 3 hours
Diagnostic, remedial and corrective techniques in reading for the classroom teacher. The technical nature of having a thorough understanding of basic skills 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. 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 responsibilities 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 interpersonal relationships 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 473 Identification of Learning Problems 3 hours
A course for elementary teachers who 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 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 theories and teaching strategies related to concept development and teaching basic skills. Field trips and laboratory experiences are designed to explore the concrete-manipulative approach to learning mathematics.

Ed 475 (G) Evaluation in School Mathematics 3 hours
A study of standardized and teacher-made evaluation instruments in mathematics to include: prognostic, diagnostic, achievement, and remediation. Emphasis will be given to the nature, causes and correction of learning difficulties in mathematics at all levels.

Ed 481 (G) Introduction to Educational Linguistics 3 credits
Methodology in the development of English skills in limited English proficiency students will be the main focus, with emphasis on speaking and listening. Various approaches and techniques for second language teaching will be explored, as well as language proficiency assessment, second language scope and sequence, and resources.

Ed 482 (G) Bilingual/ESL Education-Principles and Practices 3 hours
Surveys the historical development of bilingual education both nationally and internationally. It will provide the student with insight into government policy and legal aspects of bilingual education as well as theory and research in the field. Emphasis will be placed on the history and philosophy of bilingual education in a cross-cultural context.

Ed 483 (G) Cultural and Community Needs of LEP Students in the Instructional Process 3 hours
Cultural differences and their impact in the classroom will be explored. Focus will be placed on the educational system and its need to provide cultural support and community involvement in the educational process. Great emphasis will be placed on the LEP students' motivation, learning styles and strategies which result from cultural differences. Strategies to maximize learning using cultural and community resources will be addressed.

Ed 484 (G) First and Second Language Acquisition in the Bilingual/ESL Program 3 hours
Students will understand the differences in first and second language acquisition and the relationship to learning in the first language while the second language is acquired. Theory and research will be studied and applications to the bilingual classroom setting will be emphasized.
Ed 486 (G) First and Second Language Approaches to Teaching Subject Matter in Secondary Schools—Elementary 3 hours
This course focuses on planning for instruction bilingually or by language groups. Assessment of student need as well as strategies and approaches for managing bilingual/multicultural instruction will be explored.

Ed 487 (G) Alternative Secondary Curricula and Materials for Second Language Learners—Elementary 3 hours
This course places emphasis on the study of alternative curriculum patterns and materials which are conducive to the second language learner's achieving expected learner outcomes needed for course completion and high school graduation.

Ed 488 (G) Multi-Image Presentations 1 hour
Examine techniques used in projecting multi-image presentations.

Ed 491 Curricular Models and Instructional Strategies of Bilingual Classrooms—Elementary 3 hours
Various curricular organizational models and exploration and application of a variety of instructional and management strategies will be addressed. Emphasis will be placed on problem solving given a variety of school and classroom situations and environments.

Ed 492 (G) Classroom Strategies in First and Second Language Reading and Language Arts—Elementary 3 hours
Examines language arts materials as well as instructional strategies for native language development and second language development. A language continuum will be identified and its relationship to approaches in first and second language development will be studied. Students will learn how to adapt commercially available materials and develop supplementary language activities.

Ed 493 (G) Bilingual/Multicultural Teaching Methods in Content Area Instruction—Elementary 3 hours
Focuses on teaching of content area in dual language mode. Instructional language grouping and dual language content activities will be presented. The development of lesson plans and materials based on multicultural and bilingual content will be explored.

Ed 494 (G) Diagnosis and Prescription in Native Language Instruction—Elementary 3 hours
Assessment, instructional programming and materials in providing native language instruction to the non and limited English proficient students will be addressed. Emphasis will be placed on interdependence of first and second language reading and instructional decision-making of transitional reading programs.

Ed 495 (G) Diagnosis and Prescription in Basic Skills for LEP Students 3 hours
Assessment, instructional techniques and materials in basic skills in a bilingual classroom setting. Emphasis on individualizing instruction and monitoring procedures to determine student progress.

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 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 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
An 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 related to evaluation, supervision, teaching methods and group dynamics.

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 Administrative 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 Evaluation and 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 bid purchase specifications.

Ed 524 Communication Theory 3 hours
A historical background of the development of educational technology is explored. The applications of all forms of communications media are related to the instructional setting.
COURSE DESCRIPTIONS

Ed 525 Instructional Television Production 3 hours
Explores the fundamentals of the camera system, illumination, electronic video recording, audio recording, and set design. Each student will produce two short video projects outside the studio and will participate in at least one group studio color production.

Ed 526 Instructional Design 3 hours
The application of the instructional design approach to the preparation of multimedia instructional products. The student will be guided through the development of instructional materials, including the application of the ID approach to the preparation of computer-assisted instruction.

Ed 527 Information Technology 3 hours
A survey of modern information systems from a philosophical and practical perspective. The origins, storage, transmission, and retrieval of information in the educational setting will be explored, as will the technologies which assist these activities.

Ed 528 Educational Diagnosis and Prescription Pre-Academic 3 hours
Class is directed toward the development of competencies in the use of basic learning skill screening instruments, interviews with parents or care givers and interpretation of data from audiometric and visual examination. Students will be expected to write individual educational prescriptive programs in cognitive, psychomotor and socio-emotional components.

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 school. 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 level, including practical emphasis upon specific techniques in curriculum making for the teacher.

Ed 569 Advanced Reading Instruction 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 prevents remedial reading methodology for the resource room and planning of 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 curricular change, and the following: (1) scope and sequence, (2) articulation, (3) strategy of change and curricular 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.

Ed 580 Parent, Teacher, Child, Community Relations 3 hours
Parent-teacher conferencing and interviewing techniques utilizing parents as educational resources; developing teacher-aide relationships; utilizing community agencies; involves demonstrations and observations.

Ed 597 Psychology of Reading Instruction 3 hours
An advanced course in the teaching of reading. Fundamental nature of the reading process and the causes of difficulty in learning to read. An examination of current issues in teaching children to read.

Ed 700 (p) In-Service Education

EDUCATIONAL PSYCHOLOGY

LOWER-DIVISION COURSES

EdPsy 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.

UPPER-DIVISION COURSES

EdPsy 460 (G) Advanced Developmental Psychology 3 hours
An emphasis on current developmental theories and research. Theory dealing with various developmental phenomena will be compared and integrated where appropriate. Recommended prerequisite: Psy 311 (6 hours) or graduate standing.

EdPsy 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.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) may be taken for graduate credit.

EdPsy 520 Psychology of Learning 3 hours
Introduction to the major theories of learning current among psychologists doing research in the field. Experimentation and research underly 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.

EdPsy 523 Individual Intelligence Testing 3 hours
Introduction, scoring, interpretation and reporting of the Stanford Binet 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 EdPsy 524 is highly recommended before one makes professional use of skills learned. Consent of instructor.

EdPsy 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: EdPsy 523.

LIBRARY SCIENCE

UPPER-DIVISION COURSES

Lib 411 (G) Cataloging and Classification 3 hours
Introduction to the principles of cataloging, including establishing multiple access entry, descriptive cataloging, classification systems and subject cataloging.

Lib 421 (G) Information Sources and Services 3 hours
Fundamental concepts of reference service in various kinds of libraries. Use and evaluation of basic reference materials, print and nonprint.

Lib 427 (G) Organization of Library Media Programs 3 hours
Organization and management of a program to accomplish its various functions effectively. Includes technical processes of acquisition, computer cataloging, packaging, and circulation as well as design and implementation of a library skills curriculum.

Lib 442 (G) Selection of Materials 3 hours
Introduction to and evaluation of selection tools and criteria for all types of print and nonprint materials, selection policies, and materials collection development.

Lib 480 (Eng 480) (G) Children's Literature 3 hours
A study of the many books available for children in the elementary school. (Applicable as Education on degree requirements and certification.)

Lib 489 (Eng 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.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) may be taken for graduate credit.
HEALTH AND PHYSICAL EDUCATION

Health

LOWER-DIVISION COURSES

HE 151 Personal Hygiene 3 hours
Basic scientific knowledge for healthful living; relation 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 2-3 hours
Emergency treatment of injuries or sudden illnesses, with emphasis on school situations; upon successful completion the student receives a Red Cross 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 staffs. Prerequisites: HE 252 and Personal Safety Red Cross Card.

HE 254 Cardio-Pulmonary 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.

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.

PH 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 with nature; and the impact of political, psychological, sociological and economic factors on human health.

PH 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

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 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 100-119 Conditioning Activities
Sports (baseball, basketball, etc.), weight training and conditioning, jogging and aerobic dance.

PE 120-129 Rhythms and Dance
Folk and square dance, social dance, and basic rhythms.

PE 130-149 Individual Sports
Badminton, tennis, archery, handball, racquetball, self-defense, wrestling, backpacking, bowling, golf, gymnastics, fishing.

PE 150-159 Team Sports
Basketball, field sports, field hockey, recreational games, soccer, softball, volleyball.

PE 160-169 Aquatics
Aquatics, life saving, water safety instruction, scuba.

PE 170-179 Elementary PE Activities
(These courses are recommended for elementary education majors.)

PE 200-249 Professional Activities
(For PE Majors and Minors.)

PE 250-269 Intercollegiate Athletics

PE 230 Introduction to Physical Education 2 hours
This course initiates the professional student into the professional preparation program by overviewing 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 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
Demonstration of 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 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 evaluation 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 352 Methods and Materials in Health Education (K-12) 3 hours
An in-depth and comprehensive study of the health education programs and materials class teaching skills and competencies in administration of the health program, health services, philosophy and goals.

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 the 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 meets. 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 365 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.
**COURSE DESCRIPTIONS**

**PE 366 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.

**PE 367 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.

**PE 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.

**PE 369 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.

**PE 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.

**PE 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.

**PE 375 Coaching Women's Athletics 2 hours**
Philosophies, policies and practices relating to the coaching and administering 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.

**PE 406 Special Individual Studies 1-4 hours**
Credit for PE 406, 407 and 408, singly or combined, may not exceed 9 credit hours.

**PE 407 Seminar 1-4 hours**
Credit for PE 406, 407 and 408, singly or combined, may not exceed 9 credit hours.

**PE 408 Workshop 1-4 hours**
Credit for PE 406, 407 and 408, singly or combined, may not exceed 9 credit hours.

**PE 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.

**PE 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.

**PE 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.

**PE 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.

**PE 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 instructor.

**PE 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.

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**SPECIAL EDUCATION**

**Special Education**

**LOWER-DIVISION COURSES**

**SpEd 101, 102, 103, 201, 202 American Sign Language 3 hours each**
Techniques for facilitating individual intensive training and practice in manual communication. Students are assigned to sections according to entry level skills after consultation with instructor.

**SpEd 112 Laboratory Experience in Sign Language Interpreting 1-3 hours**
This lab is designed to provide experience related to the interpreting theory classes.

**SpEd 150 Visual/Kinetic Readiness for Communicative Competence in American Sign Language 3 hours**
Students will be involved in activities designed to develop eye-body readiness for communicative competence in American Sign Language.

**SpEd 151 Introduction to Interpreting 3 hours**
Introduction to the art and profession of interpretation. Insists the student to the professional requirements, the knowledge of environmental conditions, the theories of interpretation, and instruction in the initial process of interpreting.

**SpEd 152 Code of Ethics for Interpreters 3 hours**
Study and discussion of the Registry of Interpreters for the Deaf, Inc. (RIDI) Code of Ethics, including application of principles in the Code to actual and hypothetical interpreting situations; methods of educating consumers regarding the role of the interpreter; learning to abide by the Code; and potential consequences of unethical behavior.

**SpEd 155 Sign-to-Voice Interpreting 1-4 hours**
Skill development course designed to introduce beginning techniques of voice interpreting from American Sign Language or ASL-like signing to appropriate and acceptable English either signed, written, or spoken. Prerequisite: 6 credits of ASL, SpEd 151, 152.
SpEd 156 Voice-to-Sign Interpreting I 4 hours
Skill development course designed to assist students in acquiring basic interpreting competencies from English to American Sign Language. Emphasis on developing interpreting accuracy rather than speed. Transition will be made from consecutive to simultaneous voice to sign interpreting. Prerequisite: 6 credits of ASL. SpEd 151, 152.

SpEd 160 Fingerspelling I 2 hours
Introduction to and concentrated instruction in practice of fingerspelling at increasing levels of complexity. Prerequisite: SpEd 101, 102.

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.

Ed 212 Laboratory Experience in Sign Language Interpreting 1-3 hours
This lab is designed to provide intensive, supervised practical experience to complement and complete their interpreter preparation.

SpEd 213 Final Supervised Internship Experience 12 hours
Students are placed in a full-time interpreting setting which is designed to provide intensive, supervised practical experience to complement and complete their interpreter preparation.

SpEd 250 Interpersonal Relationships 3 hours
Self-understanding and development: emphasis upon attitudes, values, motivations, and emotional problems related to a service oriented profession. Format involves class and small group discussions and a variety of options.

SpEd 251 Interpreting Situations: Educational 3 hours
Designed to provide knowledge about the roles and responsibilities of students, instructors, and interpreters in elementary, secondary and post-secondary educational settings and to provide training that will enable the student to develop skills required for functioning as an interpreter in educational settings. Prerequisite: SpEd 101, 102.

SpEd 252 Interpreting Situations: Free Lance 3 hours
This course is designed to teach the student how to anticipate a variety of interpreting settings, assess linguistic systems, determine and study specialized vocabulary, identify problems and apply ethical solutions, arrange appropriate position, dress and environment, and provide practice in interpreting. Prerequisite: SpEd 101, 102, 103, 151, and 251.

SpEd 253 ASL Linguistics for Interpreters 3 hours
Students will examine the structural and grammatical principles of American Sign Language and expand skill in comprehension and expression of ASL. Prerequisite: 9 credits of ASL.

SpEd 255 Sign to Voice Interpreting II 4 hours
Skill development course designed to introduce advanced techniques of voice interpreting from American Sign Language to spoken English. Emphasis on developing interpreting speed, accuracy, clarity and flexibility. Discussion of effective methods of preparing for a sign-to-voice interpreting assignment. Prerequisite: SpEd 101, 102, 103, 155.

SpEd 256 Voice-to-Sign Interpreting II 4 hours
Skill development course designed to provide the student with an opportunity to continue to develop knowledge about and improve skills in the ability to convey a spoken or written English message into appropriate and acceptable American Sign Language, more ASL-like signing or a Manually Coded English sign system. Prerequisite: SpEd 101, 102, 103, 156.

SpEd 260 Fingerspelling II 2 hour
Continued concentrated instruction in practice of fingerspelling at increasing levels of complexity. Prerequisite: SpEd 101, 102, 103, 160.

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; practicums 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 advisor for details. Prerequisite: for Handicapped Learner SpEd 421, 422, 472, 409.

SpEd 421 (G) Diagnosis and Prescription in Reading for the Handicapped Learner 3 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 3 hours
To provide instruction and assistance in developing case study techniques for diagnosing learning problems in basic 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 record-keeping 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 or 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 1 hour
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) Programming for Severely Handicapped Learners 3 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, whenever possible, apply a theoretical perspective to explain the origins, facets and cultivation of gifted potential.

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, the physically handicapped, the visually impaired, the learning disabled and other special needs populations.

SpEd 472 (G) Instructional Materials and Methods on 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, machines, and microcomputer; cognitive and affective considerations; budgetary planning considerations; methods - analytic, linguistic, synthetic.

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 489 (G) Alternative Curriculum and Organizational Patterns 3 hours
Educational placement and programming for handicapped learners; alternative organizational patterns and curricula such as individualized instruction, mainstreaming, resource rooms, pre-vocational and work experience; and other topics.

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 3-9 hours
Terms and hours to be arranged.

SpEd 507 Seminar 3-9 hours
Terms and hours to be arranged.

SpEd 508 Workshop 3-9 hours
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 Vocational and Career Options for the Handicapped 3 hours
Pre-vocational, vocational, work experience programs and careers for handicapped learners in schools and agencies.

SpEd 516 Diagnosis of Learning Problems: Case Study Procedures 3 hours
Advanced case study techniques for diagnosing learning problems in reading, basic skills, and remedial approaches.

SpEd 517 Prescription for Learning Problems 3 hours
Provides instruction and training in developing and implementing a prescription that will mobilize the child and his/her environment to alleviate, accommodate and/or compensate for the learning handicap. Prepares participants in techniques for exercise presentations. 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 521 Special Topics in Special Education 3 hours
Current literature and research related to topics of concern to graduate students in special education. May be repeated, with different topics. Maximum of 9 hours.

SpEd 538 Educational Diagnosis and Prescription: Pre-Professional 3 hours
Examination of techniques and procedures used to assess the abilities and needs of students. This course covers the techniques used to assess the abilities and needs of students. Prerequisite: SpEd 516 or consent of instructor.

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. Emphasis is placed on the use of various stimulus control procedures, generalization of behavior in the classroom, and the use of technology.

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 531 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 will focus on the development of skills and strategies that are essential for the education of the gifted and talented.

SpEd 532 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 development of these affective and social-emotional needs. It is expected that 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 skills 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 made by the college supervisor in conjunction with the cooperating teacher and/or clinician. Prerequisites required to the major area of study. Consult major area adviser 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 preschool 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. Appropriate language tests are analyzed. Includes semantic, syntactic and pragmatic aspects of language development.

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.

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 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 introduction to 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 its 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 478 (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 3 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 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 audio-logic 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 499 (G) Aural Rehabilitation 4 hours
Principles and methods of teaching speech reading, including Nitchie, Jena, 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 526 (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 audiometric testing, speech reading, auditory training, and amplification. Prerequisite: SPA 488 or consent of instructor.

SPA 582 Voice and Organic Disorders 3 hours
Voice 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 371 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.
THE FACULTY

ALLEN JOHN ADAMS (1969), Associate Professor of Creative Arts/Theater Arts. B.A. 1964, North Central College; M.A. 1967, Northern Illinois University; Ph.D. 1969, University of Utah.


GERTRUDE JOANNE AMSPOKER (1961), Professor of History. B.A. 1942, Reed College; M.A. 1946, Radcliffe College; Ph.D. 1959, University of Minnesota.


FRANK L. ASHMORE (1976), Assistant Professor of Special Education. B.S. 1966, Lynden State College; M.S. 1974, Oregon College of Education.

ROBERT RODGERS AYRES (1975), Assistant Professor of Special Education. B.A. 1969, B.A. 1970, Pacific Lutheran University; M.S. 1975, Oregon College of Education.

ROBERT SAMUEL BAKER (1957-64, 1966), Associate Professor of Humanities. B.A. 1953, Pacific University; M.A. 1956, University of Chicago.

FRANK HARTMUT BALKE (1972), Associate Professor of Humanities. B.S. 1961, M.A. 1964, University of Oklahoma; Ph.D. 1980, Oregon State University.

LOUIS BALMER (1977), Associate Professor of Education. B.S. 1958, Oregon State University; M.S. 1968, Portland State University; Ed.D. 1971, University of North Carolina.

NEAL RAYMOND BANDICK (1970), Professor of Biology. B.S. 1962, University of California, Davis; M.S. 1965, Trinity University; Ed.D. 1970, University of Michigan.


ROBERT D. BARR (1982), Dean, OSU-WOSC School of Education; Professor of Education. B.A. 1961, Texas Christian; M.S. 1965, North Texas State; Ph.D. 1969, Purdue.

JAMES H. BEARD (1962), Provost; Professor of Psychology. B.A. Ed. 1953, Kearney State College; M.Ed. 1958, Ed.D. 1961, University of Nebraska.

DORI BEEKS (1976), Assistant to the President, Affirmative Action Officer, Research Associate.


HERMAS JOHN BERGMAN (1966), Dean, School of Liberal Arts and Sciences; Professor of History. B.A. 1948, Walla Walla College; M.A. 1961, University of Puget Sound; Ph.D. 1967, Washington State University.


K. JAMES BOUTIN (1979), Associate Professor of Education. B.S. 1964, Lewis and Clark College; M.S. 1965, University of Southern California; Ph.D. 1983, Oregon State University.

MYRA JEAN BRAND (1968), Associate Professor of Creative Arts/Music. B.M. 1958, Williamette University; M.M. 1971, University of Oregon; D.M.A. 1979, University of Oregon.

JOANN BRANDHORST (1982), Assistant Professor of Health and Physical Education. B.S. 1960, Concordia Teachers' College; M.P.E. 1963, University of Nebraska.

LOUIS CARL BRANDHORST (1967), Associate Professor of Geography. B.S. 1955, Concordia Teachers' College; M.A. 1963, Ph.D. 1974, University of Nebraska.


RONALD JOHN BRINEGAR (1969), Associate Professor, Registrar. B.A. 1964, University of Oregon; M.S. 1976, Oregon College of Education.

RAY ARLYN BRODERSEN (1966), Professor of Geology; Chair, Natural Sciences and Mathematics Division. B.A. 1953, Fresno State College; Ph.D. 1962, University of California, Berkeley.

WILLIAM DALLAS BURT (1976), Instructor in Special Education; Sign Language Interpreter. B.A. 1976, Lewis and Clark College.

GEORGE ALBERT CABRERA (1961), Assistant Professor of Education. B.S. 1968, M.Ed. 1967, Oregon State University; Ph.D. 1982, Syracuse University.

JOSEPH RONALD CALIGURE (1960), Assistant Professor of Health and Physical Education. B.S. 1952, M.S. 1966, University of New Mexico.

DALE WAYNE CANNON (1977), Associate Professor of Humanities. B.A. 1965, Seattle Pacific College; Ph.D. 1969, Duke University.


JON CAREY (1976), Assistant Professor of Health and Physical Education. B.S. 1973, Portland State University; M.Ed. 1979, Oregon State University.

JOHN JOSEPH CASEY (1965), Associate Professor of Creative Arts. B.A. 1958, University of Oregon; M.F.A. 1962, California College of Arts and Crafts.


MELVIN T. COLLINS Jr. (1976), Director of Computing Center; Assistant Professor. B.A. 1956, University of Washington; M.A. 1968, Oregon State University; Ph.D. 1982, University of Washington.

ERIC JON COOLEY (1976), Associate Professor of Psychology. B.A. 1972, Claremont Men's College; Ph.D. 1976, University of Texas.

SANDRA KAY COOPER (1979), Instructor, Continuing Education. B.S. 1971, University of Oregon; M.S. 1982, Western Oregon State College.

ROSS RALPH COTRONEO (1966), Professor of History; Chair, Social Science Division. B.S. 1959, M.A. 1962, Ph.D. 1966, University of Idaho.

JAMES D. CRAVEN (1981), Instructor, Associate Director, Public Information. B.A. 1975, University of Santa Clara.

ERNIE LEE CUMMINS (1957), Professor of Physical Sciences and Science Education. B.S. 1943, M.S. 1952, Ed.D. 1960, Oregon State University.

MERLIN DUANE DARBY (1968), Director, Counseling Center; Professor of Counseling and Guidance. B.A. 1959, Oregon College of Education; M.A. 1964, Arizona State University; Ed.D. 1969, Oregon State University.

GAIL DAVIS (1967), Assistant Professor of Health and Physical Education. B.S. 1950, Oregon College of Education; M.Ed. 1958, University of Oregon.


WILLIAM ROBERT DAVIS (1967), Professor of Education. B.S. 1945, M.S. 1947, University of Idaho; Ph.D. 1966, Washington State University.

ERHARD KARL DORTMUND (1958-59, 1961), Associate Professor of History. B.A. 1952, University of Colorado; M.A. 1960, University of California, Berkeley.


DENNIS WAYNE EDDINGS (1968), Professor of Humanities.
B.A. 1966, M.A. 1968, University of Washington;
Ph.D. 1973, University of Oregon.


JAY FREDRICK 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 (1966), Professor of Special Education.

JEAN MARIE FERGUSON (1969-71, 1972), Professor of Education.

THOMAS LEE FERTE (1968), Associate Professor of Humanities.

KATHERINE FLETCHER (1982), Elderhostel Director, Assistant Professor.
B.A. 1953, Rollins College; M.S. 1976, Oregon College of Education.

RONALD DEAN FINSTER (1971) Associate Professor of Economics.

RICHARD CHARLES FORCER (1972), Professor of Educational Psychology and Foundations.
B.S.E. 1962, Massachusetts State College,
Westfield; M.Ed. 1965, University of Massachusetts,
Amherst; Ph.D. 1969, Michigan State University.

JOHN JOSEPH FREBURG (1973), Assistant Professor of Special Education.

BEVERLY JO FREER (1970), Associate Professor of Humanities.
B.A. 1962, Idaho State University; M.S. 1964,
Ph.D. 1973, 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 A. GALLAGHER (1970), Associate Professor of Education.
B.S. 1952, Illinois State University; Ed.M. 1957,
University of Illinois; Ed.D. 1979, Oregon State University.

LAURENCE GALLMORE (1982), Instructor in Special Education

CHARLES RICHARD GENGLER (1965), Professor of Education.

BARBARA HELM GIANNESCHI (1976), Director of Admissions; Assistant Professor.

ALLEN L. GIDLEY (1981), Instructor.
B.S. 1975, Eastern Oregon State College.

GERALD RALPH GIORDO (1969), Professor of Education; Chair, Elementary Education.

DEANNA TODD GOODSON (1982), Assistant Professor of Special Education.
B.S. 1973, M.S. 1975, Oregon College of Education.

CLARENCE CLIFFORD GORCEUS (1966), Director of Library; Professor.
B.S. 1940, Wisconsin State University, Oshkosh;
B.L.S. 1945, University of Wisconsin; M.S. 1952,

PETER VINCENT GRECO (1969), Professor of Geography.
B.A. 1952, Fordham University; M.A. 1954, Ed.D.
1957, Columbia University.

BERYL MANSFIELD GREEN (1960-66, 1969), Professor of Mathematics.
B.S. 1956, M.S. 1959, Eastern New Mexico University;
Ph.D. 1969, Oregon State University.

LLOYD THEODORE HANSON (1960-63, 1965), Associate Professor of Humanities.
B.A. 1950, Willamette University; M.A. 1957,
University of Oregon.

HAROLD DALE HARP (1965), Associate Professor of Education.
B.S. 1956, M.S. 1960, Oregon College of Education.

KENDALL V. HARRIS (1983), Assistant Director of Educational Media; Instructor.
B.A. 1973, Brigham Young University.

SANDRA DOORE HARRIS (1978), Instructor, Financial Aid Office.
B.S. 1964, University of Oregon.

ELAINE HEENIN-WALCZK (1982), Instructor in Creative Arts/Dance.

WILMA S. HEIN (1973), Associate Professor of Health and Physical Education.
B.A. 1959, California State University, Long Beach; M.S. 1965, University of Southern California;
Ed.D. 1972, Brigham Young University.

BEVERLY HENSON HERZOG (1968), Associate Professor of Special Education; Chair, Special Education.
B.S. 1961, Northwestern University; M.A. 1965,
Ph.D. 1967, University of Michigan.

VERN DONALD HIBERT (1959-63, 1965), Associate Professor of Mathematics.
B.A. 1952, Willamette University; M.S. 1959,
University of Illinois.

HOWARD CLINTON HILL (1962), Head Cataloger, Computer Technology Librarian; Assistant Professor.

BETTY PHILLIPS HOLDT (1963), Associate Professor of Special Education.
B.A. 1951, Monmouth College, Illinois; M.A.
1952, Gallaudet College; M.A. 1960, Professional Diploma, 1962, Teachers College, Columbia University;
Ed.D. 1975, Utah State University.

DON YOUNG HOSKISSON (1971), Associate Professor of Creative Arts/Art.
B.S. 1962, M.A. 1963, Utah State University;
M.F.A. 1971, Arizona State University.

REESE MILTON HOUSE (1969), Professor of Counseling and Guidance.
B.S. 1960, M.A. 1961, Ball State University; Ed.D.
1970, Oregon State University.

ELIZABETH EMILY HOYSER (1965-68, 1970), Professor of Education.
B.S. 1950, Oregon College of Education; M.A.
1962, San Francisco State College; Ph.D. 1970,
Oregon State University.

MAJUDDIN MOHAMMED JAFFER (1958), Associate Professor of Chemistry. B.Sc. 1945, M.Sc. 1947, Osmania University, India; B.S.Ch.E. 1950, University of Michigan; M.S.Ch.E. 1951, University of North Dakota.


KENNETH D. JENSEN (1976), Associate Professor of Geophysics. B.A. 1963, California State University; M.A. 1964, University of North Dakota; Ph.D. 1974, Michigan State University.

RICHARD IMMANUEL JENSEN (1969-70, 1971), Associate Professor of Education. B.S. 1959, Dana College; M.Ed. 1963, University of Oregon; Ed.D. 1972, University of Wyoming.


ROBERT KAHN-BASS (1979), Assistant Professor of Health and Physical Education. B.A. 1964, San Jose State University; M.S. 1975, U.S. International University, San Diego.

JAMES CARSON KEESLEY (1970), Associate Professor of Psychology. A.B. 1958, Princeton University; M.A. 1962, San Jose State College; Ph.D. 1969, University of Oregon.


BERT YARBROUGH KERSH (1960), Professor of Psychology. B.A. 1950, University of California, Santa Barbara; M.A. 1953, Ph.D. 1955, University of California, Berkeley.

LEO JAMES KIRK (1963), Professor of Creative Arts/Art. B.A. 1951, Washburn University; M.A. 1959, Colorado State College.


KENNETH ANDREW KOSKO (1974), Assistant Professor of Education. B.A. 1971, Central Washington State College; M.S. 1974, Oregon College of Education.


LOTTE NORVIG LARSEN (1976), Reference and Serials Librarian; Assistant Professor. B.A. 1965, Seattle University; M.L.S. 1972, University of Washington.

EDITH CHIN LI (1982), Assistant Professor of Special Education. B.A. 1973, University of Southern California; M.A. 1975, Ph.D. 1981, Northwestern University.


ALLYN LAURENCE LYON (1967), Professor of Creative Arts/Music. B.S. 1958, M.A. 1960, University of Utah; Ph.D. 1963, Eastman School of Music, University of Rochester.

COLIN E. MACKNINNON (1979), Associate Professor of Educational Psychology and Foundations. B.A. 1963, Wesleyan University; M.Ed. 1976, Ed.D. 1979, University of Massachusetts.


ROBERT FRANCIS MARTIN III (1972), Professor of Humanities. B.A. 1965, Wabash College; M.A. 1966, Ohio University; Ph.D. 1974, Indiana University.

SOCORRO MARTINEZ (1975), Assistant Professor of Humanities. B.A. 1957, Arizona State University; M.A. 1972, Azusa Pacific College.

Harold Irwin Mason (1966), Associate Professor of Education; Director of Teacher Education and Placement. B.S. 1956, M.S. 1960, Oregon State University.

Margaret Jane MARIK (1983), Director of Public Affairs, Assistant Professor. B.A. 1969, Old Dominion University; M.L.S. 1977, San Jose State University.


David Vernon Mccorkle (1963), Professor of Biology. B.S. 1956, Seattle Pacific College; M.S. 1959, Ph.D. 1967, University of Washington.

Jacqueline Caldwell McCrady (1975), Assistant Professor of Educational Psychology and Foundations. B.A. 1969, University of Wisconsin, Eau Claire; M.L.S. 1973, University of Oregon; M.S. 1978, Oregon College of Education.


Richard S. Meyers (1983), President, Professor of Educational Psychology and Foundations; Professor of Music. B.M. 1961, DePaul University; M.S. 1963, Ph.D. 1971, University of Southern California.
THE FACULTY

RUTH HATFIELD MILLION (1966), Associate Professor of Creative Arts/Music.
B.A. 1943, Georgetown College; M.M. 1946, American Conservatory.

EWAN HARRECHT 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 Teyte, London; operas under Carl Ebert, Roberto Moinzoon,
Tanglewood Festival.

JAMES WILLIAM MOORE (1981), Assistant Professor, Student Services.
M.A. 1964, Washington University; Ph.D. 1978, Saint Louis University.

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.

HORACE BLAKE MORANVILLE (1966), Associate Dean of Students; Assistant Professor.
B.S. 1966, M.S. 1968, Oregon College of Education.

RONALD R. MORGALL (1967), Associate Professor of Mathematics.
M.S. 1965, Oregon State University; Ph.D. 1979, University of Oregon.

KENNETH HOLLY MYERS (1968), Professor of Education; Assistant Dean of Education for Academic Affairs.

WILLIAM DEAN NEIFERT (1975), Dean of Administration, Professor.

NORMAN NEUBURG NELSON (1970), Professor of Mathematics.

ROBERT OTTO NOVAK (1968), Professor of Biology.
B.S. 1952, Michigan State University; M.S. 1956, University of Illinois; Ph.D. 1963, University of Wisconsin.

THEODORE A. O'CONNOR (1976), Interpreter for the Deaf, Instructor.
1973, Fullerton Junior College.

ERNST MAYNARD OGARD Jr. (1966), Professor of Sociology.

ZILLAH ANN PAETH (1965), Head Acquisitions Librarian; Assistant Professor.
B.A. 1941, B.Ed. 1941, Washington State University.

ROBERT LELAND PAGE (1973), Associate Professor of Creative Arts/Theatre Arts.

ANNA PENK (1973), Associate Professor of Mathematics.

LEWIS ARTHUR PENNICK (1968), Professor of Biology.

SHERYL W. PERRY (1972), Budget Officer, Instructor.

MARY ANN PERRY (1977), Professor of Creative Arts.
B.A. 1953, St. John's University; M.S. 1958, Fordham University; M.F.A. 1966, Pratt Institute; Ph.D. 1971, New York University.

BERNARD J. PITTS (1981), Director, College Center, Assistant Professor.
B.S. 1971, Southern Illinois University; M.S. 1975, Oregon State University.

LANCE JORDAN POPOFF (1981), Director of Financial Aid, Associate Professor.
B.S. 1970, Pacific University.

WILLIAM JAMES PUNKIE (1971), Associate Professor of Creative Arts/Music.

MARVEL RATHBUN-KOHN (1977), Director of Health Services; College Physician; Professor.
B.S. 1948, University of Michigan; M.D. 1951, University of Michigan Medical School.

HELEN MARIE REDBIRD (1956-57, 1958), Professor of Social Science.

ALBERT REDSUN (1969), Associate Professor of Education.
B.A. 1953, San Francisco State College; M.A.T. 1969, Oregon College of Education.

LYNN J. REE (1982), Assistant Professor of Education.
B.A. 1964, Overland College; M.A. 1966, University of Michigan; Ph.D. 1982, Georgetown University.

JOHN WARREN REMAN (1981), Assistant Professor of Counseling and Guidance.
B.A. 1972, Rollins College; M.S. 1974, Florida State University.

JACQUELINE LEE RICE (1969), Associate Professor of Health and Physical Education.
B.S. 1962, University of Oregon; M.Ed. 1969, Oregon State University; Ed.S. 1979, Loma Linda University.

GUY HARLAN ROWOTH (1966-68, 1968), Professor of Geology.
B.A. 1958, University of New Hampshire; M.S. 1960, Lehigh University; Ph.D. 1974, Oregon State University.

MARION OLINDO ROSSI (1965), Associate Professor of Humanities.
B.A. 1963, Idaho State University; M.A. 1965, University of Illinois.

THOMAS DAVID ROWLAND (1962-66, 1967), Professor of Special Education and Psychology; Director, Educational Evaluation Center.

ELDRED RUTHERFORD (1979), Associate Professor of Psychology.
B.A. 1958, Ph.D. 1964, University of California, Berkeley.

JACK CLINTON RYE (1970), Professor of Health and Physical Education; Chair, Health and Physical Education.

VICTOR EARL SAVICKI (1971), Professor of Psychology.
B.A. 1967, Carroll College; M.S. 1965, Ph.D. 1971, University of Massachusetts.

DEBORAH LYNN SCHEL (1982), Instructor in Special Education.
B.S., M.S. 1981, Oregon State College.

MARION DALE SCHROCK (1970), Professor of Creative Arts/Music.

DAWN SCOTT (1977), Instructor in Special Education.

HAROLD RAY SEWELL (1969), Assistant Professor of Humanities.
B.A. 1953, M.A. 1956, Baylor University.

MARGARET ANN SHARROW (1981), Instructor, Speech/Hearing Therapist.
M.A. 1975, Texas Tech University.

CARL SHAY (1979), Associate Professor of Political Science.

AMER SINGH (1965), Professor of Economics.
B.A. 1955, Punjab University, India; M.S. 1961, Oregon State University and University of Minnesota; Ph.D. 1964, Oregon State University.

CAROL F. SISSEN (1977), Associate Professor of Counseling and Guidance.

GEORGE DODSON SLAWSON (1967), Assistant Professor of Humanities.
B.S. 1958, Oregon College of Education; M.A. 1964, University of Oregon.

CLAUDE EDWARD SMITH (1958), Director of Educational Media Center; Assistant Professor of Education.

ROYCE LEE SMITH (1981), Associate Professor of Business.
B.A. 1957, M.A. 1964, Ph.D. 1969, University of Nebraska, Omaha.

EDWIN E. SNIDER (1979), Associate Professor of Creative Arts/Music.
B.S. 1953, Pennsylvania State University; M.A. 1957, New York University; D.M.A. 1978, University of Southern California.

JOSEPH ARTHUR SODENI (1972), Professor of Humanities.
B.A. 1961, Oglesby College; M.A. 1968, University of California, Santa Barbara; Ph.D. 1972, Washington State University.

RICHARD ALLEN SORENSON (1969), Professor of Creative Arts/Music.
B.A. 1961, University of Northern Iowa; M.Mus.Ed. 1962, Eastman School of Music; University of Rochester; Ph.D. 1972, University of Colorado.

DONALD ANTONIO SPINOS (1967), Assistant Professor of Health and Physical Education.
B.S. 1957, M.S. 1963, Oregon State University.

LOWELL WAYNE SPRING (1968), Professor of Biology.
B.A. 1960, University of Northern Iowa; M.S. 1963, Ph.D. 1968, University of Washington.

BONNIE LOUISE STAHLER (1976), Assistant Professor of Special Education.
B.S. 1970, Montana State University; M.S. 1976, Oregon College of Education.

LARRY JOSEPH STOBIE (1969), Associate Professor of Creative Arts/Art.

PETER GORDON STONE (1968), Associate Professor of Creative Arts/Art.

RUTH ELIZABETH THURSTON-TAYLOR (1978), Assistant Professor of Humanities.
THE FACULTY

LEONA ESTHER TODD (1960-64, 1965), Professor of Biology.

ROBERT RICHARD TOMPKINS (1969), Professor of Humanities.

VERNON RAY UZT (1970), Professor of Education.

WILLIAM HARRY VENEMA (1970), Professor.

EDWARD BANTA WAGGNER (1975), Associate Professor of Humanities.
B.A. 1961, Trinity College; M.A. 1964, University of Iowa; Ph.D. 1973, Stanford University.

BRUCE WALCZYK (1982), Instructor in Creative Arts/ Dance.
B.S. 1978, SUNY, Brockport; M.A. 1982, University of California, Los Angeles.

KENNETH MERRIAM WALKER (1957), Professor of Biology.
B.S. 1943, M.S. 1949, Ph.D. 1955, Oregon State University.

RICHARD EARL WALKER (1972), Professor of Education.
B.S. 1958, Millikin University; M.Ed. 1962, University of Illinois; Ed.D. 1968, University of Northern Colorado.

DAVID EDWARD WALLACE (1960), Professor of Creative Arts/ Music; Director, Graduate Programs, Summer Session and Special Programs.
B.M. 1950, West Virginia University; M.M. 1951, Ph.D. 1964, Northwestern University.

MAXINE AMMER WARNATH (1962), Associate Professor of Psychology.
B.A. 1949, Brooklyn College; M.A. 1951, Teaching College; Ed.D. 1982, Columbia University.

DONALD JOSEPH WEISS (1966), Associate Professor of Humanities; Chair, Humanities Division.
B.A. 1953, Amherst College; M.A. 1955, Indiana University.

GARY B. WELANDER (1963), Assistant Professor of Education.

NEAL W. WERNER (1973), Assistant Director of Auxiliary Services, Instructor.
B.S. 1976, University of Oregon.

DONALD HARVEY WHITE (1971), Professor of Physics.
A.B. 1953, University of California, Berkeley; Ph.D. 1960, Cornell University.

WAYNE RODGERS WHITE (1967), Associate Professor of Geography.
B.S. 1961, East Texas State University; M.A. 1964, University of Texas; Ph.D. 1977, University of Oregon.

KATHRYN WISE (1980), Assistant Professor of Psychology.


EDWARD WRIGHT (1979), Associate Professor of Mathematics.

GEORGE LEE WYATT (1977), Professor of Economics.
B.B.A. 1968, University of Miami; M.A. 1969, Ph.D. 1971, University of Kentucky.

RONALD LLOYD WYNN (1969), Professor of Creative Arts/ Music; Chair, Creative Arts Division.
B.A. 1950, New Mexico Highlands University; M.Mus.Ed. 1956, Ph.D. 1969, University of Colorado.

BONNIE JEAN YOUNG (1969), Professor of Special Education, Assistant Dean of Education for Service and School Improvement.

Sign Language Interpreters
BILL BURT, Lead Interp.
DOUG BAYTON
JOHNNIE BURT
LAURENCE GALLIMORE
JENNIFER HORTON
JOANNE JACKOWSKI
MARYANN JOHNSON
THEODORE O'CONNOR
SHARON SHELLEY

Emeritus Faculty and Administration

HELEN BLODGETT ADDISON (1958), Assistant Professor Emeritus, Education.

NEIL ADRIAN AMERMANS, B.S. (1960-78), Assistant Professor Emeritus, Dormitories and Food Services.

FRANCES MATTLINGLY ARMOUR, B.A. (1953-75), Assistant Professor Emeritus, Library.

JOHN EDWARD BELLAMY, Ph.D. (1955-82), Professor Emeritus, Humanities.

RICHARD CHARLES BERG (1967), Emeritus Professor, Music.

DAVID SILIN BRODY, Ph.D. (1953-66, 1967-75), Professor Emeritus, Psychology.

WILLIAM EDWARD BURKE, Ph.D. (1968-78), Professor Emeritus, Physical Education.

GORDON WILDON CLARKE, Ph.D. (1960-78), Professor Emeritus, Humanities.

DOROTHY LOUISE COREY, M.A. (1967-82), Assistant Professor Emeritus, Biology.

RUTH PEARSON CUBERTSON, M.A. (1963-75), Associate Professor Emeritus, Art.

ETTA MAE WELLS DEREFING, B.S. (1963-75), Assistant Professor Emeritus, Health Service.

MABEL EWALT DOBBS, M.M. (1962-76), Assistant Professor Emeritus, Music.

MARY AGNES DONALDSON, M.A. (1921-62), Associate Professor Emeritus, Education.

JOHN E. DUNN, M.S. (1974-76), Assistant Professor Emeritus, Law Enforcement.

JAMES BRADFORD ELLINGSON (1971), Emeritus Professor, Education.

HENRY KENT FARLEY, Ed.D. (1947-70), Professor Emeritus, Education.

JESSE HOWARD GARRISON, Ed.D. (1959-82), Professor Emeritus, Education.

FRANCIS D. HAINES, Ph.D. (1951-64), Professor Emeritus of Social Science.

PEARL BIRCH HEATH, M.S. (1927-63), Professor Emeritus, Art.

LELAND ELMER HESS, Ph.D. (1956-79), Professor Emeritus, Political Science.

MARGARET LOUISE HIATT, Ed.D. (1949-83), Professor Emeritus, Education.

MARTHA HELEN HILL, B.S. (1945-75), Assistant Professor Emeritus, Administration.


RUTH ELIZABETH LAUTENBACH, Ed.D. (1940-74), Professor Emeritus, Physical Education.

GERALD LEINWAND, Ph.D. (1977-82), President Emeritus.

ROBERT CLARENCE LIVINGSTON, Ed.D. (1951-83), Professor Emeritus, Physical Education.

MAY FOLSOM LUCAS, M.S. (1957-75), Assistant Professor Emeritus, Education.

WILLIAM DEAN McARTHUR, Ed.D. (1947-83), Professor Emeritus, Physical Education.

LUCILLE NAVARRE MILLISAP, Ed.D. (1949-75), Professor Emeritus, Education.

JACK DONALD MORTON, M.A. (1955-83), Dean of Students Emeritus.

ANTON POSTL, Ph.D. (1947-81), Professor Emeritus, Chemistry.

LEONARD WILLIAM RICE, Ph.D. (1962-77), President Emeritus.

RICHARD GERALD SHOLLENBERGER, M.Ed. (1965-83), Assistant Professor Emeritus, Physical Education.

JOHN NATHAN SPARKS, B.S. (1960-81), Assistant Professor Emeritus, Accounting.

ELLIS ARNOLD STEBBINS, B.A. (1928-68), Dean Emeritus, Administration.

MARGARET LILLIAN STEINER, B.A. (1947-75), Assistant Professor Emeritus, Library.

HENRY EVERETT TETZ, M.S. (1957-70), Assistant Professor Emeritus, Education.


ERNEST C. TIMPANI, M.S. (1969-81), Professor Emeritus, Corrections.


HENRIETTA D. WOLFER, M.S. (1925-61), Associate Professor Emeritus, Education.

ARTHUR KENNETH YOST, Ed.D. (1933-75), Professor Emeritus, Educational Media.
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.

All professional members of Teaching Research have an academic appointment and accompanying rank, but are not required to be involved in preservice activities. Instead, the staff are fully engaged in research, development, dissemination, or evaluation activities. In establishing Teaching Research, the Board of Higher Education determined four specific objectives:

1. Identify areas related to the teaching-learning process in which experimentation and research are urgently needed;
2. Plan and conduct research projects leading to improved teaching procedures at the various levels of instruction;
3. Provide the State System of Higher Education with an agency designed to expand knowledge related to teaching in a way comparable to that employed in other disciplines; and
4. Provide the State System of Higher Education with a facility designed to attract and wisely use the financial support which is available in this field through public and private sources.

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 outlying areas. The data generated from these programs have provided the basis for several books, monographs, and curriculum guides concerning education for handicapped students.

About 60 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

Group homes are provided for severely handicapped youth in trouble.

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.

Faculty

VICTOR BALDWIN (1968), Director, Research Professor, Ed.D. 1966, University of Oregon.
FRANKIE BLASCH (1980), Instructor.
NORMAN JEFFRI BROOKFIELD (1979), Assistant Research Professor, M.A. 1978, College of St. Thomas.
CAROL BUNSE (1975), Assistant Research Professor, B.A. 1975, Oregon College of Education.
KATHLEEN STREMEL-CAMPBELL (1979), Assistant Research Professor, M.A. 1971, Kansas State University.
TINA FARNES WILSON (1978), Assistant Research Professor, A.A. 1976, Clackamas Community College.
ISABEL EGAN (1981), Assistant Research Professor, M.A. 1969, University of North Dakota; Ph.D. 1982, Oregon State University.
MARY LEE FAY (1978), Research Assistant.
GLEN FIELDING (1980), Assistant Research Professor, Ph.D. 1980, University of Oregon.
PATRICIA FLYNN (1982), Instructor, M.S. 1976, Oregon State University.
JOAN FOWLER (1982), Research Assistant.
HAROLD D. FREDERICKS (1967), Associate Director, Research Professor, Ed.D. 1969, University of Oregon.
CHRISTINE HADDEN (1980), Assistant Research Professor, B.S. 1975, University of Wisconsin, Oshkosh.

CONNIE JENNINGS (1980), Research Assistant.
NANCY JOHNSON-DORN (1977), Instructor, B.A. 1979, Oregon College of Education.
BARBARA KORBE (1981), Instructor.
SANDRA MANNING (1981), Instructor.
BESSIE McDONNELL (1975), Research Assistant.
VALERIE MILLER CASE (1980), Instructor, B.S. 1976, Oregon College of Education.
VICKI NISHIOKA EVANS (1981), Research Assistant.
JOYCE PETERS (1980), Assistant Research Professor, M.S. 1970, Oregon College of Education.
GAIL ROGERS (1974), Instructor.
H. DEL SCHALOCK (1962), Research Professor, Ph.D. 1955, University of Nebraska.
MARK SCHALOCK (1982), Research Assistant.
BARBARA SOUTHARD (1982), Instructor.
MICHAEL STEWART (1968), Business Manager, Associate Research Professor, B.S. 1967, University of Oregon.
VICTORIA PIAZZA TEMPLEMEN (1972), Associate Research Professor, M.A. 1975, Oregon College of Education.
JANE WILLEMS TOEWS (1978), Instructor, 1977, Indiana University.
KIMBERLY UDELL (1982), Instructor.
RONALD ZOOK (1980), Research Assistant.
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.

State Board Members

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 items expire on June 30 of the year shown:

ROBERT C. INGALLS, Corvallis………………..…………..1984
President and Chairman, Executive Committee

LOREN L. WYSS, Portland………………………………………1984
Vice President and Member, Executive Committee

LOUIS B. PERRY, Portland……………………………………1985
Member, Executive Committee

EDWARD C. HARMS Jr., Springfield…………………1985
Member, Executive Committee

JOHN W. ALLETTUCKER, Veneta………………1985

ALVIN R. BATSTE, Portland………………1986

HARRIET I. FLANAGAN, Ontario………………1987

RANDALL D. GILL,* Portland………………1984

RICHARD F. HENSELY, Medford………………1987

JAMES C. PETERSEN, La Grande………………1984

LINDA L. WALLING,* Independence………………1985

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 Oregon Health Sciences University, Portland.

The Chancellor's Office of Academic Affairs provides coordination and service to assure that a broadly based continuing education program is available through the member institutions.

Administrative Staff

The State Board of Higher Education offices are centralized in Eugene. The administrative staff of the State System are:

WILLIAM E. DAVIS, Ed.D.
Chancellor

J. I. HUNDERUP, M.B.A., C.P.A.
Vice Chancellor for Facilities Planning

CLARETHIEL KAHANANUI, M.A.
Acting Vice Chancellor for Academic Affairs

W. T. LEMMA Jr., B.S.
Vice Chancellor for Administration

WIL H. POST, M.B.A.
Vice Chancellor for Public Affairs

WILMA FOSTER, M.A.
Secretary, State Board of Higher Education

Institutional Executives

LARRY J. BLAKE, Ph.D.
President, Oregon Institute of Technology

JOSEPH C. BLUMEL, Ph.D., LL.B.
President, Portland State University

DAVID E. GILBERT, Ph.D.
President, Eastern Oregon State College

LEONARD LASTER, M.D.
President, Oregon Health Sciences University

ROBERT W. MacVICAR, Ph.D.
President, Oregon State University

RICHARD S. MEYERS, Ph.D.
President, Western Oregon State College

PAUL OCUM, Ph.D.
President, University of Oregon

NATALE A. SICURO, Ph.D.
President, Southern Oregon State College