Giant Sequoia
Sequoiadendron giganteum

Standing 122-and-a-half feet tall, this 100-year-old landmark tree towers in front of Campbell Hall. A gift from an 1887 graduating class, the tree is transformed each December into the second-tallest living Christmas tree in the United States. Cover and botanical illustrations by Ken Harris, graphic artist, Education Media Dept.
Were it not for the changes in life, we would not grow. Were it not for the growth in life, we would not succeed.
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 advisors 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 Peter Courtney, 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 or call
1-800-232-9653 toll-free

Western Oregon State College is a member of the Oregon State System of Higher Education
FALL TERM 1987
September
20-26 Sun.-Sat. .......... New Student Week
23-24 Wed.-Thurs. .......... Registration
25 Fri. .......... Classes Begin

October
2 Fri. .......... Last day to add or drop classes or pay fees without penalty
9 Fri. .......... Last day to add courses, change grade options, elect graduate/undergraduate credit or pay fees
23 Fri. .......... Last day to drop courses without grade responsibility

November
11 Wed. .......... Veterans' Day holiday (no classes)
2-13 Mon.-Fri. .......... Pre-registration for Winter Term
26-29 Thurs.-Sun. .......... Thanksgiving holiday

December
7-11 Mon.-Fri. .......... Final examination period
11 Fri. .......... Fall term ends
12-15 Sat.-Sun. .......... Christmas vacation

WINTER TERM 1988
January
4 Mon. .......... Registration begins
5 Tue. .......... Classes begin
8 Fri. .......... Last day to add or drop classes or pay fees without penalty

15 Fri. .......... Last day to add courses, change grade options, elect graduate/undergraduate credit or pay fees
29 Fri. .......... Last day to drop courses without grade responsibility

February
1-12 Mon.-Fri. .......... Pre-registration for Spring Term

March
14-18 Mon.-Fri. .......... Final examination period
18 Fri. .......... Winter term ends

SPRING TERM 1988
March
28 Mon. .......... Registration begins
29 Tue. .......... Classes begin

April
1 Fri. .......... Last day to add or drop classes or pay fees without penalty
8 Fri. .......... Last day to add courses, change grade options, elect graduate/undergraduate credit or pay fees
22 Fri. .......... Last day to drop courses without grade responsibility

May
9-20 Mon.-Fri. .......... Pre-registration for fall Term
30 Mon. .......... Memorial Day holiday

June
6-10 Mon.-Fri. .......... Final examination period
10 Fri. .......... Spring Term ends
11 Sat. .......... Commencement

SUMMER TERM 1988
(Six-Week Session)
June
20 Mon. .......... Registration begins
21 Tue. .......... Classes begin
27 Mon. .......... Last day to register, add or drop classes, and pay fees without penalty
28 Tue. .......... Late registration fee and change of program fee effective

July
4 Mon. .......... Independence Day holiday
8 Fri. .......... Last day to drop courses without grade responsibility
29 Fri. .......... Summer session ends

Any changes in the calendar will be announced in the Schedule of Classes.

FALL TERM 1988
September
18-24 Sun.-Sat. .......... New Student Week
21-22 Wed.-Thurs. .......... Registration
23 Fri. .......... Classes begin
30 Fri. .......... Last day to add or drop classes or pay fees without penalty

October
7 Fri. .......... Last day to add courses, change grade options, elect graduate/undergraduate credit or pay fees
21 Fri. .......... Last day to drop courses without grade responsibility.
November
11 Fri. Veterans’ Day holiday (no classes)

Oct. 31 Mon. Pre-registration for Winter Term
Nov. 10 Thurs. Pre-registration for Winter Term
24-27 Thurs. Sun. Thanksgiving holiday

December
5-9 Mon.-Fri. Final examination period
9 Fri. Fall term ends
10 Sat.
Jan. 3 Mon. Christmas vacation

WINTER TERM 1989

January
3 Tues. Registration begins
4 Wed. Classes begin
6 Fri. Last day to add or drop classes or pay fees without penalty
13 Fri. Last day to add courses, change grade options, elect graduate/undergraduate credit or pay fees
27 Fri. Last day to drop courses without grade responsibility

February

Jan. 30 Mon.
Feb. 10 Fri. Pre-registration for Spring Term

March

13-17 Mon.-Fri. Final examination period
17 Fri. Winter term ends

SPRING TERM 1989

March
27 Mon. Registration begins
28 Tue. Classes begin
31 Fri. Last day to add or drop classes or pay fees without penalty

April

7 Fri. Last day to add courses, change grade options, elect graduate/undergraduate credit or pay fees
21 Fri. Last day to drop courses without grade responsibility

May

8-19 Mon.-Fri. Pre-registration for Fall Term
29 Mon. Memorial Day holiday
5-9 Mon.-Fri. Final examination period
9 Fri. Spring Term ends
10 Sat. Commencement

SUMMER TERM 1989
(Six-Week Session)

June
19 Mon. Registration begins
20 Tue. Classes begin
26 Mon. Last day to register, add or drop classes, and pay fees without penalty
27 Tue. Late registration fee and change of program fee effective

July

4 Tues. Independence Day holiday
7 Fri. Last day to drop courses without grade responsibility
28 Fri. Summer Session ends

Any changes in the calendar will be announced in the Schedule of Classes.
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For more than 130 years, 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, international studies, and public policy and administration.

As a small-college alternative within a large state system, Western welcomes students to share in the Western experience as members of the Western family. Western quite simply, but enthusiastically and dynamically, is the place to be!

Richard S. Meyers
President
Western Oregon State College provides its 3,500 plus students with all the benefits of a small college opportunity. A liberal arts college, it offers 23 undergraduate and seven graduate degree programs through its two schools—Education and Arts Sciences. A member of the American Association of State Colleges and Universities, Western is accredited by the Northwest Association of Schools and Colleges. In addition, programs in each school hold accreditation from respective professional agencies.

Western’s growing student population, representing every county in Oregon, 29 U.S. states, and 20 foreign nations, is comprised of traditional-aged students, plus a large portion of adult students. Beyond campus education, the college extends itself as a public service institution, housing the Oregon Police Academy, Normal School Association of Schools and Colleges, Teaching Research, and Regional Resource Center on Deafness, Speech and Hearing Center and Education Evaluation Center.

COLLEGE MISSION

Western Oregon State College's mission is to provide high-quality programs in teacher education, special education, business, and liberal arts and sciences. Western serves the educational needs of Oregon citizens, especially in the Greater Salem-Keizer metropolitan area and the Willamette Valley.

Current Instructional, Research, and Service Programs

Western Oregon State College offers a wide range of undergraduate degrees in teacher education, special education, business, and liberal arts and sciences. The College also provides programs in key public service fields such as law enforcement, corrections, and fire services. The College offers preprofessional programs in 22 different areas of study.

The merged Oregon State University/ Western Oregon State College School of Education has been recognized nationally for curriculum innovation and the quality of its graduates. The merged college offers master's degrees in education and the opportunity to pursue doctoral study in selected fields in education.

Master's degrees are also offered in correctional administration and clinical child and youth work.

Western participates in many cooperative instructional programs, offering cooperative teacher training programs with five other colleges within the state. The College operates a Regional Resource Center on Deafness and an Educational Evaluation Center that provides testing and diagnostic services to public school children with learning disabilities for the entire state.

The College provides numerous services to schools, governmental agencies and private enterprise through research, continuing education, and outreach programs, particularly to state agencies located in Salem and to local government agencies statewide.

Western emphasizes individualized attention to its students. The College is particularly committed to the adult learners and nontraditional students who return to college for advancement, career changes, diversification, completion of degrees, enrichment, and/or personal growth.

Future of the Institution

Western Oregon State College will continue to provide high-quality instructional, research, and public service programs serving the state with emphasis on the mid-Willamette Valley.

The College will continue to develop and strengthen its liberal arts, sciences, and business programs.

Western will continue to offer its teacher education through the merged OSU/SOSC School of Education, a process started in 1983. The College will continue to develop cooperative teacher training programs with schools, colleges, and universities throughout the state. The College will also develop new strengths in its curriculum in assessment programs for student learning, teacher evaluation, and training of teachers for nonschool settings.

New efforts during the planning period will be made to explore the needs for professional and continuing education needs of state and local government employees and in and around the Salem-Keizer metropolitan area.

The College will continue to reach out to the adult learner and nontraditional student, emphasizing its comprehensive approach to educating the whole person.

HISTORY

In the early 1850's, hearty pioneers crossed the Oregon Trail to found a church and school in the the Willamette Valley. In 1856, Monmouth University opened with a handful of students. This was the early beginnings of Western Oregon State College, which has grown from a private institution through an era as a prominent teacher preparation school to today's diverse liberal arts college. Western has survived six name changes and with each, new responsibilities. In 1865, it merged with another private institution and became Christian College.

In 1882, the Oregon Legislature approved the college's bid to become a state-supported teacher training (or "normal") school. Oregon State Normal School and later Oregon Normal School, as it was known, began the school's long tradition of excellence in the field of teacher education, which exists to the present day.

The college underwent a spurt of growth in the 1920's and more than tripled its enrollment to nearly 1,000 students. The Legislature again changed the name in 1939 to Oregon College of Education and the school, except for a period during World War II when college enrollments dropped nationwide, 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.

By 1981, Western had broadened its academic programs in the liberal arts fields; so much so, that the legislature renamed it to its present day title. 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, international studies, and public policy and administration in recent years.

LOCATION

Western is located 20 minutes away from the state capital city of Salem in Monmouth, a town founded by the same early 19th century pioneers who started the college. A community of 5,900 people, Monmouth provides all the benefits of small-town living: easy pace, friendly people, small college atmosphere.

Monmouth and Western are nestled in the heartland of Oregon's fertile Willamette Valley. Wheat fields, cattle and sheep ranches, fruit orchards, and wood products are the major industries. The college is the town's major employer and serves as the cultural and athletic center for the area.

Big-city life is minutes away. Western is located next door to the busy state capital and is midway between the state's two largest cities, Portland to the north and Eugene to the south. Monmouth is also mid-way between two of the state's most valued resources, the famed Oregon Coast to the west and the majestic Cascade Mountains to the east.

The climate is generally mild: winters are marked by cool temperatures and frequent rains, summers are sunny and warm. The climate is tempered by the nearby Pacific Ocean, so there are few temperature and humidity extremes, rarely snow or ice.
CAMPUS

Western's campus of 122 acres and 33 buildings combines the charm of historic 19th century structures with modern facilities for science, performing arts and athletics. The entire campus is accented by award-winning landscaping that captures the beauty of the green Willamette Valley. Numerous varieties of native Oregon trees and plants color the spacious lawns. A Giant Sequoia, planted in 1887, stands in front of Campbell Hall and is transformed each December into one of the nation's tallest living Christmas trees.

Campbell Hall (1871), the oldest building on campus, is a landmark of the traditional campus, which included Todd Hall, Maaske Hall and the Cottage. Modern buildings surround the central core and expand the campus boundaries. A Fine Arts Building houses a 619-seat performing arts auditorium and a music building, with music recital hall, are nearby. Impressive athletic facilities include a stadium and indoor gymnasium that each seat more than 2,000 spectators, indoor courts for tennis and handball and an indoor swimming pool.

An Instructional Technology Center, featuring state-of-the-art audiovisual and computerized resources, provides the campus with one of the most comprehensive facilities for telecommunications, hands-on computer and classroom teaching laboratories and a television production center. An expanded student union, including new bookstore and social center, contains a coffee shop, an old-fashioned ice cream parlor and delicatessen, and offices of student government and publications. Increased dormitory space and proposed public service park are part of the comprehensive campus plan for growth.

COLLEGE ORGANIZATION

Western is the oldest liberal arts college in the Oregon State System of Higher Education (OSSHE). The system includes two other regional colleges, three universities, a technical institute, and health sciences university. The OSSHE is governed by the chancellor and a 11-member Board of Higher Education, whose appointments are made by the governor and approved by the legislature.


The academic year is divided into three quarters and a six-week summer session. Academic programs are found in two main schools: The School of Liberal Arts and Sciences and the School of Education, a merged program with Oregon State University.

Arts and Sciences offers well-established programs in psychology, humanities, biological and physical sciences, mathematics, social sciences, and creative arts (art, music, dance, theater), plus expanding programs in business, computer science, public policy and administration, international studies and preprofessional medical health sciences. A master's degree in clinical child and youth work is one of three of its kind available in North America.

Education has a long and distinguished history. Among the teaching faculty are nationally-recognized instructors, particularly in special and elementary education. The program has been ranked among the best in the United States, won national awards for "innovative, new strategies" and the merged OSU/WOSC School of Education has furthered the reputation, making it the largest teacher education program in the Northwest.

ACCREDITATION

The college is accredited by the Northwest Association of Schools and Colleges, American Association of Colleges for Teacher Education, Council for Accreditation of Counseling and Related Educational Programs (CACREP), National Council for Accreditation of Teachers of Education, National Association of Schools of Music, and Oregon State Teacher Standards and Practices Commission.

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
- The Arts (theater, dance, music, and art)
- Biology
- Business
- Computer Science
- Corrections
- Economics
- Elementary Education
- English
- Fine Arts in Administration
- Geography
- History
- Humanities
- Interdisciplinary Studies
- Law Enforcement
- Mathematics
- Music
- Natural Science
- Public Policy and Administration
- Psychology
- Secondary Education
- Social Science
- Bachelor of Arts in International Studies
- Master 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. Gorchels, Director
The modern, convenient library is rich in resources for the college curriculum and other educational and recreational uses. More than 179,000 volumes and 1,630 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 92,000 government documents. More than 307,000 microfilms are on hand, including the extensive microtome collection of the Educational Resources Information Center (ERIC), and a variety of reading machines for microfilm, microfiche, and microcassettes are available. The combined book resources of more than four million volumes in the Oregon State System of Higher Education are available to students and faculty through cooperative service arrangements. Efficiency in library services has been enhanced by modern electronic technology, including computerized cataloging and computerized bibliographic data bases.

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 microfiche machines for wheelchair students, and staff members assigned to satisfy special requirements.

Educational Media Center (EMC)
Claude F. Smith, Director
The EMC is responsible for supporting instructional and administrative needs through printing, graphics, photography, lamination and finishing processes, television, films, and the operation of a media resource lab.
The EMC television service, located in the Instructional Technology Center (ITC), operates a campus-wide network which provides all classrooms and dormitories with commercial broadcasts as well as local instructional programs.

Printing and copy services are located in the basement of the Administration building. Offset printing, high-speed copiers, collating and binding are available.

Available in the EMC is a media resource lab for students to use video and audio tapes, films, slides, high-speed tape duplicators and other materials designed to help with class assignments. This facility also serves as a campus repository and distribution center for audio-visual equipment and materials.

Computer Resource Center
The Computer Resource Center is located in the north wing of the Instructional Technology Center. It is a well-equipped microcomputer laboratory where students can get "hands-on" experience in operating and programming the latest in microcomputer technology. Staff and graduate assistants are available to assist students who have questions or problems.

Learning Activities Resources Center (LARC)
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)
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 Western students in the handicapped learner (HL) program during this 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 daily 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 Special Education Summer Basic Skills Clinic, Western Oregon State College, Monmouth, Oregon 97361.

Speech and Hearing Center
The Western Oregon State College Speech and Hearing Center is a clinical service for the diagnosis and treatment of speech, hearing and language disabilities. Staff members are speech-language audiologists certified by the American Speech-Language-Hearing Association. Each staff member is licensed by the Oregon State Board of Examiners in Audiology and Speech Pathology.

The center’s major service program provides comprehensive diagnostic evaluations in speech, hearing and language for preschool and school-age children and adults including Western students. 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 Western 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, Western Oregon State College, Monmouth, Oregon 97361.

WOSC Child Care Center
The WOSC Child Care Center is located in Todd Hall and operated by Teaching Research. It provides a safe, secure and developmentally appropriate environment for children from three to six years of age, and focuses on activities which promote social, emotional, physical and cognitive development. The center is also involved with the preschool for handicapped children at Teaching Research by integrating handicapped children into a non-handicapped classroom setting. Further information is available by contacting the Teaching Research Division.

Educational Evaluation Center
The center’s staff conducts psychological, academic, (reading, mathematics and spelling), and vision, speech and hearing tests of children who have been referred for evaluation of learning disabilities. Children with other handicapping conditions which effect their ability to learn are also accepted (e.g. autism).

The center is funded by the Oregon Board of Education, and there is no cost to parents of referred children or their school district.

Children accepted for evaluation include those of school age demonstrating significant learning problems and 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 refer children through the school or physician. Reports are sent to professional personnel and to the parents.
Sweet Cherry
*Prunus avium*

Only one Sweet Cherry or "Mazzard Cherry" tree can be found at Western Oregon. It is located behind the president's home. Several species of flowering cherry trees, particularly a *Prunus serrulata* "Kwanzan" south of the Administration Building, decorate the campus in spring with their beautiful vase-shaped, pink flowers.
ADMISSIONS PROCEDURES

Janine M. Allen, Director of Admissions

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

To be admitted to freshman standing, students need to fulfill each of the requirements (or alternatives to each) as specified in 1 through 4 below. Students who have accumulated 12, but less than 24 hours of college credit will need to meet the new freshman admission requirements and have a 2.0 GPA in all college work attempted. Students with more than 24 hours need only meet the 2.0 college GPA transfer requirement.

1. HIGH SCHOOL GRADUATION REQUIREMENT. Must have been graduated from a standard or accredited high school.
   Non-graduates to be admitted must score a minimum of 40 on each of the five sub-tests of the Test of General Educational Development (GED), and an average score for the five tests of 46.
   Graduates of non-standard or unaccredited high schools must have a minimum score of 890 SAT or 20 ACT, and an average of 410 or above (1230 total) on three College Board Achievement Tests (English, Math Level I or II, and a third of the student’s choice); or meet the summer qualifying alternative (4c).

2. ADMISSIONS TEST REQUIREMENT. Must submit scores of the Scholastic Aptitude Test (SAT) or American College Test (ACT).
   Except as alternatives to the GPA and as noted below, scores are not used for admissions decisions, but are used for guidance and placement purposes.

3. SUBJECT REQUIREMENT. Must satisfactorily complete fourteen units (one year equal to one unit) of college preparatory work in the following subject areas:
   a. ENGLISH (4 units) Shall include the study of the English language, literature, speaking and listening, and writing, with emphasis on and frequent practice in writing expository prose during all four years.
   b. MATHEMATICS (3 units) Shall include algebra and two additional years of college preparatory mathematics such as geometry, advanced algebra, trigonometry, analytical geometry, calculus, and probability and statistics. One unit of mathematics is highly recommended in the senior year. (Algebra and geometry taken prior to the ninth grade accepted.)
   c. SCIENCE (2 units) 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.
   d. SOCIAL STUDIES (3 units) Shall include one year of United States history, one year of world studies (geography, etc.), and one year of social studies elective. (Government strongly recommended.)
   e. OTHER COLLEGE PREPARATORY (2 units) May be foreign language (highly recommended); computer science; fine and performing arts; or other college preparatory electives including advanced-level vocational-technical courses. (Units need not be in same subject.)

ALTERNATIVES TO THE SUBJECT REQUIREMENTS. (Any one of the following)
   a. Score an average of 410 or above (1230 total) on three College Board Achievement Tests (English, Math Level I or II, and a third of the student’s choice).
   b. Take make-up coursework (high school or college level) for specific subject requirements missed in high school and achieve a passing grade. (One three-hour college-level term course is equal to one unit of high school work).
   c. Earn a minimum of 2.00 GPA in 9 term hours of prescribed summer session college-level work at any accredited college.

EXCEPTIONS TO THE SUBJECT REQUIREMENTS. Students who were graduated from high school in 1984 and before and who delay entrance until Fall term 1984 and thereafter, will not be required to meet the 14 units of prescribed subjects. They will, however, need to meet the requirements (or alternatives) effective Fall term 1984.

4. GRADE POINT AVERAGE REQUIREMENT. To be admitted, students must have a 2.5 grade point average in all grades subjects taken toward graduation in four years of high school.

ALTERNATIVES TO THE GPA REQUIREMENT. (Any one of the following)
   a. An 890 on SAT or 20 on ACT.
   b. SAT or ACT scores and high school grades to predict a 2.00 college GPA.
   c. Earn a minimum of 2.00 GPA of 2.0 in 9 term hours of prescribed summer session college-level work at any accredited college.

5. SPECIAL ADMISSIONS. A limited number of students who do not meet the regular requirements or exceptions listed above may be admitted through special action of an Admissions Committee. To be considered on this basis, students must have exhausted all of the alternatives listed above. For information about specific procedures, contact the Director of Admissions.

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 must complete the "Application for Admission" form available through Western or a high school counselor, ask that the grade point average and subject requirements 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 1-800-232-9653.

Students who were graduated from high school in 1984 and before and who delay entrance until fall term 1985 and thereafter, will not be required to meet the 14 units of prescribed subjects. They will, however, need to meet the requirements (or alternatives) effective Fall term 1984.

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ALTERNATIVES TO THE GPA REQUIREMENT. (Any one of the following)
   a. An 890 on SAT or 20 on ACT.
   b. SAT or ACT scores and high school grades to predict a 2.00 college GPA.
   c. Earn a minimum of 2.00 GPA of 2.0 in 9 term hours of prescribed summer session college-level work at any accredited college.

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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 must complete the "Application for Admission" form available through Western or a high school counselor, ask that the grade point average and subject requirements 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 1-800-232-9653.
Application Procedures

High school seniors are encouraged to apply early. 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. These should 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 Western, and students may apply to enter any of the four terms. However, students should complete the application process six weeks 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 Western, 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. Western'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 Registrar at Western. Upon Western'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.

Western 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 Western's advanced placement practice:

- **American History**, Nine hours of credit for Hist 101, 102, 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.

Admission Requirements for Transfer Students

A student who wishes to transfer to Western from an accredited college or university must show evidence of honorable dismissal from the other collegiate institutions attended. Transfer students are students who enter with the equivalent of at least 12 quarter hours (eight semester hours) at another college or university. Transfer students who have accumulated between 12 and 24 credit hours must meet freshman admission requirements and have a 2.0 grade point average in all college level transferable work. Those who have 24 or more hours will be evaluated only on their college work, which must meet the 2.0 GPA requirement. Students transferring less than 12 quarter hours are admitted on freshman admission criteria.

A transfer student who does not meet the regular admission requirements may be considered for admission on probation by the Admissions Committee. For information about procedures for petitioning to the committee, contact the Director of Admissions.

The student admitted on probation must achieve at least a 2.00 GPA each term until an accumulative GPA of 2.00 is received. Failure to earn a 2.00 GPA for any given term will result in the student's suspension from the college.
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. To be considered official, the transcripts must be sent directly to the Admissions Office from the issuing institution. Unofficial or student copies are not acceptable.

Acceptance of Credit from Accredited Institutions

Acceptable records from accredited institutions are evaluated by the Admissions Office to determine the student's eligibility for admission to Western. The amount of credit granted depends on the nature and quality of the applicant's previous work. A student's grade point average will be computed on the credits transferred and will be used as the basis for admission.

Acceptance of Credit from Unaccredited Institutions

No advanced standing is granted at entrance for unaccredited work. After completing a successful year at Western, work earned at unaccredited institutions will be reviewed to determine what work, if any, will be allowed for credit. Students with work from unaccredited institutions must also meet the admission requirements for freshmen.

Acceptance of Credit from a Two-Year Institution

Western Oregon State College accepts for credit all college transfer work completed up to 108 hours. Up to 24 credit hours of vocational-technical coursework applicable in an associate degree or a certificate program at an accredited institution may be accepted as elective credit toward part of the 108 hours.

Non-Admitted Students

Students may enroll for seven or fewer credit hours without being officially admitted to Western. These students are classified as "non-admitted" AND must officially apply for admission before a degree or recommendation for certification is issued. College policies for this student classification are described below:

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

2. Limitations placed upon a non-admitted student are:
   a. The student is limited to seven or fewer credits per term
   b. The non-admit petition is good only for a single academic year (fall, winter and spring) and subsequent enrollments must be repetition to the Registrar; and
   c. Western will not evaluate or maintain records in preparation for degrees or certificates (these academic services are limited to admitted students only).
   d. Non-admit status may not be used by students who have been academically suspended.
   e. 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 normal program upon later admission to the college.
   f. A non-admitted student is required to abide by all 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.
   g. Students enrolled as undergradautes 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 300 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.

American "C" grade average (2.0 GPA). A cumulative grade average of a 2.0 (C average) is required of all work completed at other accredited U.S. colleges and universities.

3. Provide proof of proficiency in the English language by submitting the results of the Test of English as a Foreign Language (TOEFL). A minimum score of 500 is required for admission. Exceptions to the TOEFL are: a) applicants from English speaking countries such as Canada, United Kingdom, Australia, etc.; b) the successful completion of at least 45 quarter (30 semester) hours of course work in the U.S. or other English speaking countries at the post-secondary level.


When to Apply for Admission

Although we encourage you to begin your studies at Western during the fall term, you may begin during other terms. The completed application for admission must be received in Western’s admission office at least 60 days prior to the beginning of the term for which you are applying. The registration deadlines for each term are: Fall term - July 15; Winter term - November 1; and Spring term - February 1.

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 is examination is within two years of enrollment.

Institutional Testing

The Admissions Office administers special qualifying test, including:

- Miller Analogies Test (MAT) - $27.50
- American College Test (ACT) - $20.00
- College Board Achievement Test - $20.00
- College Level Examination Program (CLEP) - $30.00

For information about these tests and other tests, registration procedures, and testing dates, contact the Admissions Office directly.
TUITION AND FEES

Tuition and fees entitle the student to regular instruction; use of the library, laboratory equipment and materials, and gymnasium and furnishings; medical attention and advice at the Health Service; and other services maintained by the college for the students' benefit. No reduction of fees is made to students who 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 (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 in excess of the maximum are charged full tuition plus a per-hour charge.

The following table lists the tuition and fees for the 1985-86 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>$485.50</td>
<td>$1,456.50</td>
</tr>
<tr>
<td>Nonresident undergraduate</td>
<td>$1,256.50</td>
<td>$3,769.50</td>
</tr>
<tr>
<td>Resident graduate</td>
<td>$712.50</td>
<td>$2,137.50</td>
</tr>
<tr>
<td>Nonresident graduate</td>
<td>$1,141.50</td>
<td>$3,424.50</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 late 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 fine of $7.50.

Change-of-Program Fee. A charge of $5 per form 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 Fees. A special charge ranging from $2.50 to $25, depending on the course, will be made for art courses.

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

- 2 credit hours with waiver slip: $12.50
- 2 credit hours without waiver slip: $20.00
- 4 credit hours (in same instrument or voice) with waiver slip: $26.50
- without waiver slip: $40.00

(Notes: two 1-credit courses cost $80.00.)

Physical Education Fees: Some PE activity courses are taught at private facilities near the college. These fees are required: bowling, $15; golf, $25; athletic training and conditioning, $15; First Aid, $2; First Aid Instructor, $2; Lifesaving, $1.

Graduate Qualifying Examination Fee: The charge is $1 to $25.

Credit by Examination Fee. A charge of $25 per examination is made to registered students who attempt to receive credit by examination (challenging a course).

Fee Refunds

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

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

Determining Residency for Fee Purposes

Determination of Residence 580-10-030 (1) All students shall be classified by the several institutions for admission and instruction fee purposes as resident or nonresident students except students attending a summer session of an institution under the Board's control.

(2) For purposes of this Division of the Administrative Rules, Oregon residence means a bona fide fixed and permanent physical presence established and maintained in Oregon, with no intention of changing residence to outside the state after completing attendance at a Department institution. Determination of residence shall be established by the Board on the basis of all relevant objective factors, including but not limited to: abandonment of prior out-of-state residence; history, duration and nature of noneducational activities in Oregon; sources of financial support, including location of source of support and amounts of support; location of family; ownership of real property; presence of household goods; filing of Oregon income tax return; and place of vehicle and voter registration.

(3) The residence of a student who has moved to Oregon shall be determined at the time of initial registration. The burden of proof will be upon the student to show that the classification shall be changed.

(5) A student who began residing in Oregon at least six months prior to the time of initial registration shall be considered a resident for purposes of any decision concerning eligibility to receive financial aid. A student who has not attended an Oregon institution of higher education, either public or independent, including a community college, during any part of the six-month period and the student is also classified as an Oregon resident under the other requirements of this rule shall be considered a resident for purposes of the instruction fee.

Notwithstanding section (5) of this rule, a student who resides continuously in Oregon for twelve consecutive months and also qualifies as an Oregon resident under the other requirements of section (2) of this rule shall be considered a resident for purposes of the instruction fee.

Residence Classification of Aliens

580-10-040 (1) An alien holding an immigrant visa or an A, E, G, I or K visa, or otherwise admitted for permanent residence in the United States, shall be regarded as a citizen for the purpose of determining residence effective with the date of receipt of the immigrant visa.

(2) Notwithstanding rules 580-10-030 and 580-10-041, an alien possessing a nonimmigrant or temporary, i.e. B, C, D, F, H, J, or L, or M visa cannot be classified as a resident.

Changes in Residence Classification

580-10-041 (1) A student enrolling as an entering freshman within one year after graduating from an Oregon high school with at least one year of regular attendance at the high school shall be considered a resident student. If the student transfers to an institution outside of Oregon and later seeks to enroll again in an Oregon Department institution, the residence classification shall be reexamined and determined on the same basis as for any other transfer student.

(2) A student whose nonresident legal status establishes a permanent Oregon residence during a school term shall be entitled to register as a resident student at the beginning of the next term.
(3) Once established, residence classification is presumed so long as the student remains in continuous academic year enrollment in the classifying institution.

(4) A student enrolled in a Department institution, who remains in this state after Oregon-residence parents or legal guardian move from the state, shall retain resident classification so long as attendance (except summer sessions) at an institution in Oregon is continuous.

(5) Any student who seeks residence fees under these rules must complete and submit a notarized "Residence Information Affidavit," by the last day to register for the term in which reclassification is sought.

Students classified as nonresidents who believe they meet the criteria indicated above should submit a "Residency Affidavit." This form is available in the Office of the Registrar.

FINANCIAL AID

Michael R. Cihak, Director of Financial Aid

As a state-supported institution, Western offers a high-quality education at a relatively low cost. The costs of higher education, however, 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 $4.5 million to eligible students.

Financial aid tries to bridge the gap between expected contributions from the student and family and the expected cost of attending Western. Financial aid is usually made up of a combination (package) of grants, loans, and work-study employment. Funding for these programs comes from a variety of sources including federal, state, private and institutional.

Student Expenses

Estimated annual costs for full-time students living away from home, on or off-campus for the 1986-87 academic year are listed below:

Tuition and fees: $1,457.00*
Room and board: $2,477.00*
Books and supplies: $ 450.00
Personal: $ 810.00
Transportation: $ 540.00
Total: $5,734.00

*(Tuition and fees for nonresident undergraduates are $3,770; for resident graduate students $2,138; and $3,425 if nonresidents.

Applying for Aid

Students can apply for most grants, loans, scholarships, and work-study programs by completing a single financial statement, the Federal Aid Form (FAF). This form is available from high schools, community colleges or the Financial Aid Office at Western. The FAF should be completed and submitted to the College Scholarship Service in Berkeley, California, no later than February 1.

Students should designate the following to receive copies of their Financial Aid Forms: Western Oregon State College, the Federal Pell Grant program, and the Oregon State Scholarship Commission (OSSC) if the student is an Oregon resident undergraduate.

The College Scholarship Service determines the expected contributions from students and their families. The Financial Aid Office at Western then determines a "package" of aid that will meet the remaining need. Students are considered for all programs for which they qualify. If eligible, students will receive an offer of aid (awarded letter). Western's priority deadline for receiving financial aid applications is March 1. Any applications received in the financial aid office after that date will be considered for loans, grants, or work-study only if funds are still available.

Transfer students are required to provide a Financial Aid Record from all schools attended since graduating from high school. These Financial Aid Record forms are available at any financial aid office and are needed even if a student did not receive financial aid from a previous school.

Freshmen and transfer students do not need to be admitted to Western before applying for financial aid using the Financial Aid Form. Students must be formally admitted and enrolled, however, before aid can be disbursed.

Returning students must reapply each year for continued aid. Renewal of a student's aid depends on satisfactory academic progress, demonstrated financial need, and the availability of financial aid program funds.

Federal Programs

Pell Grants. Grants range from $150 to $2100 per year, are based on financial need and college costs and are limited to eligible undergraduates. The grant is not a loan and does not require repayment. A student must be enrolled at least one-half time (6 hours) to be eligible.

Supplemental Educational Opportunity Grant (SEOG). Grants range from $200 to $1050 per year. They are based on financial need and availability of funds at Western. This grant does not require repayment and is limited to eligible undergraduates.

National Direct Student Loan (NDSL). Loans which require repayment, based on financial need and availability of funds. Repayment begins at 6% interest begins 6 months after leaving school, with up to 10 years to repay. This loan includes a cancellation clause for students who teach the handicapped or in schools serving low-income families.

College Work-Study (CWS). Employment, on or off campus is arranged by Western's Student Employment Office, and is based on financial need. Usually, when classes are in session, students work 15 to 20 hours per week.

Guaranteed Student Loan (GSL). Loans which require repayment, up to $2500 per year for undergraduates and post-baccalaureates, and $3000 per year for graduates, not to exceed a total indebtedness of $12,500 for undergraduates and $25,000 for graduates. Students must be officially admitted and enrolled at Western. The student borrower pays a 1% per annum processing fee and a 5% origination fee which is deducted from the proceeds of the loan. The federal government usually pays the interest until 6 months after a student leaves school; then the student borrower begins repayment at an 8% interest rate, with minimum monthly payments of $50. Under the GSL program the student borrower from the lending institution. Application materials are available at Western's Financial Aid Office.

Parent Loans for Undergraduate Students (PLUS). Loans which require repayment. These loans are available to independent undergraduate and graduate students officially admitted and enrolled at Western, and parents of dependent undergraduate students. Parents and graduate students may borrow up to $3000 per year and independent undergraduates may borrow up to $2500 per year, minus any amount the student has borrowed under the GSL program for that year. Like the GSL loan program, the PLUS loans are borrowed from a lending institution. The sum of these loans, in addition to any other financial aid awarded, cannot exceed Western's estimated cost of attendance. The borrower pays a 1% processing fee, and repayment begins within 60 days of disbursement at an interest rate of 12% with minimum monthly payments of $50. Application materials are available at Western's Financial Aid Office.

NOTE: The provisions of federal financial aid programs are subject to change without notice based on determination of the regulations by the United States government.
State Programs

The Oregon State Legislature provides a limited amount of financial aid for Oregon resident undergraduates attending colleges and universities within the state. The financial aid is administered by the Oregon State Scholarship Commission (OSSC). Students may apply for the State Grant Programs by completing a Financial Aid Form (FAF) and submit it to the College Scholarship Service, designating that copies of the FAF be sent to the State Scholarship Commission, Code 0410, and to Western Oregon State College, Code 4410.

Need Grant. Grants range from $192 to $786 depending on financial need. Awards are renewable for up to 12 quarters as long as the student maintains satisfactory academic progress as defined by Western and demonstrates continued financial need. Cash Award. Awards of $732, based on academic ability and financial need. This award may be received for a maximum of 12 quarters as long as the student maintains satisfactory academic progress as defined by Western and demonstrates continued financial need. With the exception of the Pell grant program and the Guaranteed Student Loan/Parent Loan for Undergraduate Students programs all students who show financial need through the Financial Aid Form and receive aid must be enrolled full-time. In addition, all students receiving financial aid must be making satisfactory progress toward a degree and not be in default or owe a refund on any federal Title IV aid funds before aid will be awarded to them.

Award Notification

When Western's Financial Aid Office has determined the types of aid that a student is qualified to receive, an award letter will be sent to each student. The award letter will indicate the conditions of the award. All students receiving aid from Western will need to sign a Registration Compliance Form and a Statement of Educational Purpose indicating that any financial aid they receive will be used only for educationally related expenses.

Financial Aid Repayment Schedule

It is the policy of Western Oregon State College, in compliance with state and federal regulations governing the disbursement of financial aid funds, to expect a repayment of financial aid when a student completely withdraws from the College. In addition to their repayment, financial aid recipients who completely withdraw must petition to the Office of Student Financial Aid if they wish to be considered for financial aid in subsequent terms.

Repayment Schedule

<table>
<thead>
<tr>
<th>% Repay</th>
<th>Before the first day of class</th>
<th>Before the close of the 14th day</th>
<th>Before the close of the 28th day</th>
<th>Before the close of the 42nd day</th>
<th>After the 42nd day</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td></td>
<td>75%</td>
<td>50%</td>
<td>25%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Repayment is made to the Western Oregon State College Business Office. Federal Guaranteed Student Loan Repayment must be made prior to the end of the current academic year or before the disbursement of any additional Title IV funds to the student.

Financial Aid Academic Progress Requirement

All financial aid recipients are required to remain in academic “good standing”, as defined by Western Oregon State College. Students who are academically disqualified are ineligible for further aid consideration until such time as they are academically reinstated and fulfill all additional requirements specified by the Student Financial Aid Office. In addition, students receiving financial aid must maintain satisfactory progress toward completion of their academic objectives. Satisfactory progress is defined as completion of a minimum of 12 credit hours per term for undergraduates or 9 credit hours for post-baccalaureate and graduate students. Letter grades of A, B, C, D, and F for undergraduates and A, B, C, and D or P for graduate and post-baccalaureate students are considered satisfactory completion. Credit hours and grades will be monitored at the end of each term. Within the academic year, undergraduates who are deficient 6 or more credit hours (post-baccalaureate and graduate 5 or more credit hours) will have their aid suspended and must file a petition in the Financial Aid Office. At the end of the academic year or the last term of attendance, students deficient 1 or more credit hours will be subject to aid eligibility suspension. A petition must be approved before subsequent aid will be released. Students whose petitions are denied have the right to appeal to the Financial Aid Advisory Committee.

Undergraduate students who have accumulated 220 or more credit hours (graduate 60 or more credit hours) must petition for further aid consideration. Petitions for "excessive credit hours" must include a graduation summary, unofficial transcript and just cause why further aid consideration should be granted.

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 scholarships as well as students in need of funds for specific majors, sometimes for 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 given upon recommendations 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 Phonathon.

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

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

Civic Club Scholarships. The Salem Chapter of the Civic Club provides Western with the funds to annually award one $500 scholarship to either a junior or senior who plans to pursue a career working with the handicapped. A minimum cumulative GPA of 2.5 is required to apply. Applications may be obtained from Western’s Financial Aid Office.

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

James G. Daniels Memorial Trust Fund. A scholarship fund initiated by the Daniels family in memory of James Daniels Sr., and James Daniels Jr.

Duncan-Shriner Scholarship Fund. This endowed scholarship was initiated by Donald and Virginia 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 Eastern Star.

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

Dorothy M. Kirby Scholarship Fund. Interest earned from this endowed fund assists students in pursuit of their education at Western.
Cathy Morgan Memorial Fund. A unique scholarship initiated by the Morgan family in memory of Cathy, who was a Western student. The fund supports hearing impaired students who demonstrate academic promise by providing scholarships, stipends and special assistance.

Natural Science and Math Scholarships. Several scholarships are offered by the Division of Natural Science and Mathematics to incoming freshmen majoring in science, mathematics or computer science. Funds for the scholarships are provided through contributions made by the faculty of the Natural Science and Mathematics Division. Scholarship numbers and amounts vary from year to year. Applications may be obtained by writing to the Chair of the Natural Science and Mathematics Division.

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. Application forms may be obtained from high school counseling offices and must be filed by March 1 with the Oregon Congress of Parents, Teachers and Students, 8050 SE 13th, Portland, Oregon 97202.

Oregon Honors Scholarships. A limited number of $1000 renewable scholarships are offered to non-resident undergraduates and graduate students. Recipients are selected on the basis of academic achievement and/or exceptional talent. Funds are provided by the Oregon State System of Higher Education. Applications are available from either Western's Office of Admissions or the Dean of Students Office.

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. The address: OPEU Scholarship Committee, P.O. Box 12159, Salem, Ore. 97308.

Oregon State Sheriffs' Association Scholarship. Each year the Oregon State Sheriffs' Association provides two $500 scholarships to Western to second year and later students majoring in law enforcement and corrections. Scholarships are awarded on the basis of academic merit and need. Applications may be obtained from Western's Financial Aid Office.

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

Parents Club Awards. Awards are available to students, preferably of junior standing, who have a 2.5 grade-point average or higher.

Presidential Scholarships. These $1,000 scholarships are awarded to Oregonians entering Western 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. Scholarships are funded by contributions from the Lee G. Wells family, U.S. National Bank of Oregon, the Bay Area Chapter of Western's Alumni Association, the Swenson estate, the Kirby estate, First Interstate Bank, and the Buckingham-Wielcke family.

Western Federation of Teachers' Scholarship. One $300 scholarship is offered each year to recognize academic excellence among Western's junior and senior students. To be eligible, applicants must have a minimum cumulative GPA of 3.5 and have completed at least 90 credit hours at Western.

Western Scholarship Committee Awards. The Western Scholarship 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.

In addition to the previously listed scholarships and awards many academic divisions/departments provide scholarships based on scholastic achievement and/or talent. Further information and applications may be obtained by writing to the chairs of the various campus academic divisions/departments.
Western’s Short-Term Funding

Deferred Tuition
Any Western student attending classes for credit and paying regular tuition and fee rates and having an acceptable credit history 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 Western students attending classes for credit and paying regular tuition and fee rates and having an acceptable credit history 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
All Western students interested in obtaining employment are encouraged to contact the Student Employment Office located in The Cottage. This office provides assistance in placing students in both on- and off-campus jobs. Bulletin boards listing current job opportunities are maintained in the Student Employment Office and in the College Center.

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 Western Veterans Office.

Loan Fund Sources
The Emergency Loan Program was established to help Western Oregon State College students with short term emergency financial needs. Funds for this program were donated to the institution and the amount of money available for loans is limited. Borrowers are expected to repay their loans promptly so that the funds can be made available to other students.

The following individual loan programs are included in the emergency loan program:

The Ackerman Memorial Loan Fund. Honors the late J. H. Ackerman, former president of the College (1911-21).
Alice M. Knuth Loan Fund. A student emergency loan fund established for music majors by Alice M. Knuth, professor emeritus of music.
Alpha Delta Kappa, Epsilon Chapter Loan Fund. A memorial contribution of Inmae Taylor Pollette, an alumna of Western.
Ainsworth Masonic Lodge Loan Fund.
Floyd Albin Memorial Loan Fund.
Sophia Barnum Memorial Loan Fund. Honors the late Sophia Barnum of the faculty.
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.
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.
Dillard Loan Fund. A memorial to a former faculty member.
Tony Neufeldt Endersby Memorial Loan Fund. A memorial to Tony Neufeldt Endersby, outstanding student.
Deborah Fell Memorial Loan Fund.
Lyle Fetter Memorial Loan Fund. Honors the late Lyle Fetter, outstanding student.
James Fiszel Memorial Loan Fund. Honors the late James Fiszel, Spanish professor.
Thomas H. Gentle Memorial Loan Fund. Honors the late Thomas H. Gentle, a leader in teacher education.
Emma Henke Memorial Loan Fund. Memorializes the late associate professor of education.
Charles A. Howard Loan Fund. A bequest of the late Charles A. Howard, president emeritus of Western (1939-47).
Agnes Clark Hoyser Memorial Loan Fund. Honors the late Mrs. Hoyser, a Western alumna.
Brent Jones Memorial Loan Fund.
Ralph Killham Memorial Loan Fund. A memorial to Ralph Killham by the students, faculty and staff of Western.
Katherine Elie Klein Memorial Loan Fund. Honors the late Katherine Elie Klein.
J. S. Landers Loan Fund. Honors the late Joseph S. Landers, president of Western from 1921 to 1932.
Lee J. Mahoney Memorial Loan Fund. A memorial to Lee J. Mahoney of the faculty.
Virginia Martin Memorial Loan Fund.
Oma Belle McBee Memorial Loan Fund. Honors the late Oma Belle McBee, outstanding alumna.
Marian Miller Memorial Loan Fund. In memory of the late Marian Miller, assistant professor of physical education.
Monmouth Chamber of Commerce Loan Fund.
Ada Murray Memorial Loan Fund. Sponsored by the Hood River County Education Association.
Western Women Loan Fund. Established by the faculty women, women of the staff, and faculty wives.
Rachel Phillips Loan Fund. A bequest of the late Mrs. Rachel Phillips of Oregon City.
Carol Pickering Memorial Loan Fund. In memory of Carol Pickering, outstanding physical education student.
Riddell Memorial Loan Fund. A memorial to Elizabeth and William Riddell.
Thomas Roberts Loan Fund. A bequest of the late Thomas L. Roberts for young people to encourage spirituality and their service to others.
Ruckman Memorial Loan Fund.
James Samuelson Memorial Loan Fund. Memorial to James Samuelson, outstanding student.
James Seymour Memorial Loan Fund.
Julia McCulloch Smith Loan Fund. A gift of John E. Smith of Ames, Iowa, in memory of his wife, Julia McCulloch Smith, a Western graduate.
John Sparks Loan Fund.
Theresa T. Tethrow Memorial Loan Fund.
Dr. Montana Rickards Walking Bull Loan Fund. Established by Dr. Walking Bull, professor emeritus of humanities.
Arlene Webb Memorial Loan Fund.
Western Alumni Association Fund.
Moms Club and Dads Club Loan Fund.
William West Memorial Loan Fund.
OCE-WOSU Women's Loan Fund.
OCE-WOSU Veterans Club Loan Fund.
Oregon Epsilon Chapter of Alpha Delta Kappa Loan Fund.
Daughters of Union Veterans of the Civil War Loan Fund.
Other Loan Funds. From anonymous donors for emergency loans, available to all students.

REGISTRATION AND ACADEMIC POLICIES

R. John Brinegar, Registrar.
The academic year at Western 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 a BA/BS degree major program 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 Western campus. At least 24 credit hours must be completed after approval of the individual program.

Bachelor's Degree
Students will be graduated according to the requirements of the catalog in force when they enroll and before any change is in effect. Students must be transferred 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 be graduated 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 in the date the student first enrolled at the community college, is used for any five-year period.

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

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

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 above.

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 Western 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 Western 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 in courses required for graduation must be completed and the grades filed with the Registrar's Office before the end of the term in which graduation is planned, or graduation will be delayed. Incompletes received in the final term must be made up and the grades recorded in the Registrar's Office within three weeks after the end of the final term.

Participation. 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 Western recognizes scholarship by conferring the distinction "Graduation with Honors" on undergraduate students who have earned a cumulative grade point average of 3.5 or better. 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.
Post-Baccalaureate or 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 (G) designation: upper-division courses 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.

Courses Numbered 400. Courses numbered 400 are senior-level, but if the designation (G) follows the number, the course may be taken for graduate credit by graduate students. Students seeking graduate credit in 400 (G) courses must perform at a level considerably above that expected of undergraduates. They must seek additional conferences with their instructors early in the term to determine specific requirements and standards to which they will be held. Enrollment in courses numbered 500 is not open to undergraduates, except to seniors who are within 12 credits of completing bachelor’s degree requirements and who petition for permission to enroll for graduate credit. The Registrar’s Office will explain the petition procedure.

Grades
The quality of student work is measured by a system of grades 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: no-credit, N: audit, AU.
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, W and AU 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. Courses taken on an audit or pass-no-credit basis may not be repeated.

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 a minimum of 192 hours of credit. When course work acceptable to Western 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 for honor roll purposes.
Undergraduate Grading Standards

The following descriptions convey the intent of letter grades used for the evaluation of undergraduate student performance at Western. 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 award 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. On 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 classwork after Monday of the last week of classes will be held responsible for grades in all courses.
c. In situations of emergency (accident, prolonged 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 for 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 is below 2.0 will be suspended, and will not be permitted to register for the next term without the consent of the ARC, or their designee. 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 microeconomics, introductory sociology, statistics, trigonometry, history of western civilization, English composition, social science, French, Spanish, and German.

Successful completion of a CLEP examination results in credit toward degree requirements. A fee of $25 per examination is charged. The Admission and Registration Office administers the exam 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 Western, the course may be challenged one time 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 (standards) 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 Western, veterans must make satisfactory progress toward their educational objective (normally a bachelor's or master's degree). "Satisfactory progress" means that each term the veteran must pass the minimum credit hours required for the pay rate at which the veteran is certified, as shown on this table (for summer term information contact the Veterans’ Office):

<table>
<thead>
<tr>
<th>Certification Status</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Fall</th>
<th>Winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>12</td>
<td></td>
<td></td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Three-fourths</td>
<td>9-11</td>
<td></td>
<td></td>
<td>7-8</td>
<td></td>
</tr>
<tr>
<td>One-half</td>
<td>6-8</td>
<td></td>
<td></td>
<td>5-6</td>
<td></td>
</tr>
<tr>
<td>Less than one-half</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>more than one-fourth</td>
<td>3-5</td>
<td></td>
<td></td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>One-fourth</td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
<td></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 Registrant 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.

Division of Continuing Education and Summer Programs

Dori Beeks, Director

Western's Division of Continuing Education and Summer Programs extends the mission of the college by offering a variety of courses, workshops, seminars, and conferences throughout the year, both on and off campus. The activities represent a wide range of disciplines including academic areas not normally offered on campus; some are offered for credit, some are non-credit.

Information brochures and bulletins are printed on a regular basis. For more information on any of the programs offered, write or call: Director, Division of Continuing Education and Summer Programs, Administration Building Room 305, Western Oregon State College, Monmouth OR 97361, telephone (503) 836-1220, ext. 483, or 1-800-232-9653 toll-free anywhere in Oregon.

**Continuing Education**

The division provides individuals in the community with the opportunity to work toward degree completion, improved job skills, or for personal enrichment. Continuing Education sponsors professional institutes, conferences, staff development workshops, special study/travel programs, and each summer hosts the Elderhostel program.

Instant Replay is a program that provides students in rural locations the opportunity to take courses for college credit via video tapes at more than 45 viewing sites located throughout the state. Flyers with full information on these programs are available on request from the Division of Continuing Education and Summer Programs on the Monmouth Campus.

**Summer Programs**

Western 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 campus and in field locations are also 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 formally admitted 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, Western Oregon State College, Administration Building Room 305, 345 N. Monmouth Avenue, Monmouth, OR 97361.

Persons aged 65 and over may attend summer session classes for no credit free of change as space is available.
Turkish Filbert
Corylus colurna

One of the largest and uniquely shaped filbert trees is located next to the Paul H. Jensen Museum on Church Street. One of the original trees planted on campus when the now-museum, once Thornbrue House, was built; the Turkish Filbert produces a spiny seed.
STUDENT SERVICES

Dean of Students: Stuart Tennant
Director of Academic Advising: Lew Pennock
Director of Admissions: Janine Allen
Associate Director of Admissions: Robin Brown
Assistant Director of Admissions/Minority Student Counseling: Xavier Romano
Director of Campus Services to Disabled Students: Julia Smith
Director of Career Development Center: Margaret Manoogian-O’Dell
Director of Counseling Services: Merlin Darby
Director of Financial Aid: Michael Gihak
Assistant Director of Financial Aid: Sandra Harris
Director of Health Services: Vickie Simpson
Coordinator of Interpreting Services: Kim Martin
Director of Leisure Recreation and Internships: Susan Sueau
Director of Micronesian Special Services: James Moore
Director of Residential Life: Daniel Werzel
Director of Student Activities: Ramona Kamis
Coordinator of Student Development Programs: Elaine Green
College Sports Trainer: Gerald Krummel

ASSOCIATED STUDENTS

All Western students are members of the Associated Students of Western Oregon State College (ASWOSC) by virtue of having paid the incidental fee. The incidental fee is charged to all students to support co-curricular activities. The organization is governed by a five-member executive board and a 35-member, representative senate. Students and faculty representatives serve together on the Incidental Fee Committee, which determines how these fees are to be used. Only student members of this committee have voting privileges. The fee is used to operate the Student Center, underwrite athletics, and support various student organizations.

The ASWOSC government offers students an opportunity to serve on boards related to social, judicial, financial, and legislative matters. The ASWOSC president appoints students who serve as voting members on a number of student, college, and faculty senate 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.

Publications. ASWOSC publishes five different publications. The Lamron, is the student newspaper and is distributed each Thursday. The Grove, is the yearbook, published each year. The Northwest Passage is a yearly literary arts magazine. The “We’re Wolves Student Handbook” is distributed in the Fall of each year and contains a great deal of useful information. The “Daily Announcements” are produced daily and are posted on many bulletin boards around campus each morning.

OREGON STUDENT LOBBY. ASWOSC belongs to the Oregon Student Lobby (OSL) which has members from each of the Oregon state colleges and universities. The lobby maintains a paid professional staff in Salem and represents student views to the Legislature and Oregon State Board of Higher Education.

EDUCATIONAL ACTIVITIES provide opportunities for participation in Choirs, Singers, Chamber Symphony, Forensics, Jazz Ensemble, Marching Band, Model United Nations, Model Repertory Company, Pep Band, Symphonic Band, Theatre and Women’s Chorale. These activities are supported in part, through incidental fees.

CLUBS AND ORGANIZATIONS. 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 divisions/department sections of this catalog.

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.
Entertainment and the Arts

Western offers a wide variety of on-campus musical and theatrical performances throughout the year by 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 such diverse talents as premier country-and-western guitarist Chet Atkins, the nationally acclaimed Oakland Ballet, jazz pianist George Shearing, and Ballet Folclórico Nacional de Mexico.

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 noontime 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, Women’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 when the groups go on tour to locations throughout the state.

Athletics and Recreation

Western’s athletic and recreation 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 11 sports as well as intramural activities open to all. The men’s football team has an impressive history of success and reached the national playoffs in 1975, 1978 and 1985. The men’s basketball team competed in the national tournament in Kansas City in 1981 and 1982, and the women’s team made the nationals in 1980. The volleyball team was district champion in 1984, and in 1985 was district as well as bi-district champion, advancing to the national championship tournament. Women’s tennis and softball teams have gained recent national acclaim. The women’s track and field team was district champion in 1986 and boasts numerous student-athletes who have earned Academic All-America honors in track and field and cross country. Wrestling is a club sport at Western with participants competing in numerous tournaments and dual matches with surrounding intercollegiate and club teams.

Intramural sports are very popular at Western with a wide variety of opportunities for participation. Sports include flag football, powderpuff football, volleyball, soccer, basketball, and softball.

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, which houses an outstanding weight training facility and an indoor track training area, fields for soccer, baseball, and softball and a three-mile exercise and running course.

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, and racquetball. The College Center also offers other leisure time recreation activities with organized tournaments.

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 Western students.
STUDENT RESOURCES

Campus Services for Disabled Students

The Campus Services for Disabled 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.
- Referral services.
- Accessibility assistance on campus and in the classrooms.
- Sign language and oral interpreting services.
- Interpreting services for hearing-impaired students.
- Leisure and Recreational Activities.
- Mobility assistance.
- Note-taking services.
- Reader services for visually impaired.

Career Development Center

The Career Development Center recognizes that career development is an ongoing life process which requires personal involvement and responsibility during all four years of college. The primary purpose of the Career Development Center is developmental in nature, assisting the student in terms of identifying, understanding, and acting on his/her own career goals and objectives. Guided by the tenets of student development theory, the Career Development Center aids students in making intelligent and informed decisions concerning life/career paths. This process would include undertaking self-assessment of skills, interests, and values; understanding the link between self-knowledge and potential career paths; and exploring and critically evaluating a variety of experiential learning opportunities: learning and refining job search techniques in order to plan and effectively utilize strategies to enhance employment opportunities.

Students are encouraged to participate in the activities and services offered by the Career Development Center. To aid in career decision-making, the Career Development Center provides: personal counseling, advising, group workshops and a career resource library for students.

Students can gain help in identifying, developing and participating in experiential learning opportunities both locally and nationally. In order to help students in presenting themselves effectively as potential employees, workshops including resume/career letter writing, interviewing, and job search strategies are offered. In addition, the office works closely with business, education, and government representatives in maintaining a current listing of career opportunities and hosting on-campus interviews for students. For those students who register with the Career Development Center, a placement file service is available.

International Student Services

The Admissions Office is available for counseling, assistance with immigration, and various other special problems encountered by foreign students.

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 event provides opportunity for students to share food, arts, and demonstrations of traditional dance and music from their home countries.

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

THE WELLNESS CENTER

Located on Church Street, directly west of Todd Hall, is the Wellness Center. Dedicated to assisting students in promoting their own mental and physical health, the Wellness Center houses the Student Health Services, the Counseling Services and the College Sports Trainer.

Student 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 at no charge. Those carrying six hours or less may become eligible for care in the Student Health Service at a nominal fee.

In addition to general medical care, services include the full range of family planning services. Facilities include examination and treatment rooms and a small dispensary. Physicians and a staff of registered nurses are available at the Health Service. Expenses incurred without the authorization of the Student Health Service are not covered by the college. No Proctor's fees, medical consultations, X-rays, drugs, laboratory fees and special nurse's fees must be paid by the student.

Carrying health insurance is highly recommended to ensure that students will be able to pay medical expenses. The student insurance plan is a comprehensive plan that includes hospitalization, medical treatment, and surgical benefits, diagnostic and laboratory tests, and accidental injury coverage. The insurance is available to all students and is valid anywhere in the world.

The service is open from 8 a.m. to 6 p.m. on weekdays. After-hours care is at the student's expense unless covered by insurance. Health services are not provided to students' families or to the faculty and staff of the college.

Students are encouraged to discuss their health problems with the Student Health Service professional staff if the student is not a minor and is a student. The staff will participate in ongoing medical treatment initiated by the student's personal physician upon request.

Counseling Service

The Counseling Service provides free counseling services for all enrolled and prospective students. Services offered include:

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

Career and Lifestyle Planning
Assistance in comparing self-understanding and life experience with academic and career goals. Interest and aptitude assessment is available.
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).

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.

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 chapter at Western. Outstanding undergraduate students are invited into membership, which is based on academic achievement. Graduate students also may become members and several Western professors are members.

About 10 percent of the senior class and five 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 below.

STUDENT CONDUCT CODE
Citations in the Student Conduct Code are taken from the Oregon Administrative Rules, Chapter 574, Division 30.

GENERAL
574-30-046 (1) Western Oregon State College has a fundamental interest in the conduct of its students. The total development of students through a college experience involves a fusion of the learning process with the development of attitudes and standards of behavior. Students development of attitudes of scholarly maturity, personal responsibility, and respect for others should be consistent with intellectual and academic growth.

(2) All members of the college community have a responsibility to maintain a level of behavior that reflects credit upon the student and the collegiate environment. To protect the academic freedom to learn, basic regulations have been developed with the education of the student and the welfare of the academic community in mind.

STUDENT CONDUCT COMMITTEE
574-30-046 (1) The Student Conduct Committee shall be appointed by the President and shall consist of three faculty members and six student members. The faculty members will normally serve for three years on a rotational basis so that there will be two carry-over members each year. During the first year one member will be appointed for one year, two for two years and one for three years to establish the rotation. Student members shall be appointed each year by the President, Nominations for student appointments shall be made by the Inter-Dorm Council (IDC) and Associated Students, Western Oregon State College (ASWOSC), each of which organizations shall submit to the President, through the Dean of Students, a list of five nominees. No person shall be nominated by both organizations.

(2) The Dean of Students shall convene the Student Conduct Committee early in Fall term of each year for organization and orientation of hearing procedures.

(3) The Student Conduct Committee shall be responsible for reviewing and recommending appropriate revisions to the Student Conduct Code to the Dean of Students.

COORDINATOR OF STUDENT CONDUCT
574-30-047 (1) The Dean of Students will designate the administrative staff a Coordinator of Student Conduct who shall have primary responsibility for conducting hearings and coordinating activities of Student Conduct Hearing Sub-committees in accordance with this Code. The Coordinator of Student Conduct will not serve as a member of the Student Conduct Committee.

(2) The Coordinator of Student Conduct shall serve as non-voting secretary of the Student Conduct Committee and as advisor to College officials and hearings committees and shall act as prosecutor for informal hearings and may act as prosecutor for contested case hearings.

HEARING COMMITTEE
574-30-048 (1) The Hearing Committee is a sub-committee of the Student Conduct Committee. This committee shall consist of four students and two faculty members. Selection of Sub-committee members will be chosen from the parent committee by lot. Neither the Dean of Students nor the Coordinator of Student Conduct will serve as members of the Hearing Committee.

(2) The Hearing Committee will meet at the call of the Coordinator of Student Conduct to hear disciplinary cases. A chair will be selected by the committee for each hearing and that chair will be responsible for submitting findings and sanctions to the Coordinator of Student Conduct.

(3) A quorum of the Hearing Committee will consist of at least one faculty member and two student members. In case the committee fails to fill a quorum for the Hearing Coordinator of Student Conduct will temporarily fill the vacancy for that particular hearing from the parent committee.

SUBDELEGATION OF AUTHORITY
574-30-049 (1) Subject to the approval of the President, the Student Conduct Committee recognizes the Residence Hall system and grants the Director of Residential Life authority to formulate:

A. regulations governing the conduct of Residence Hall students in and around the Residence Hall complex;

B. procedures and administrative practices to be followed by the Residence Hall disciplinary tribunal;

C. disciplinary sanctions exclusive of expulsion, suspension, negative notation on transcript, appropriate to the enforcement of Residence Hall regulations.

(2) All such regulations, procedures and disciplinary sanctions shall be reduced to writing and approved by the Student Conduct Committee prior to implementation.

(3) The Director of Residential Life will submit the Student Conduct Committee quarterly reports of all disciplinary cases heard, to include violations and sanctions imposed.
JURISDICTION, TIME LIMITS, AND GEOGRAPHIC APPLICABILITY

574-30-049 The behavioral regulations of the College will apply to all matters affecting the College including but not limited to events occurring during the time the College is in session, and any disruptive behavior on the Western campus and/or off the campus as either a student representing the institution or as a spectator of any event in which Western is participating.

SANCTIONS

574-30-050 For the purpose of enforcing the Student Conduct Code, student is defined as any person who is matriculated or who has been admitted for matriculation. No time limit applies in cases involving plagiarism or fraud with respect to awarding of credit, a grade or a degree. The following order of sanctions does not imply degree of severity nor appropriateness of the sanction to the number of violations. Nothing in this section precludes imposing multiple sanctions.

1. Warning: The student is given written warning that his or her acts violate specified College regulations or policies and advise that further violations may result in the imposition of more severe sanctions.

2. Loss of Privileges: The student is denied specified privileges normally associated with student status, such as participation in recognized activities, use of College facilities or services or living in college owned residence halls.

3. Community Service: The student is required to perform a designated number of hours of labor in the service of the college or local community.

4. Restitution: Students may be required to replace, restore or pay for damages, stolen or misappropriated property.

5. Disciplinary Probation: Participation in College life by the student is placed on a probationable status, with or without loss of specified privileges and with specified activities required prior to removal from probation. Probation is for a specified period of time and/ or completion of certain activities.

6. Negative Notation on Transcript: Entry of the fact of conviction of a violation on the student’s permanent record. The entry may be permanent or for a specified period. After the expiration of a period of time specified, the notation shall be removed upon request of the student.

7. Suspension: The student is excluded from the College for a specified period and during that period may not enjoy academic privileges, participate in any College recognized function, or be allowed to reside in any College residence hall.

8. Expulsion: The student is permanently excluded from the College and may not enjoy academic privileges, participate in any College recognized function, or be allowed to reside in any College residence hall.

9. Suspended Sanction: The execution of any sanction authorized under this Code may be suspended. When suspending a sanction (a) a time limit for the suspension period shall be designated, and (b) subsequent violations of the Code that will terminate the suspension and result in imposition of the original sanction shall be specified. In the absence of such violations, the original shall be deemed completed at the end of the suspension period.

STANDARDS OF CONDUCT AND POLICIES GOVERNING STUDENT LIFE

574-30-052 Disciplinary action may be initiated by the College and sanctions imposed against any student or student organization found guilty of committing, attempting to commit, or intentionally assisting in the commission of any of the following prohibited forms of conduct:

1. Academic dishonesty, including cheating, plagiarism (submission of the work of others for academic credit without indicating the source), knowingly furnishing false information to College instructional faculty or administration, or concealing previous academic information.

2. Possession, consumption or sale of alcoholic beverages on College owned property.

3. Acts which may violate federal, state or local laws may subject the student to similar criminal sanctions and may also be the basis for disciplinary action by the College.

4. Disorderly or indecent conduct, including actions resulting from drunkenness or illegal drug usage which interfere with: the academic program of the college; the health and safety of members of the College Community; the security of the College owned or controlled property; or the conduct of non-classroom activities (lectures, concerts, athletic events, and social functions).

5. Violation of residence hall rules and procedures as listed in the official residence hall publication.

6. Tampering with fire-fighting equipment, turning in a false alarm or engaging in behavior that constitutes a significant fire or safety hazard.
7. Failure to comply with the terms of any disciplinary sanction imposed in accordance with the Code of Student Conduct.
* 8. Obstruction or disruption of teaching, research, administration, disciplinary procedures or other institutional activities, including the institution's public service functions or other authorized activities on institutionally owned or controlled property.
* 9. Obstruction or disruption which interferes with the freedom of movement, both pedestrian and vehicular, on institutionally owned or controlled property.
* 10. Possession or use of firearms, fireworks, explosives, dangerous chemicals or other dangerous weapons or instruments on institutionally owned or controlled property.
* 11. Detention or physical abuse of any person or conduct which is intended to threaten imminent bodily harm or endanger the health of any person on any institutionally owned or controlled property.
* 12. Malicious damage or misuse of or theft of institutionally owned property, or the property of any person where such property is located on institutionally owned or controlled property, or, regardless of location, in the care, custody or control of the College.
* 13. Refusal by any person while on institutional property to comply with an order of the College President or appropriate authorized official or officials to leave such premises because of conduct prescribed by this Code when such conduct constitutes a danger to personal safety, property of educational or other appropriate institutional activities on such premises.
* 14. Unauthorized entry to or use of institutional facilities, including building and grounds.
* 15. Illegal use, possession, or distribution of drugs on institutionally owned or controlled property.
* 16. Inciting others to engage in any of the conducts or to perform any of the acts herein. Inciting means that advocacy of proscribed conduct which calls upon the persons or persons addressed for imminent actions, and is coupled with a reasonable apprehension of imminent danger to the functions and purpose of the institution, including the safety of its students, faculty, and officials, and the protection of its property.

This list is not all inclusive since it is not possible to list here all potential violations. It is expected that students will behave in a manner that is most conducive to the greatest possible total development and growth of the individual and the academic community. Actions substantially detrimental to the mission of the institution and the legitimate activities of the academic community which constitute the institution are in violation of this Code. Such actions will be subject to disciplinary procedures as outlined in the complaint section of this Code.
* The above represents categories of disruptive behavior as defined by the Oregon State Board of Higher Education and are mandatory standards of conduct in effect at all elements of the Oregon State System of Higher Education, adapted by the Oregon State Board of Higher Education as OAR 580-22-045.

PROCEDURES
574-30-053 (1) The coordinator shall be responsible to the Dean of Students for maintaining complete records pertaining to the activities of the Student Conduct Program. These records shall include a summary of the business (minutes) of the Student Conduct Committee and a report of the disposition of each disciplinary case handled by the Coordinator or the Student Conduct Hearing Sub-committee.
(2) The Coordinator of Student Conduct is responsible for advising the accused in writing of the findings and sanctions imposed by either the Coordinator or the Hearing Committee.

COMPLAINT
574-30-054 To initiate the Code process, a formal complaint must be submitted to the Coordinator of Student Conduct. A complaint may also be initiated spontaneously by the Coordinator. The Coordinator will then exercise his/her best efforts to notify, within five school days, the accused student of the following:
1. The nature of the alleged Code violation;
2. A copy of this Code to advise the student of his/her rights and options;
3. A list of the options available to the accused for disposition of the case (informal hearing with the Coordinator of Student Conduct, informal hearing with the Hearing Committee, or a formal contested case hearing). This decision must be made in writing to the Coordinator within five school days of the notification. If no decision is submitted within five days, the Coordinator will make the selection on behalf of the student;
4. That unless the student requests an extension of time, a hearing will be scheduled within ten school days after the notification of the student's choice;
5. A prehearing conference with the Coordinator, at the option of the student, can be provided to explain possible sanctions and discuss the process.

INFORMAL HEARING WITH THE COORDINATOR
574-30-055 (1) The student will meet with the Coordinator to hear the charges, to be made aware of all materials pertaining to the case, to present information on his/her behalf and to question all persons who are called as witnesses. Decisions will be confined to facts presented at the hearing.
(2) The student may be accompanied to the hearing by a person of the student's choosing who may testify but not present the student's case.
(3) The student will be notified in writing of the outcome of the hearing and the sanctions to be imposed.

INFORMAL HEARING WITH THE HEARING COMMITTEE
574-30-056 (1) The Hearing Committee shall be convened when requested by the student at the call of the Coordinator of Student Conduct. The Coordinator will present the facts of the case and when appropriate present witnesses.
(2) The student may present information on his behalf and question all persons who are called as witnesses.
(3) The student may be accompanied to the hearing by a person of the student's choosing who may testify but not present the student's case.
(4) The members of the Hearing Committee may question the accused and witnesses to determine facts relevant to the case.
(5) The Committee will determine guilt or innocence in closed session with decisions based on facts brought out during the hearing.
(6) The finding will be announced to the accused during open session and at that time, the Coordinator will present information concerning the accused and previous disciplinary record. The accused may also present information relevant to his/her previous record, as well as circumstances which may have a bearing on possible sanctions.
(7) The Hearing will be closed for determination of sanctions and following that determination, the chair of the committee will announce in open hearing the sanctions to be imposed.
(8) The Coordinator of Student Conduct will confirm in writing to the student the results of the hearing by the Hearings Committee.

PROCEDURES WHEN ACCUSED FAILS TO APPEAR AT INFORMAL HEARING

574-30-060  (1) When the accused student fails to appear at the time specified for a Hearing, provided no prior arrangements for delay have been confirmed, the hearing will be held with the accused in absentia.
(2) The results of the hearing will indicate that the hearing was held with the accused in absentia.

APPEAL OF INFORMAL HEARING

574-30-057  Students may appeal decisions reached at informal hearings to the Dean of Students. The appeal must be filed with the Dean of Students.
1. The appeal must be in writing.
2. The appeal must include specific justification (failure to consider evidence, error of the Coordinator or Hearing Committee, etc.) which denied the student a fair hearing. No new evidence may be presented in the appeal.
3. Upon the receipt of the appeal, the Dean of Students may suspend all sanctions until completion of considerations on the appeal. Within two weeks of the filing of the appeal, the Dean of Students will advise the student, in writing, the outcome of the appeal.

CONTESTED CASE HEARING PROCEDURE

574-30-058  (1) A student is entitled to a contested case hearing when charged with a violation of this Code. The request for a contested case hearing must be submitted in writing to the Coordinator of Student Conduct within five days of receipt of the notice of charges.
(2) Notice of Hearing: The College President, or his authorized representative, shall notify all parties in a Contested Case within ten days after receipt of a request for a hearing. The notice shall include:
A. A statement of the time and place of the hearing, name of the hearing officer, and name and title of the person who is authorized by the College to issue a final order after the hearing.
B. A statement of the authority and jurisdiction under which a hearing is to be held.
C. A reference to the particular sections of the statutes and rules which the institution deems to be involved.
D. A short and plain statement of the matters asserted or changed.
E. A statement that the party may be represented by a counsel at the hearing.
F. A statement that the Contested Case hearing is being held at the request of the student.
(a.) Procedure when student fails to appear:
A. When the student fails to appear, the hearing shall continue in absentia.
B. The order supporting the action of the College shall set forth the material on which the action is based or the material shall be attached to and made a part of the order.
(b.) Subpoena-Deposition:
A. The hearing officer of the College shall issue subpoenas in hearings on contested cases on a showing of need, relevancy to the issues stated in the notice of the hearing, and a showing that the evidence to the elicited from the witness or witnesses will be reasonable within the scope of the proceedings.
B. An interested party may petition the College for an order that the testimony of a material witness be taken by deposition. The petition shall set forth the name and address of the witness whose testimony is desired, a showing of the materiality of his/her testimony, and a request for an order that the testimony of such witness be taken before an officer named in the petition for that purpose. If the witness resides in this state and is unwilling to appear, the hearing officer may issue a subpoena requiring the appearance of the witness before such an officer.
C. Fees and mileage are to be paid to the witnesses by the applicant for the subpoena in the amounts determined by statutes applicable to witnesses in civil actions, except that fees and mileage are not required to be paid to officers and employees of the College. Service of subpoena shall be the responsibility of the applicant.

(c) Hearing:
A. The hearing officer (Coordinator of Student Conduct) shall conduct and control the hearing procedure.
B. A permanent record shall be made of the proceedings.
C. The hearing officer shall conduct the hearing in the following manner:
1. Statement and evidence of the College in support of the charges.
2. Statement and evidence by students disputing the charges of the College.
3. Rebuttal testimony.
D. The Hearing officer, the affected parties and the College, or their attorneys, have the right to examine, or cross-examine any witness. If the accused student is represented by counsel, the College may also be represented by counsel or another advocate.
E. The hearing may be continued with recesses as determined by the hearing officer.
F. The hearing may set reasonable time limits for oral presentation.
G. Exhibits shall be marked and markings shall identify the person offering the exhibits. The exhibits shall be preserved by the College as part of the record of the proceedings, in accordance with state statutes.

(d) Evidentiary Rules:
A. Evidence of a type commonly relied upon by reasonably prudent persons in the conduct of their serious affairs is admissible.
B. All offered evidence, not objected to, will be received by the hearing officer subject to his power to exclude irrelevant, immaterial or unduly repetitious matter.
C. Evidence objected to may be received by the hearing officer with rulings on its admissibility to be made when offered, at a later time during the hearing, or at a time a final order is issued.

(e) Final orders on contested cases—
Notification:
A. Final orders on contested cases shall be submitted in writing and include the following:
1. Rulings on admissibility of offered evidence.
2. Findings of fact—those matters which are either agreed as fact or which, when disputed, are determined by hearing evidence, the evidence in the record, to be facts even though there are contentions to the contrary.
3. Conclusions of law—applications of the controlling law and rules to the facts to find the legal results arising therefrom.
4. Order—the action taken by the College President as a result of the findings of fact and conclusions of law.
B. Parties to the Contested Case and their attorneys shall be served a copy of the final order within ten (10) days of the filing of exceptions and arguments.
C. The final order shall include a citation of the statutes under which the final order may be appealed.

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 Western; 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 addresses 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.

Grievance Procedures
Preamble
It is hoped that minor differences can be resolved without recourse to the procedures listed below. It is recognized that there may be situations where more formal procedures of this type may be necessary. In such a case, these procedures which have been designed to be fair and logical, will be followed promptly and impartially. These procedures are intended to be informal and for the purpose of mediation, rather than to be judicial or quasi-judicial in nature, and are not intended to supplant those provided by OAR 544-10-005 to 1-660.

Definitions
Academic Grievance: An academic grievance is understood to be any situation in which a student believes that she has been dealt with unfairly, arbitrarily, or differently from other students of his/her class concerning instructional and/or classroom policies and procedures.
Non-Academic Grievance: A non-academic grievance is any grievance with the College as a whole or any unit, agency or function thereof and is understood to be any non-academic situation in which a student believes that she has been dealt with unfairly, arbitrarily, differently or in ways which violate established laws, rules, procedures and/or policies.

Grievance Procedure
A. Depending upon the nature of the grievance, the student should first discuss the matter with either (1) the individual instructor involved, in the case of an academic grievance, or (2) an appropriate representative of the College unit, agency or function involved, in the case of a non-academic grievance. The student may wish to consult the Dean of Students and/or his/her advisor.
B. In the case of an unsettled grievance, the student, aided by the Dean of Students, should next discuss the problem with (1) the appropriate Department Chairperson and Academic Dean, in the case of an academic grievance, (2) the appropriate head of the College unit, agency or function involved, in the case of a non-academic grievance.
C. The Chairperson, Dean and/or Head of the college unit, agency or function involved will outline his/her views, position and/or decision in the matter and forward copies to the student, the instructor or the appropriate representative of the College unit, agency or function involved, and to the Chair of the Student Concerns Committee.

D. If the student is not satisfied after completing Steps A and B, s/he may complete a Grievance Petition obtainable from the Registrar’s Office or the ASWOSC Office. The completed petition may be returned to the Chairperson of the Student Concerns Committee or to his/her authorized designee.

E. The Student Concerns Committee will appoint members of a Grievance Subcommittee for the purpose of screening and mediating student grievances. This Subcommittee will consist of two students, two faculty members and one administrator from the Student Concerns Committee.

F. The Subcommittee on Grievances will review the petition and related documents within ten days of its receipt and determine if a reasonable grievance exists. Should the Subcommittee determine that there is no cause for grievance, the student may appeal to the full Student Concerns Committee at its next regular meeting. If the Full Committee determines that there is no cause for grievance, the case will be considered closed. If, however, the Subcommittee or full committee determines that a reasonable grievance exists, the Subcommittee will schedule a meeting with the principals involved within ten days and will attempt to mediate the grievance at that time.

G. In the event the Subcommittee is unable to mediate the grievance, any principal involved may request the full Student Concerns Committee to review the case at its next regular meeting. At that meeting the principals will present their cases and the Subcommittee will present its findings. Within one week of hearing these presentations, the full Committee will make its written recommendations, copies of which will be sent to all principals involved.

H. Any party involved may appeal to the Provost of the College within two weeks after having been notified of the full Committee’s recommendations. The Provost will be responsible for the final action in the matter.

TUTOR & STUDY SKILLS CENTER

Anne Larmer, Director

The Tutor and Study Skills Center located in Watson House helps students acquire and maintain skills necessary to complete a college education. The Center offers tutoring for individuals and for small groups in academic subjects; helps to improve listening, reading, note-taking, and test-taking skills; and provides tests to diagnose academic needs.
AUXILIARY SERVICES

Vic Embry,
Director

THE WESTERN STORE

Western’s bookstore is located on the upper level in the College Center and is open Monday through Friday from 8:30 am. to 4:30 pm. There you will find textbooks and supplies for classes as well as interesting books and valuable study aids. An art gallery in the store features jewelry, pottery, sculptures, and paintings by students, faculty, staff and members of our community. Everything from college sweatshirts to computers can be found at the bookstore, making it an interesting place to shop.

HOUSING

At Western, 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. There are three styles of Halls on campus ranging from apartment style (the residents of these halls have a study/living room separate from the bedroom and bathroom) to the more traditional floor arrangement of smaller rooms with a shared bathroom down the hall.

Two residence hall ground 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. Arrangements can be made for special dietary and/or schedule needs.

Room and Board Rates

Rates for 1986-87 are $2,365 for a multiple-occupant room and $2,975 for a single. These rates include the basic meal plan of 15 meals per week. Additional options are available: 19 meals per week, $3,065 or 10 meals per week, $2,360. All multiple rates.

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 bathroom. Each unit houses a maximum of four students, however occupancy permitting, each unit will house three students.

Butler Hall: B Pod

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

C & D Pods

Same as Gentle accommodations.

Maaske

Same as Landers accommodations.

Housing Policies

Because the educational function of residential hall 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.

Visitation 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 annual 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 Western’s 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 at registration each term. Payments after the due date carry a late payment fee of $15.00. Payments can be made for the entire year or by the full term. There is also a two (2) installment per term option available.

Refunds are made on a pro-rated basis from the day on which the student withdraws from the residence hall. Residence halls are open at 9 a.m. and closed at 5 p.m. on opening 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 will advise students on their obligations and rights in the leasing or renting of private property. The college does not own housing for married students. There are no fraternities or sororities.

The 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.
Oregon Myrtle or California-laurel
_Umbellularia californica_

Prized for novelties and woodenware, this tree is most often marketed as the "Oregon-Myrtle," native to Oregon and California. Western's only Oregon Myrtle is located on the front lawn of the college's library.
All undergraduate programs at Western are designed to provide students opportunity to develop skills 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 (LAC) 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>LAC</th>
<th>73</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major</td>
<td>72</td>
</tr>
<tr>
<td>Minor</td>
<td>27</td>
</tr>
<tr>
<td>Electives</td>
<td>20</td>
</tr>
</tbody>
</table>

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

ADVISING

At Western, strong emphasis is placed on the role of the advisor in helping students coordinate their personal educational needs and the college requirements. Temporary advisors are present at pre-registration to help students plan their first-term schedule. Students attending New Student Week are routed to permanent faculty advisors during the week's activities. Other new students may obtain an advisor assignment by going to their Departmental Office or to the Admissions Office if they have not yet decided on a major. Students in Secondary Education are advised by faculty members in the department which offers their teaching major.

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

LIBERAL ARTS CORE CURRICULUM

The Liberal Arts Core Curriculum (LAC) provides students with a set of skills for effective living and an integrated body of knowledge common to all liberally educated persons. The LAC 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 LAC 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 LAC requirements. In recognition of this, the college has established quite liberal transfer policies 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 LAC advisors 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 advisor-approved advanced course, or by demonstrating proficiency.

* See Page 24 for information on the College Level Examination Program (CLEP) and Challenging a Course.

<table>
<thead>
<tr>
<th>Liberal Arts Core Curriculum Requirements*</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>9</td>
</tr>
<tr>
<td>WR 121 English Composition</td>
<td>9</td>
</tr>
<tr>
<td>WR 222 Composition, or WR 224</td>
<td>9</td>
</tr>
<tr>
<td>The Research Paper (sophomores)</td>
<td>9</td>
</tr>
<tr>
<td>WR 332 English Composition, or WR 414</td>
<td>9</td>
</tr>
<tr>
<td>Advanced Composition (juniors, seniors)</td>
<td>9</td>
</tr>
<tr>
<td>Speech</td>
<td>3</td>
</tr>
<tr>
<td>Sp 111 Fundamentals of Speech</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>5</td>
</tr>
<tr>
<td>PE 110 Individual Health and Fitness</td>
<td>5</td>
</tr>
<tr>
<td>Three activity courses selected from three different areas (Team Sports, Individual Sports, Aquatics, Rhythms)</td>
<td>5</td>
</tr>
<tr>
<td>(Note: See statement on physical education below)</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Mth 121, 122, 123 Essentials of Mathematics (recommended for Elementary Education majors)</td>
<td>4</td>
</tr>
<tr>
<td>Computer Science</td>
<td>4</td>
</tr>
<tr>
<td>CS 101 Computers and Society</td>
<td>4</td>
</tr>
<tr>
<td>Total Skills</td>
<td>25</td>
</tr>
</tbody>
</table>

* Students may satisfy one or more of the requirements by demonstrating proficiency. Students who believe they are qualified in one or more of the skills should consult their advisor and determine the conditions for doing so.

(Note: Students majoring in elementary education should include PE 170 Games and Relays, PE 171 Gymnastics and Test-Sitting, and PE 172 Basic Rhythms among their activity courses in the LAC. 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 pointing to such service. No credit will be allowed for basic training in military service.

Appeals for exceptions to the health and physical education requirements may be made by petition to the Registrar.

DISTRIBUTION

Among humanities' 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, advisor-approved alternatives may be acceptable.

Creative Arts

<table>
<thead>
<tr>
<th>Creative Arts</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA 101, 102, 103 Coordinated Study in the Arts, or Three hours each from the following areas: Art: A 115, 116 or any art history course. Dance: Any 3-hour dance sequence course. Music: Mus 201 or other approved music course. Mus 271 and 371 recommended for Elementary Education majors. Theater Arts: TA 101, 210, 244, 245, 246, 250, 252, or 253.</td>
<td>9</td>
</tr>
</tbody>
</table>

(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

<table>
<thead>
<tr>
<th>Literature</th>
<th>Eng 104, 105, 106 Types of World Literature, or Eng 107, 108, 109 Literature of the Western World</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy or Religious Studies</td>
<td>Any approved course (Note: See statement about religion courses in &quot;Transfer Policies&quot; section below.)</td>
</tr>
</tbody>
</table>

Natural Sciences and Mathematics

| To be taken from sequences of two or more consecutively numbered or closely related courses offered in the areas of Biological, Earth and Physical Sciences and Mathematics. |
| Students in Business and Computer Science are strongly urged to complete at least 8 hours of this requirement by taking courses which require a laboratory. |
| Majors in Elementary Education are expected to complete Bi 101, General Biology, GS 104 and GS 106, Foundations of Physical Science. Variations from the above are to be approved by the chair of the Division of Natural Sciences and Mathematics. |

Social Sciences

| A sequence from one of the following: Anth 214, 215, 216; Ec 201, 202, 203; Geog 105, 106, 107; Hist 101, 102, 103 or 201, 202, 203; Ps 106, 201, 202; Soc 213, 214, 215 |
| One other approved Social Science course |

Psychology

| Psy 201 General Psychology, or Ed Psy 225 Developmental Psychology for the Classroom (recommended for education majors). |

Foreign Language Alternative

| A one-year sequence in a foreign language (Note: May replace 3 hours each of other distribution requirements in Creative Arts, Humanities and Social Science, and 4 hours in Natural Science/Mathematics. |

Total Distribution

| 48 |

Skills

| 25 |

Distribution

| 48 |

Total required in LACC

| 73 |

Transfer Policies Regarding the Liberal Arts Core Curriculum

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

1. Western 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 work bears a prefix also used by Western for a course or courses that meet a LACC requirement.

2. Western will accept as satisfying a sequence requirement 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 Western 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/department chairs. 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 Western 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 one of these sequences: Anth 214, 215, 216; Ec 201, 202, 203; Geog 105, 106, 107; Hist 101, 102, 103; or 201, 202, 203; Ps 106, 201, 202; or Soc 213, 214, 215.

   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 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

| Business and Economics Division | BA/BS in Business |
| Computer Science Department | BA/BS in Computer Science |
| Creative Arts Division | BA/BS in Art |

Humanities Division

| BA/BS in English |
| Various minors |

Preprofessional programs

School of Education

| BA/BS in Elementary and Secondary 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 Studies |
| Spanish |
| Speech Communication |
| Speech Impaired |
| Theatre Arts |

Natural Sciences and Mathematics Division

| BA/BS in Biology |
| BA/BS in Mathematics |
| BA/BS in Natural Sciences |
| Various minors |

Preprofessional programs

Social Sciences Division

| BA/BS in Corrections |
| BA/BS in Fire Services Administration |
| BA/BS in Geography |
| BA/BS in History |
| BA/BS in Law Enforcement |
| BA/BS in Psychology |
| BA/BS in Public Policy and Administration |
| BA/BS in Social Science |
| Various minors |

Preprofessional programs

Special Programs

| Associate of Arts (2 years) |
| BA in International Studies |
| BA/BS in Interdisciplinary Studies |
| Honors Program |
| Military Science (ROTC) |
Catalpa
Catalpa speciosa

Sometimes called the "Cigar-tree" for its long, bean-like fruit, the Catalpas planted in the northwest are hardier with spreading branches, heart-shaped leaves and showy white flowers that bloom early in the summer. Western's Catalpa can be found in the New Grove, near the New Physical Education Building.
School of Liberal Arts and Sciences

Dean: John P. Minahan

The School of Liberal Arts and Sciences is composed of the Divisions of Business and Economics, Creative Arts, Humanities, Natural Science and Mathematics, and Social Science and the Department of Computer Science. These divisions and department offer various degree programs in the arts and sciences, and provide academic coursework needed for the various professional degrees in education. The Office of the Dean coordinates the degrees in Interdisciplinary Studies, International Studies, and Associate of Arts, as well as the Liberal Arts Core Curriculum, and the Honors Program.

For more information on the above programs, see the following:

Associate of Arts ........................................... 58
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Economics .................................................. 43
Honors ..................................................... 58
Humanities ............................................... 46
Interdisciplinary Studies .......................... 57
International Studies ................................. 57
Liberal Arts Core Curriculum .................. 39
Natural Science and Mathematics ........... 48
Social Science ............................................. 53

BUSINESS AND ECONOMICS

Chair: George Wyatt

Business/Economics: Professors—Ajmer Singh, George Wyatt, Associate Professors—Ronald Fisk, Royce Smith, Assistant Professor—Martha Sargent

BA/BS in Business

The degree in Business provides graduates with substantial classroom experience in the major areas of business including accounting, finance, marketing, international business, 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 business.

Liberal Arts Core Curriculum ................................ 73
Business Major .............................................. 72
EC 201, 202, Principles of Economics ..................... 6
CS 210 Computer Applications in Business ............... 4
BA 211 Fundamentals of Accounting I .......................... 3
BA 212 Fundamentals of Accounting II .................... 3
BA 230 Business Law ........................................ 3
BA 310 Markets and Marketing ............................... 3
BA 315 Financial Management ................................ 3
EC 316 Money and Banking .................................. 3
Wt 321 Business and Technical Communications ............. 3

BA 361 Organizational Behavior ................................ 3
BA 390 Management .......................................... 3
Mth 326 Business Statistics .................................... 3
EC 457 Microeconomic Theory and Policy .................. 3
EC 458 Macroeconomic Theory and Policy .................. 3
BA 367 Quantitative Methods in Business .................. 3
BA 491 Business Policy ....................................... 3
Upper Division Focus (Career Directed Study) ............... 12
Electives in Business ........................................ 8
Minor .......................................................... 27
Electives ..................................................... 20

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

BA/BS in Economics

This undergraduate program 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 201, 202, Principles of Economics ..................... 9
EC 313 Microeconomics and Macroeconomics .......... 3
EC 316 Money and Banking .................................. 3
EC 319 Public Finance ....................................... 3
EC 457 Microeconomic Theory and Policy .................. 3
EC 458 Macroeconomic Theory and Policy ............... 3
EC 487 Technology and American Economic History ....... 3
EC 395 Managerial Economics ............................... 3
EC 444 Human Resource Economics ...................... 3
EC 440 International Economics ............................ 3
Electives in economics ....................................... 12
Approved electives in social science ....................... 27
Minor .......................................................... 27
Electives ..................................................... 20

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

Minor Programs

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

Business Minor

BA 101 Introduction to Business ............................ 4
BA 211 Fundamentals of Accounting .......................... 3
BA 230 Business Law .......................................... 3
BA 310 Markets and Marketing ................................ 3
BA 315 Financial Management ................................ 3
BA 340 Business Fluctuations and Forecasting, or ......... 3
BA 370 Business and Society ................................ 3
BA 361 Organizational Behavior ................................ 3
BA 390 Management .......................................... 3

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

Economics Minor

EC 201, 202, Principles of Economics ..................... 9
EC 316 Money and Banking .................................. 3
EC 319 Public Finance ....................................... 3
EC 457 Microeconomic Theory and Policy .................. 3
EC 458 Macroeconomic Theory and Policy .................. 3
Electives in economics ....................................... 6

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

COMPUTER SCIENCE

Chair: Edward Wright

Computer Science: Professor—Ronald White, Associate Professors—Anna Pek, Edward Wright, Assistant Professors—Melven Collins, David Olson.

BA/BS in Computer Science

The degree in computer science provides students with a well-defined program of study in the areas of program definition, systems analysis, mini/micro operation. This degree leads to careers in business, industry, government, and the teaching of computer science at the high school level.

To enter the computer science program, students should have a minimum of Mth 100 equivalency. To enter the junior level (300) courses, students must have completed CS 211, 212, and at least Mth 163.

The requirements for the degree are:

Liberal Arts Core Curriculum ................................ 73
Computer Science ............................................ 45
CS 211 Introduction to Computer Science .................. 3
CS 212 Techniques of Programming-Pascal ............... 4
CS 215 Computer Organization ............................. 4
CS 311 Data Structures I .................................... 3
CS 312 Data Structures II ................................... 3
CS 315 Symbolic Language .................................. 3
CS 425G Systems Analysis and Design .................... 3
CS 372 Operating Systems .................................. 3
CS 430 Software Methodology ............................... 3
Mth 361 Discrete Mathematics ............................. 3
Upper-division electives in Computer Science (excluding CS 440G, CS 442G, CS 444G) ....................... 12
Minor ........................................................ 27
Electives ..................................................... 47

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

Minor Program

A 27-hour minor program in Computer Science may be planned with the help of an advisor.
CREATIVE ARTS
Chair: Ronald Wynn.
Dance: Instructors—Jacqueline McCormick.

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 Western's Creative Arts Division.

The college has excellent facilities in its Leonard W. Rice Fine Arts Auditorium, the Edgar H. Smith 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 scenic 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 practice rooms, including some for ensembles, and a recital hall.

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 with the Bachelor of Arts and the Bachelor of Science being offered in Art, Music, and The Arts in 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.
- Serves as a college resource in the liberal education of all Western 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 Western Potters Guild, the Western Fibers Guild, the Monmouth-Independence Printmakers Association, and a student chapter of the National Art Education Association.

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

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

The Music Department sponsors several scholarships awarded to incoming freshmen, transfer students, and returning music majors after auditions each spring. The scholarships are financed by a vesper's concert and luncheon held at the College Center.

Graduates of the Fine Arts Auditorium, the Music Hall Auditorium, the College Center and on the campus of the Music Hall and Fine Arts Auditorium.

Ensembles tour in the summer, when concerts are presented and a orchestra supports the summer musical.

Theatre. A major play 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.

Children's theatre productions are staged each year.

In the summer, a musical on the main stage and a studio play or a children's play are produced and the Telemann Festival highlights the Summer Arts Festival.

Alpha Pi Omega is the 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, 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 component is a 36-hour block of concentrated courses which allow the student to develop an art concentration.

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

A-220, A-221, A-222 and A-230 are basic "fundamental studio courses" and should be taken by all art majors in their freshman year. Entering art students with a strong background in studio course work may challenge these "fundamental studio courses" for advanced standing (evidence of competence required).

Liberal Arts Core Curriculum.................................. 73
Art Major.................................................. 72
Core courses (56 hours).................................................. 12
Design courses.................................................. 6
Electives in Art.................................................. 3
Electives in Music.................................................. 6
Electives in Theatre.................................................. 6
Concentration in the student's choice.................................. 36
Minor.................. 27
Electives.................................................. 20

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

Graphic Arts/Layout Emphasis
Core courses (24 hours).................................................. 6
A-220, A-221 Design.................................................. 3
A-220, A-231 Drawing.................................................. 3
A-240, A-241 Printmaking, Typography.................................................. 3
A-241, A-242 Photography (Landscape).................................................. 6
A-250 Watercolor.................................................. 3
A-251 Lettering and Layout.................................................. 3
A-252 Graph Arts/Art Layout.................................................. 3
A-253, A-254 Professional Concerns.................................................. 3
A-255 Composition and Visual Theory.................................................. 3
A-256 Seminar.................................................. 3
A-257 Practicum.................................................. 3
Electives in art (maximum 6 hours in one area).................................. 9

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

SCHOOL OF LIBERAL ARTS AND SCIENCES
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 advisors to satisfy personal needs, interests and goals.

Liberal Arts Core Curriculum ........................................ 73
The Arts Major .......................................................... 72
CA 101, 102, 103 Core Study of the Arts .......................... 9
Area of Emphasis (21-24 upper division) ......................... 36
Second Area (6 upper division) ....................................... 12
Third Area (2 upper division) ......................................... 9
Electives ........................................................................ 6
Minor ........................................................................... 27
Electives ........................................................................ 20
Total required for degree ............................................. 192

Specific theatre programs are available with an emphasis in Acting and Directing, Technical Theatre, History and Criticism, or Children's Theatre.

ACTING AND DIRECTING—Sample Program

Liberal Arts Core Curriculum ............................................ 73
Major Emphasis (Theatre-Acting and Directing) ............... 72
CA 101, 102, 103 Core Study of the Arts ......................... 9
TA 210 Oral Expression Through Theatre ....................... 3
TA 250 Basic Movement and Vocal Development ............. 3
TA 251 Elements of Acting ............................................. 3
TA 244 Tech. Theatre: Scene Craft ................................. 3
TA 245 Tech. Theatre: Lighting ....................................... 3
TA 246 Tech. Theatre: Costuming ................................. 3
TA 356 Theory of Acting ................................................ 3
TA 364 Play Direction ................................................... 3
TA 301, 302, 303 History of Theatre .............................. 6
TA 406, 407, 409 Special Studies in Acting and Directing .. 6
TA 457 Play Production ................................................ 3
Music Performance Studies (voice) .............................. 9-12
Music Performance Studies (instrument) ...................... 9-12
Electives in Theatre Arts ............................................. 6
Minor ........................................................................... 27
Electives (may be in any discipline or may include additional work in any area of the Arts) ......................... 20
Total hours ................................................................ 192

BA/BS in Music

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

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

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

Liberal Arts Core Curriculum ............................................ 73
Music Major .................................................................. 72
Musicianship Core (42 hours):
Mus 111, 112, 113 Musicianship I ................................. 12
Mus 211, 212, 213 Musicianship II ............................... 15
Mus 360, 361, 362, 363 Music History ......................... 12
Mus 314 Analysis ........................................................ 3
Contracted Courses (30 hours):
Chosen by the student and advisor, and including at least 12 hours of Performance Studies ......................... 30
Minor ........................................................................... 27
Electives ........................................................................ 20
Total required for degree ............................................. 192
Emphasis in Studio Teaching
Program example: The student who wants to major in music and prepare to teach privately in a home or studio should follow the outline for the degree and include the following as contracted courses. The 28 hours must be in either piano or voice, but not a combination of both.

Contracted Courses .................................................. 30
Muf 271 Performance Studies: Piano, or .......................... 6
Muf 274 Performance Studies: Voice ................................ 6
Muf 273 Performance Studies: Piano, or .......................... 6
Muf 274 Performance Studies: Voice ................................ 6
Muf 407 Seminar: Piano Pedagogy and Literature, or  ...... 6
Muf 407 Seminar: Voice Pedagogy and Literature, or ...... 6
Muf 409 Practicum: Piano Instruction, or ........................ 12
Muf 409 Practicum: Voice Instruction .............................. 12

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

Teacher Preparation
Faculty advisors 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 advisors of the
Elementary Education Department. An exception
is the Elementary Music major, in which
students are advised by music faculty advisors.

Secondary Education
Majors: Art, Music, Theatre Arts.
Minors: Art, Music, Theatre Arts

Elementary Education
Minors: Art, Music, Theatre Arts.

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.

HUMANITIES
Chair: Robert Martin.


Foreign Languages: Professor—Frank Baker; Associate Professor—Edward Waggoner, Spanish; Assistant Professor—Ruth Thurston-Taylor, French.

Philosophy and Religious Studies: Professor—Robert Tompkins; Associate Professor—Dale Cannon.

Speech Communication: Professor—Robert Martin; Associate Professor—Marion Ross.

The Humanities are several branches of learning, each concerned about the uniqueness of individual humans, and together leading to a deeper understanding of the relationship between oneself and the rest of the world. At Western, Humanities programs include instruction in the literature, writing, and linguistics of five languages (English, French, German, Japanese, and Spanish), and in speech, philosophy, and religious studies.

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

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

The facilities include the upper level of the Humanities and Social Science Building, where classrooms and offices of the English, foreign language, and philosophy staffs are located.

Speech is located in West House.

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

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

Sigma Tau Delta. The Iota Sigma Chapter of the National English Honor is open to students studying English at Western.

Phi Sigma Iota. This academic honorary is open to students studying modern languages at Western.

Foreign Languages. Many students in one of these languages are active in the French Club, German Club, Japanese 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 Western.

On-the-job experience through internships is available with private businesses and government agencies.
Degrees in the Humanities

Degrees in the Humanities require 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 degrees are offered: Humanities and English.

BA/BS in English

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 463 Modern Drama
   Eng 468 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 315 Approaches to Literature ................................. 3
   Eng 470 Modern American Usage, or
   Eng 490 History 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

Minors in the Humanities

All minors must be planned with and approved by a Humanities Division advisor.

English Minor
Twenty-seven hours in English, including 12 upper-division.

French Minor
Twenty-seven hours in French, including 12 upper-division.

German Minor
Twenty-seven hours in German, including 12 upper-division.

Humanities Minor
Twenty-seven hours in Humanities, including 12 upper-division.

Philosophy Minor
Twenty-seven hours in Philosophy, including 12 upper-division.

Spanish Minor
Twenty-seven hours in Spanish, including 12 upper-division.

Speech Communication Minor
Twenty-seven hours in Speech Communication, including 12 upper-division.

Writing Minor
Twenty-seven hours in Writing, including 12 upper-division.

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
Wrt 121 English Composition ........................................... 3
Spt 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
Bio 101, 102 General Biology ......................................... 8
Physical education courses ............................................. 8
Electives ....................................................................... 12
Total first year ................................................................. 47

Second Year
Wrt 222 English Composition, or
Wrt 224 The Research Paper ............................................ 3
1211 Introduction to Mass Communications .................... 3
1212 Reporting .............................................................. 3
1213 Copywriting and Makeup ........................................ 3
P 206 Introduction to Political Science ............................. 3
P 201 American National Government ............................. 3
P 202 State and Local Government ................................. 3
Social science or psychology sequence ............................ 9
Humaneities sequence .................................................... 9
Gns 201, 202, 203 Foundations of Physical Science ........... 12
Total second year ......................................................... 51
Teacher Preparation

Faculty advisors 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 advisors 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.

Foreign Study Program

The Oregon State System of Higher Education sponsors overseas study centers in France, Germany, and Japan. These programs usually are one semester long. In addition, the State System participates in liberal arts programs of shorter duration in England, France, Germany, and Mexico. The programs are described below. Further information is available from Western's Office of International Education and Services.

German Study Abroad Program

The German Study Abroad Program is designed to provide a sound cultural and academic experience to all participants. The program is located in St. Johann in Tirol, Austria, and Munich and Kassel, West Germany. Students of all disciplines will have an excellent opportunity to improve their language skills and gain an understanding of German culture at an accelerated pace in a native German-speaking environment. Credit can be earned in course work such as: Second-year German, Conversational German, Composition and Conversation, Advanced Composition and Conversation, Culture and Civilization (Landeskunde and Geschichtslehre), German Theatre, Business German, and individual studies dependent upon individual need, interest, and level of language development. The instruction in all classes is in German and it is expected that students maximize this opportunity to improve their language skills by using German outside class as well. For more information contact the Program Director or Office of Summer Programs.

Study Centers

France. The Oregon Study Center in France is at the University of Poitiers, in Poitiers, a moderately sized city in western France. The program concentrates on language, literature, and culture. Courses 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 (SIPEB) 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, Tubingen, Konstanz, Hohenheim, Freiburg and Ulm. Courses are offered in the city of Stuttgart by the University of Stuttgart. In addition, the program consists of language and general university courses. Classes begin in September with a four-week orientation course in Tubingen. 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; Koeln, 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 Mexican faculty members. Curriculum changes quarterly, with 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: J. Morris Johnson

Biological Sciences: Professors—Neal Bandick, Morris Johnson, David McClellan, Robert Novak, Lewis Pembroke, Lowell Spring, Assistant Professor—Robert Turner

Physical Sciences: Professors—Ray Broderson, Geology; Jay Evett, Physics; Donald White, Physics; Guy Routh, Geology; Associate Professor—M. M. Jaffar, Chemistry

Mathematics: Professors—James Bannard, Beryl Green, Robert Main, Anna Penk, Associate Professors—Steven Douglas, Vern Hiebert, Ronald Mougel, Assistant Professors—Leon Roland, Dennis Williams

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 three departments: the Biological Sciences, the Physical and Earth Sciences, and Mathematics. 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 Matheur 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, Biology, and Mathematics.
- 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 Western students.

Special Interest Groups. The division fosters a natural sciences club that brings students and faculty together in formal and informal settings.

Mathematics Resource Center. The center in Room 306 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 the 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 Biology

Liberal Arts Core Curriculum ................................................. 73
Bi 211, 212, 213 Principles of Biology ............................. 13
Bi 331 General Microbiology ............................................. 4
Bi 341 Genetics ................................................................... 3
Bi 446 Evolution .................................................................... 3
Bi 357 General Ecology ....................................................... 4
Upper-division electives in Biology ..................................... 18
Ch 204, 205, 206 General Chemistry ................................. 12
Ch 334, 335, 336 Organic Chemistry ................................. 12
Mth 161 Elements of Calculus, or
Mth 201 Differential and Integral Calculus, or CS 211 Introduction to Computers or
Mth 426 Elements of Statistical Methods ........................... 4-7
Minor ................................................................. 27
Electives .............................................................................. 20
Total required for degree ................................................ 192

BA/BS in Mathematics

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. Western graduates in Mathematics have gone on to graduate school and teaching on the post-secondary level, and also are found in such fields as actuary and actuarial science.

Liberal Arts Core Curriculum ................................................. 73
Mathematics Major .............................................................. 62
Mth 200, 201, 202, 203 Differential Calculus .................... 16
Mth 301 Calculus of Several Variables .............................. 4
Mth 321 Differential Equations ........................................... 4
Mth 347, 348 Algebraic Structure ..................................... 6
Mth 349 Linear Algebra ...................................................... 3
Choose three from Mth 324 Probability Theory,
Mth 325 Introduction to Statistics,
Mth 361 Discrete Mathematics, Mth 362
Introduction to Numerical Analysis,
Mth 363 Linear Programming, Mth 364
Introduction to Programming
Choose two from Mth 410 Foundations of
Mathematics, Mth 415 Modern Geometry,
Mth 438 Introduction to Topology,
Mth 442 Logic and Boolean Algebra,
Mth 494, Mth 495, Mth 496 Analysis ................................. 6
Upper division elective in mathematics
CS 211 Introduction to Computer Science ......... 4
CS 212 Techniques for Programming; Pascal ............. 4
CS 311 Data Structures ..................................................... 3
Minor ................................................................. 27
Electives .............................................................................. 20
Total required for degree ................................................ 192

BA/BS in Natural Sciences

The Natural Sciences major is an interdisciplinary major combining study in the Biological and Physical Sciences and Mathematics. Two optional concentrations, Physical Science and Earth Science, are described below.

Physical Science Option

Liberal Arts Core Curriculum ................................................. 73
Natural Sciences/Physical Science Major ......................... 72
Ch 204, 205, 206 General Chemistry ................................. 12
Ch 304, 305, 306 General Physics ................................. 12
Ph 211, 212, 213 General Physics with Calculus ................ 12
Ph 311, 312 Introduction to Modern Physics ................. 8
CS 456 Special Individual Studies ................................. 1
Upper division Chemistry sequence ......................... 12
Approved electives in Natural Sciences and
Mathematics ............................................................. 27
Minor ................................................................. 27
Electives .............................................................................. 20
Total required for degree ................................................ 192

Earth Science Option

Liberal Arts Core Curriculum ................................................. 73
Natural Sciences/Earth Science Major ......................... 72
Ch 204, 205, 206 General Chemistry ................................. 12
Ph 211, 212, 213 General Physics ................................. 12
Ch 304, 305, 306 General Chemistry ................................. 12
Ph 211, 212, 213 General Physics ................................. 12
Ch 104, 105, 106 General Chemistry, or
Ch 204, 205, 206 General Chemistry, or
Ph 211, 212, 213 General Physics................................. 12
Minors in Liberal Studies

The division offers 27-hour minors in these academic areas: 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 advisor.

Teacher Preparation

Faculty advisors 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 advisors of the Elementary Education Department.

Secondary Education

Majors: Biology, Integrated Science, Advanced Mathematics.

Elementary Education

Majors: Biology, Integrated Science, Basic Mathematics

Electives

Minor ................................................................. 27
Electives .............................................................................. 20
Total required for degree ................................................ 192
Preprofessional Medical Service Programs

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

Each of these areas has an advisor in the Natural Sciences and Mathematics Division and the preprofessional curricula offered at Western have been approved by the professional schools involved.

### 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 also must show intellectual ability to understand the study of medicine as demonstrated by the premedical academic record and scores on the Medical College Admissions Test.

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

The premedical program at Western includes scientific preparation and a broad education leading to general understanding. It is strongly recommended that students earn a bachelor's degree before entering medical school; very few students are accepted at the end of the third year. Students who choose a three-year premedical program with the intention of finishing requirements for the bachelor's degree while in medical school must complete at least 144 hours at Western.

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

**First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wr 121 English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Bi 211, 212, 213 Principles of Biology</td>
<td>13</td>
</tr>
<tr>
<td>Ch 204, 205, 206 General Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>Mth 101 College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>Mth 102 Trigonometry</td>
<td>4</td>
</tr>
<tr>
<td>Mth 200 Introduction to Differential and Integral Calculus</td>
<td>3</td>
</tr>
<tr>
<td>Sp 111 Fundamentals of Speech</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education activity courses</td>
<td>2</td>
</tr>
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</table>

**Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wr 222 English Composition, or</td>
<td>3</td>
</tr>
<tr>
<td>Wr 414 Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>Sequence in Psychology</td>
<td>9</td>
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<tr>
<td>Sequence in Literature</td>
<td>9</td>
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<tr>
<td>Ch 312, 313 Quantitative Analysis</td>
<td>8</td>
</tr>
<tr>
<td>Ph 201, 202, 203 General Physics</td>
<td>8</td>
</tr>
<tr>
<td>Pe 110 Individual Health and Fitness</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total hours first year** 49

**Total hours second year** 49

### Preodontistry

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 schools is highly competitive, so students should contact the school of their choice as early as possible.

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

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 Western.

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

**First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wr 221 English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Bi 211, 212, 213 Principles of Biology</td>
<td>13</td>
</tr>
<tr>
<td>Ch 204, 205, 206 General Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>Mth 101 College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>Mth 102 Trigonometry</td>
<td>4</td>
</tr>
<tr>
<td>Mth 200 Introduction to Differential and Integral Calculus</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education activity courses</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total hours first year** 49

### Preveterinary 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. Western students admitted after three years may complete the Western 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 Western 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.
SCHOOL OF LIBERAL ARTS AND SCIENCES

First Year

Wr 121 English Composition .......................................................... 3  
Br 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 331 General Microbiology ...................................................... 4  
Soc 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

CS 103 Computers and Society ...................................................... 4  
Wr 123 English Composition, or Wr 414 Advanced Composition ........ 3  
CA 101, 102, 103 Correlated Study of the Arts ............................ 9  
Psy 201 General Psychology ...................................................... 3  
Ch 450 Biochemistry ................................................................... 3  
Bi 357 General Ecology .............................................................. 4  
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 ................................................................. 50

Prenursing

Western 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 nursing registration. The National League of Nursing examination, required for admission to the OHSU School of Nursing, should be taken while at Western.

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 Western's recommended prenursing program:

First Year

Wr 121 English Composition .......................................................... 3  
Ch 204, 205, 206 General Chemistry .............................................. 12  
He 325 Nutrition ....................................................................... 3  
Mth 101 College Algebra .............................................................. 4  
Psy 201 General Psychology ...................................................... 3  
Soc 213 Principles of Sociology ................................................... 3  
Art 216 Anthropology: Cultural .................................................. 3  
Approved electives in literature, speech, history of art, 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 now 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 Western 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 Western Prenursing advisor.

Dental Hygiene

This four-year program is offered jointly by Western and the Oregon Health Sciences University Dental School. Students take their first two years at Western, 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  
Br 211, 212, 213 Principles of Biology ........................................... 13  
Ch 204, 205, 206 General Chemistry .............................................. 12  
Sp 111 Fundamentals of Speech ..................................................... 3  
Psy 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 ..................................................................................... 16  
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 term of the sophomore year.

The OSU bachelor's degree in pharmacy requires completion of five academic years (240 credit hours). The last three years must be spent at OSU. Prepharmacy students at Western 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 Western prepharmacy advisor.

First Year

Wr 121 English Composition .......................................................... 3  
Ch 204, 205, 206 General Chemistry .............................................. 12  
Second Year

Ch 334, 335, 336 Organic Chemistry ............................................ 12  
Ph 201, 202 General Physics ..................................................... 8  
Wr 222 English Composition .......................................................... 3  
Bi 331 General Microbiology ...................................................... 4  
First and/or Second Year

(Distribution at student's discretion)

Bi 211, 212, 213 Principles of Biology ........................................... 13  
Mth 163 Elements of Calculus, or Mth 200 Differential and Integral Calculus ......................................................... 4  
Ec 201, 202, 203 Principles of Economics ..................................... 9  
Soc 213 Principles of Sociology ................................................... 3  
Psy 201, 202 General Psychology .................................................. 6  
Sp 111 Fundamentals of Speech ..................................................... 3  
Physical Education activity courses ................................. 3  
Electives—Students encouraged to consider courses in Humanities and/or Creative Arts to meet OSU's general education requirement ....... 15  
Total hours in program ............................................................. 98
Prephysical Therapy (or Occupational Therapy)

A two-year program at Western 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 Western 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 advisor for details.

First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wr 121 English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Ch 204, 205, 206 General Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>Mth 100 Intermediate Algebra</td>
<td>4</td>
</tr>
<tr>
<td>Mth 101 College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>Mth 102 Trigonometry</td>
<td>4</td>
</tr>
<tr>
<td>Bi 211, 212 Principles of Biology</td>
<td>8</td>
</tr>
<tr>
<td>Bi 331 General Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>CS 409 Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education activity courses</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total hours first year</strong></td>
<td><strong>45</strong></td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wr 222 English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Ph 201, 202, 203 General Physics</td>
<td>12</td>
</tr>
<tr>
<td>Bi 334, 335 Human Anatomy and Physiology</td>
<td>6</td>
</tr>
<tr>
<td>Psy 201, 202, 203 General Psychology</td>
<td>9</td>
</tr>
<tr>
<td>Bi 434 Animal Physiology</td>
<td>4</td>
</tr>
<tr>
<td>HE 434 Communicable, Degenerative and Chronic Diseases</td>
<td>3</td>
</tr>
<tr>
<td>HE 427 Introduction to Community and Public Health</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education activity courses</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total hours second year</strong></td>
<td><strong>49</strong></td>
</tr>
</tbody>
</table>

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 their programs to complete a bachelor's degree if they do not gain admission to the professional school at the end of their third year.

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bi 211, 212, 213 Principles of Biology</td>
<td>13</td>
</tr>
<tr>
<td>Bi 334, 335 Human Anatomy and Physiology</td>
<td>6</td>
</tr>
<tr>
<td>Ch 204, 205, 206 General Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>Ch 334, 335, 336 Organic Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>Ph 211, 212, 213 General Physics with Calculus</td>
<td>12</td>
</tr>
<tr>
<td>Mth 102, 200 Trigonometry, Calculus</td>
<td>8</td>
</tr>
<tr>
<td>Psy 201, 202 General Psychology</td>
<td>6</td>
</tr>
<tr>
<td>Wr 121, 222, 232 English Composition</td>
<td>9</td>
</tr>
<tr>
<td>Electives in Social Science and Humanities</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total hours required</strong></td>
<td><strong>93</strong></td>
</tr>
</tbody>
</table>

Other Preprofessional Programs

The programs listed here provide one to three years at Western to students who plan to transfer to a university or professional school. Faculty advisors from the division help students meet the requirements of professional schools or universities. Students interested in any of the following programs should contact an advisor or the chair of the Division of Natural Science and Mathematics.

- Agriculture, Fisheries, Wildlife
- Atmospheric Science
- Biochemistry and Biophysics
- Chemistry
- Engineering
- Food Science and Technology
- Forestry
- Geology
- Home Economics
- Microbiology
- Physics
SOCIAL SCIENCE
Chair: Dennis Moran
Anthropology: Associate Professor—Dennis Moran
Criminal Justice: Professor—Ernest Ogard, Assistant Professor—Stephen Gibbons, Instructor—Richard L. Orazetti
Geography: Professors—Ronald Chatham, James Gallagher, Associate Professor—Carl Brandtman, Wayne White
History: Professors—Ross Contringer, Gary Hudder, Associate Professor—Erhard Dormund
Political Science: Associate Professor—Cari Shy
Psychology: Professors—James Beard, Merle Kelley, Victor Saylick, Maxine Warnath, Associate Professor—Eric Cooley, James Keeley, Assistant Professor—Ray Peterson
Sociology: Professor—Helen Reithbird-Smith, Assistant Professor—Peter Callero

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

At Western, the Social Science Division also includes programs in criminal justice, and fire services administration.

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

Division faculties include the second level of the Humanities and Social Science Building, where classrooms and offices of the anthropology, corrections and law enforcement, geography, history, political science, sociology, and fire service administration faculties are located, 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 Corrections, Fire Services Administration, Geography, History, Law Enforcement, 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 visiting speakers.
Gamma Theta Upsilon: Student chapter of a professional geography society; sponsors speakers.
Model United Nations: Studies the functions and actions of the United Nations; the foreign policy positions of selected countries and current international problems; participates in regional conferences.
Psychology Club: Offers all interested students an opportunity to meet fellow students and share activities specifically relevant to psychology. Activities have included field trips, socials, and movie nights.

Center for Economic Education: Western’s 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.

BA/BS in Corrections
This undergraduate program prepares the student with theory and practice in the study of crime, delinquency and corrections. Employment opportunities exist as correctional officers, correctional counselors, parole and probation counselors, and officers at the adult and juvenile levels. The degree also may be applied toward employment in various other related social services positions.
CJ 407 Seminar: Corrections and CJ 409 Practicum: Corrections are taken concurrently. The practicum is a block placement in a correctional or correctional-related social service agency.

Liberal Arts Core Curriculum: 73
Corrections Major: Introduction to Careers in Criminal Justice: 3
Survey Juvenile/Criminal Justice Systems: 3
Criminology: 3
Juvenile Delinquency: Prevention and Control: 3
Penology: 3
Parole and Probation: 3
Correctional Casework: Counseling and Treatment: 3
Juvenile Issues: 3
Seminar: 3
Practicum: 3
Electives in social science: 12

**Minor: 27
Electives: 20
Total required for degree: 192

* The minor should be selected with an advisor. Students interested in Counseling should consider Sociology, Human Services or Psychology as a minor. Students interested in Agency Administration should consider Business/Economics as a minor.

Degrees in the Social Sciences
BA/BS degrees in Corrections, Fire Services Administration, Geography, History, Law Enforcement, Psychology, Public Policy and Administration, 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 degrees are outlined below.
BA/BS in Fire Services Administration

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

Junior- and senior-level classes at Western 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 Western can grant the bachelor's degree. In addition, Western will accept as electives the transfer of 21 credits of vocational-technical courses which apply to an associate degree.

Western 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:

- 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 of the participating state colleges (Western and EOSC).

Admission to the program is limited to persons who are Firefighter II (Oregon) or equivalent and who have completed the required 24 hours of professional course work at a community college.

Those in the program at Western also must complete the Liberal Arts Core Curriculum.

| Liberal Arts Core Curriculum | 73 |
| Fire Services Administration Major | 72 |
| Community College Professional Courses | 34 |
| Pre-approved courses in associate degree program in fire science or fire protection, preferably completed before admission to Western | 25 |
| Western Fire Services | 21 |

| FSA 311, 312 Principles of Fire Protection and Field Study | 3 |
| FSA 313, 314 Fire Personnel Management and Field Study | 3 |
| FSA 315, 316 Organization for Fire Protection and Field Study | 3 |
| FSA 317, 318 Fiscal Management in Fire Protection and Field Study | 3 |
| FSA 319, 320 Legal Aspects of Fire Protection and Field Study | 3 |
| FSA 321, 322 Fire Protection Master Planning and Field Study | 3 |
| Professional courses elective (consult your Western advisor) | 27 |

Total required credits: 186

* (Open Learning Fire Courses may be substituted at the discretion of the department.)

BA/BS in Geography

The primary objective of the nationally recognized geography program is to provide students with intellectual maturity, geographic information and theory, and skills related to the solutions of problems in a professional career. Those careers, in governments, corporations, and education, are based on understanding the intricate relationships between places, people, and cultures. The program is a foundation for prospective employment in the state and nation, and foreign areas.

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 Upper-division sequence | 72 |
| Geog 101, 102, 103 History of World Civilization | 9 |
| Geog 201, 202, 203 History of the United States | 9 |
| Geog 420 Philosophies of History | 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 |

Total required for degree: 192

BA/BS in Law Enforcement

The program in Law Enforcement prepares students for employment opportunities in local 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 or session program. This student will be admitted to junior standing.
- For the student who wishes to complete all degree requirements at Western. Transfer students from four-year colleges, universities and community colleges may choose either program option.

| Liberal Arts Core Curriculum | 73 |
| Law Enforcement Major Lower-division professional core (lower-division transfer for law enforcement or criminal justice courses) | 72 |
| Upper-division professional core | 12 |
| Professional course electives | 0-9 |
| Electives in Social Science | 27-36 |
| Minor | 27 |
| Electives | 20 |
| Total required for degree | 192 |

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

| Liberal Arts Core Curriculum | 73 |
| Law Enforcement Major | 72 |
| CI 211 Introduction to Careers in Criminal Justice | 3 |
| CI 212 History and Development of American Law Enforcement | 3 |
| CI 213 Survey of Criminal Justice Systems | 3 |
| CI 311 Police and the Community | 3 |
| CI 351 Police Organization and Administration | 3 |
| CI 450 Criminology | 3 |
| CI 452 Legal Aspects of Law Enforcement | 3 |
| CI 454 Parole and Probation | 3 |
| CI 407 Seminar / Two-hour seminars | 6 |
| CI 409 *Practicum (Four-hour-three-practical) | 12 |
| Electives in social science | 30 |
| **Minor | 27 |
| Electives | 27 |
| Total required for degree | 192 |

* Practicums include Orientation, Role, Operations, and Administration of Law Enforcement.

** The minor should be selected with an advisor.

Students interested in Criminalistics should consider Science or Computer Science as a minor. Students interested in Administration should consider Political Science or Business/Economics as a minor. Students interested in Human Resources should consider Sociology, Psychology, or Anthropology as a minor. Students interested in Generalist Skills should consider Social Science as a minor.
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, preparation for service-oriented occupations, or a basis for graduate study in psychology and related fields.

The emphasis of this degree program differs from the usual undergraduate major offered in many other institutions. A primary concern at Western is the understanding of human behavior and experience with a focus on applications of this knowledge. We are continually concerned with the implications of 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.

Liberal Arts Core Curriculum ............................................. 73
Psychology Major (minimum of 30 hours upper division) .................. 45
Basic Core (required of all Psychology Majors) .......................... 45
Psy 201, 202, 203 General Psychology ..................................... 9
Psy 311 Developmental Psychology ....................................... 3
Psy 334 Social Psychology (Soc 334 does not apply) ....................... 3
Psy 467 Quantitative Methods ............................................. 3
Psy 468 Research Methods in Human Behavior ............................. 3
Additional Electives ......................................................... 24
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 398, Field of Psychology and subsequent to that, Psy 498, Practicum in Psychology.

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

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

Elections ....................................................................... 47

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

BA/BS in Public Policy and Administration

Note: Official enrollment in this program as a declared major will begin Fall Term, 1988.

The degree in Public Policy and Administration has two components: An interdisciplinary core of 46 hours, and a selected 27 hour area of concentration depending on the needs and interests of the student.

Liberal Arts Core Curriculum ............................................. 73
Public Administration Major ............................................... 73

Core Area: (46 hours)
PS 201 American National Government .................................. 3
PS 202 State and Local Government ....................................... 3
PS 151 Introduction to Public Administration ......................... 3
EC 201, 202 Principles of Economics .................................... 6
EC 319 Public Finance ..................................................... 3
CS 210 Computer Applications in Business ............................ 4
BA 300 Accounting for Non-Accountants ............................... 3
BA 391 Management ....................................................... 3
WR 221 Business and Technical Communications .................. 3
SP 124 Business and Professional Speaking ........................... 3
MH 126 Introduction to Statistics ....................................... 3
PAWS 334 Social Psychology ............................................ 3
PS 445 Organizational Psychology ....................................... 3
PS 407 Seminar ............................................................. 3

Area of Concentration: (Select 27 hours in one of the following options).

Corrections/Law Enforcement Policy and Administration
CLJ 211 Introduction to Careers in Criminal Justice ................. 3
CLJ 212 History and Development of American Law Enforcement ............................................ 3
CLJ 450 Criminology ...................................................... 3
CLJ 453 Juvenile Delinquency: Prevention and Control ............. 3
CLJ 455 Penology .......................................................... 3
CLJ 454 Parole and Probation ............................................ 3
BA 391 Personnel Management ........................................ 3
PS 352 Constitutional Law .............................................. 3
PS 342 Problems of State Government ................................ 3
PS 340 Problems of State Government ................................ 3
BA 391 Internship .......................................................... 3

Fiscal Policy and Administration
BA 315 Financial Management ............................................ 3
BA 316 Financial Management ............................................ 3
BA 320 Public Sector Budgeting and Financial Control .................. 3
BA 340 Business Fluctuations and Forecasting ........................ 3
EC 315 Economic Report Writing and Analysis ........................ 3
EC 430 Economics of Public Policy ..................................... 3
EC 458 Microeconomic Theory and Policy ............................ 3
BA 413 Wage and Salary Administration .............................. 3
BA 476 Topics in Management ......................................... 3
BA/EC 409 Internship ..................................................... 3

Human Resources Policy and Administration
Psy 339 Behavior Modification ............................................ 3
BA 361 Organizational Behavior ......................................... 3
BA 391 Personnel Management ......................................... 3
Soc 420 Sociology of Complex Organizations ........................ 3
Psy 423 Interviewing and Appraisal ..................................... 3
Psy 433 Theories of Personality .......................................... 3
Psy 443 Group Process .................................................... 3
Psy 446 Strategic Human Resources Planning ......................... 3
Psy 449 Motivation .......................................................... 3
Anth 472 Psychological Anthropology .................................. 3
Psy 472 Psychological Assessment ....................................... 3
Psy 494 Organizational Structure and Function ........................ 3
Soc/Ps 409 Internship ..................................................... 3

International Policy and Administration
Geog 106* Introduction to Geography .................................. 3
PS 300 Introduction to International Relations ....................... 3
BA 391 Personnel Management ......................................... 3
Geog 411, 412 Cultural Geography ..................................... 3
Hist 492 World Problems ................................................ 3
Selected course in Regional Geography ................................. 3
(Choose from Geog 414, 426, 427, 428, 429, 432, 450, 461, or 463)
Selected course in Regional or International Political Science ............ 3
(Choose from Ps 460, 463, 497)
Selected course in International Business or Finance .................. 3
(Choose from BA 484, 485, 486, or EC 440)
Geog/PS 409 Internship .................................................. 3

State and Federal Policy and Administration
Hist 309 or Hist 310 or Hist 311 Minority Groups in American History ............... 3
PS 352 Constitutional Law .............................................. 3
PS 418 Functions and Policies of National Government ............... 3
PS 424 Problems of State Government ................................ 3
EC 430 Economics of Public Policy ..................................... 3
EC 436 Environmental Economics and Public Policy ............... 3
Geog 425 Environmental Issues and Survival Strategies ............ 3
Soc 434 Social Stratification ............................................. 3
BA 492 State and Local Government Finance .......................... 3
Hist/PS 409 Internship ................................................... 3

Urban Policy and Administration
Geog 221 Field Geography .............................................. 3
Soc 310 Community Organizations ..................................... 3
Geog 413 Urban Geography ............................................. 3
EC 432 Urban Economics ................................................ 3
Soc 437 Sociology of Minority Relations ............................... 3
Ec 450 Urban Sociology ................................................ 3
Hist 459 Business America 1877-1900 ................................ 3
Anth 461 Urban Anthropology .......................................... 3
Anth 462 Cultural Transformation ...................................... 3
Ec 487 Technology and American Economic History ............... 3
Ps 490 Community Politics ............................................. 3
Psis/Geog 409 Internship ................................................ 3

Minor ........................................................................ 27
Electives .................................................................... 19

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

BA/BS in Social Science

The BA/BS degree in Social Science is an interdisciplinary major in social science that prepares students for a variety of responsibilities in both private and governmental agencies. Students can specialize by choosing courses with the approval of an advisor, that best meet their goals and needs. Courses should be chosen from at least two of the following areas: anthropology, corrections, economics, geog- raphy, 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
Teacher Preparation
Faculty advisors 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 advisors in the Elementary Education Department.

Secondary Education
Major: Social Science.
Minor: Social Science.

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 313 Early Man in the New World ...................... 3
Anth 314 Prehistoric Society .................................. 3
Anth 473G History and Philosophy of Anthropology .... 3
Electives in Anthropology ...................................... 6
Total hours in minor ............................................. 27

Geography Minor
Geog 105, 106, 107 Introductory Geography .............. 9
Geog 221 Field Geography ...................................... 3
Geog 413 Urban Geography ................................... 3
Geog 417 or 418 Economic Geography .................... 3
Geog 407 Seminar: Land Use Problems .................... 3
Electives in geography (including three hours upper-division; Geog 240: Cartography recommended) .......... 9
Total hours in minor ............................................. 27

Political Science Minor
PS 106 Introduction to Political Science .................. 3
PS 201 American Government ................................ 3
PS 202 State and Local Government ....................... 3
PS 306 Introduction to International Relations ............ 3
PS 351 Introduction to Public Administration ............. 3
Electives in political science .................................. 12
Total hours in minor ............................................. 27

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 student. 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 Appraisal ........................ 3
Psy 435 Theories of Personality ................................ 3
Psy 450 Abnormal Psychology ................................ 3
Psy 472 Psychological Assessment .......................... 3
Total hours in minor ............................................. 27

Psychology Minor for Education Majors
For students emphasizing elementary or secondary education, the following is a recommended minor concentration related to educational psychology.

Required Core: (12 hours)
Psy 201, 202, 203 General Psychology ...................... 9
Ed Psy 225 Developmental Psychology for the Classroom ......................................................... 3

Additional coursework selected from the following: (15 hours)
Psy 311 Developmental Psychology ......................... 3
Psy 334 Social Psychology ..................................... 3
Psy 451 Psychophysiological Psychology .................. 3
Ed Psy 460 Advanced Developmental Psychology ....... 3
Psy 465 Motivation .................................................. 3
Psy 467 Quantitative Methods .................................. 3
Psy 468 Research Methods in Human Behavior .......... 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:
Total hours in minor ............................................. 27

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

Preprofessional Study
Department advisors 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. Western 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 advisor, who is assigned by the Social Science Division.

Admission to law school 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 advisor, the Campus Counseling Center, or the Educational Media Center of the Library.

SPECIAL PROGRAMS IN THE LIBERAL ARTS AND SCIENCES

The School of Liberal Arts and Sciences also offers several inter-divisional and special programs. These programs are coordinated by the Office of the Dean of Liberal Arts and Sciences.

BA in International Studies

Director: Frank Balke

The International Studies degree program has three elements: a core of courses that provides a comparative look at the world's geography, economics, social patterns, and political affairs; a core of courses from the social sciences that concentrates 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. Contact the Office of the Dean of Liberal Arts and Sciences for further information.

<table>
<thead>
<tr>
<th>Liberal Arts Core Curriculum</th>
<th>73</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major</td>
<td>60</td>
</tr>
<tr>
<td>(The major should include 48 hours of upper-division courses.)</td>
<td></td>
</tr>
<tr>
<td>International Studies Core (Select 15 hours)</td>
<td></td>
</tr>
<tr>
<td>Geog 222 Geography of World Affairs, or Geog 433 Political Geography</td>
<td>3</td>
</tr>
<tr>
<td>BA 284 Introduction to International Business</td>
<td>3</td>
</tr>
<tr>
<td>PS 306 Introduction to International Relations</td>
<td>3</td>
</tr>
<tr>
<td>Soc 215 World Population and Social Structures</td>
<td>3</td>
</tr>
<tr>
<td>Hist 402 World Problems</td>
<td>3</td>
</tr>
<tr>
<td>Anth 112 Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Specialization</td>
<td>15</td>
</tr>
<tr>
<td>Foreign Language Specialization</td>
<td>30</td>
</tr>
<tr>
<td>(Does not include credit for first-year level courses.)</td>
<td></td>
</tr>
<tr>
<td>Minor</td>
<td>27</td>
</tr>
<tr>
<td>Electives</td>
<td>32</td>
</tr>
<tr>
<td>Total required for degree</td>
<td>192</td>
</tr>
</tbody>
</table>

BA/BS in Interdisciplinary Studies

Director: Allen Adams

The Interdisciplinary Studies degree allows students to break away from traditional majors and minors by designing individual programs to satisfy their career interests and goals.

Many societal problems and needs do not fit easily into traditional degree program structures, but require a familiarity with the content and quality of thought from a variety of areas of study.

As an example, the study of environmental or ecological problems is not confined to the boundaries of life sciences, but involves economics, geography, philosophy, psychology and aesthetics. The Interdisciplinary Studies format allows students with ideas and plans for the future to prepare for their careers in a personalized manner.

The degree, like all Western bachelor's degrees, is built upon the Liberal Arts Core Curriculum. The personalized major must include two to five areas of study each of which is to contain no less than 27 hours. Each individual program must be developed by the student with cooperating faculty advisors according to guidelines established by the Dean's Council for the Interdisciplinary Studies. The program is administered by the Dean of the School of Liberal Arts and Sciences.

Liberal Arts Core Curriculum | 73 |
Integrated Major | 54-119 |

The major must include study from two or more academic areas with a minimum of 27 hours in each and a minimum of 48 upper-division hours in the major.

Electives | 0-65 |
| Total required for degree | 192 |

Program Examples

The following are examples of programs that have been approved in the Interdisciplinary Studies program.

Biological Illustration. The student combines study in botany, zoology, science and society with art and art history courses, synthesized in special individual study.

Public Relations and Community Planning. For the student planning a career in explaining to citizens the need for community planning. Writing, speech, photography and psychology courses are combined with study in public finance, urban economics and geography, state government, community politics, public administration and the environment.

Social Anthropology. The student's goal is to prepare for graduate study. The emphasis is on the study of man as a social-cultural being and includes individual study in primates field research.

Travel and Tourism. Programs have been planned for students interested in seeking careers in the tourist industry, drawing on courses in business, geography, history, creative arts and physical education.
There are also preplanned interdisciplinary programs in:

**Corporate Fitness:** This is a model program drawing on the areas of business, physical education and health, and psychology. Psychology helps prepare students wishing to seek employment with corporations as health and fitness specialists or consultants.

**Free Lance Writing:** This program seeks to enhance the students' writing skills for a specific topic or discipline such as science, journalism, political satire, etc. Courses are drawn from appropriate disciplines with a core of classes in language, mass communications, writing and journalism.

**Public Administration/Human Relations:** The courses chosen are from economics, business, sociology, political science and psychology, plus courses in fire protection science transferred to Western from a community college.

**Social Service & Psychology for Registered Nurses:** Several registered nurses without bachelors degrees have completed this program. It is designed to give the nurse an associate degree further preparation in community based health services. Courses are drawn from political science, sociology, health and psychology and are pulled together in individual study and internships.

Students interested in such individualized programs should contact Dr. Allen J. Adams, Director, Programs in Interdisciplinary Studies, Western Oregon State College, Monmouth, OR 97361, (503) 838-1220, ext. 226, or, the Office of the Dean of Liberal Arts and Sciences.

### AA in the Liberal Arts

The Associate of Arts degree may be awarded to students who complete a two-year, 93 credit hours, program in the general area of the Liberal Arts and Sciences. Completion of the Liberal Arts Core Curriculum is recommended with the other 20 hours being focused on one or two disciplines of special interest to the student.

Entry into the program requires the preparation of an approved selection of courses under the guidance of a faculty advisor appointed through the Office of the Dean of Liberal Arts and Sciences. Students interested in the program should contact that office for further information.

### Honors Program

**Director: Joseph Soldati**

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 with content studies. Honors Program students are not required to take WR 121 or WR 222; these classes are built into the freshman year courses. Except for the 6 hours in the junior and senior years (seminar and thesis), honors program courses are, in effect, LACC courses.

During the first two years, honors students become acquainted with the great philosophic, religious, literary, artistic and scientific traditions of the civilized world (54 hours of LACC credit).

In the junior year students will take an interdisciplinary seminar (3 hours). In their senior year, students will write a senior honors thesis on a topic in a discipline of their choice (3 hours). With a thesis advisor, the student will begin work on the thesis in the fall term and complete and present it the following spring term.

In addition to the honors curriculum, 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.

#### Freshman Year Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA 101H</td>
<td>Correlated Study of the Arts</td>
<td>9</td>
</tr>
<tr>
<td>EN 107H</td>
<td>English Composition</td>
<td>9</td>
</tr>
<tr>
<td>EN 108H</td>
<td>Literature of the Western World</td>
<td>9</td>
</tr>
<tr>
<td>HST 101H</td>
<td>History of Civilization</td>
<td>9</td>
</tr>
<tr>
<td>PHI 207H</td>
<td>Philosophy in the Western World</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total hours</strong></td>
<td></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

#### Sophomore Year Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 201H</td>
<td>Natural Science: The Search for Order</td>
<td>12</td>
</tr>
<tr>
<td>SOC 301H</td>
<td>Sociology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 303H</td>
<td>Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 301H</td>
<td>Anthropology or Geography</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total hours</strong></td>
<td></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

#### Junior and Senior Year Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>H 401</td>
<td>Senior Thesis</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total hours</strong></td>
<td></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

**Total hours** | | **18 (54 LACC hours)**
Elective Hours in Honors
H 101 Freshman Honors .............................. 1
Supplementary enriching work related to a
regular course taken simultaneously is guided
by an instructor during weekly meetings.

H 201 Sophomore Honors ............................. 1
Additional work related to a regular course
taken simultaneously is guided by an instructor
during weekly meetings.

H 303 Junior Honors ................................... 1
Individual research or original writing with
scheduled meetings with the instructor (limit of
3 credit hours).

Total hours .............................................. 63
(Honor Courses will be designated in the
Schedule of Classes with an "H").

Admission to Honors Program

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 recommenda-
tion from two of their high school instructors,
and their completed application. Students with a
GPA of 3.5 or higher or SAT scores of 1100 or
more are eligible to apply.

Transfer students or students already attending
Western 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. Joseph Soldati
Honors Program Director
Western Oregon State College
Monmouth, OR 97361
(503) 838-1220, Ext. 226
or The Office of the Dean of Liberal Arts and
Sciences

Military Science (Army ROTC)

Western 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
Western. 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 pro-
gram 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 activi-
ties 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 Western Provost,
- Be able to complete commission requirements
  before age 20 (may be waived for applicants with
  exceptional ability),
- Successful completion of 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 Western 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 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 students 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

Basic Course (or previous honorable active service).................................................. 3—9
MS 111, 112, 113 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.

Advanced Course ..................................................................................................... 24
MS 311, 312, 313 Military Science III ................................................................. 9
MS 314 Advanced Summer Camp ................................................................. 6
MS 411, 412, 413 Military Science IV ................................................................. 9

Total hours in program .......................................................................................... 27—33

Naval Science
(Naval ROTC)

Students interested in Naval ROTC may contact the Oregon State University Naval ROTC unit, Corvallis 97331.

Aerospace Studies
(Air Force ROTC)

Students interested in obtaining an officer’s commission in the Air Force upon graduation may join the Air Force ROTC unit at Oregon State University. Credit earned at OSU may be transferred to Western 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.
Pin Oak
*Quercus palustris*

A row of Pin Oaks lines Stadium Avenue sharing their bright oranges, reds and yellows with the Saturday crowds at Western football games. Popular trees, these oaks were planted by the class of 1965 in what is now called the "Oak Grove."
OBJECTIVES OF TEACHER EDUCATION

Teacher education at Western provides an opportunity for the student to understand and communicate the importance of the search for knowledge. To become a teacher, the student must understand:

- 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 Western, 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, that is, the rate 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" courses will be course equivalents and students will receive credit for them. Cross-over students enrolling in courses on the "opposite" campus must be enrolled in a "Joint Campus Registration" process. Cross-over students taking courses on the "opposite" campus will have use of the library and other institutional support services while on that 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 of the campuses, students entering the School of Education at this time may be unable to take those courses or programs. Students enrolling in 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/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 minor): 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.

The program requirements listed in this catalog fulfill the requirements for the Oregon Teacher Certificate that are in effect at the time this catalog was printed. Legal responsibility and authority for the licensing of teachers in the State of Oregon is vested in the Oregon Teacher Standards and Practices Commission. Candidates seeking an Oregon Teacher Certificate must satisfy the rules and regulations in effect at the time of application for certification.
## PROGRAMS

Listed below are the programs offered at the Western 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 Western, 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)

## Teacher Certificates

All Oregon teacher certificates are issued by the Teacher Standards and Practices Commission (TSPC) upon recommendation of the college.

- The program requirements listed in this catalog fulfill the requirements for the Oregon Teacher Certificate that are in effect at the time this catalog was printed. Legal responsibility and authority for the licensing of teachers in the State of Oregon is vested in the Oregon Teacher Standards and Practices Commission. Candidates seeking an Oregon Teacher Certificate must satisfy the rules and regulations in effect at the time of application for certification.

- Western undergraduates must successfully complete an approved degree program to obtain the College's recommendation. Graduate students must follow planned programs of study in the graduate office.

- Application for certification is made to the TSPC in Salem.

### Approved Endorsements

- Following are the teacher certification endorsements approved by the TSPC for Western programs:
  - Basic endorsements normally are approved in undergraduate programs and standard endorsements in graduate programs. However, both basic and standard endorsements in counseling, supervision and hearing impaired are approved only on the graduate level. The standard endorsement in counseling is a joint program with Oregon State University.

### Elementary Education Department

- Chair: Ed Strowbridge
- Professors—Jean Ferguson, Patricia Gallagher, Gerald Gurd, Elizabeth Hoyser, Norman Koch, Gloria McFadden, Associate Professors—Loun Balmer, Dale Harp, Richard Jensen, David Wright, Assistant Professors—Vic Lund, Gary Weylander.
- OSU Faculty—John Brewer, Rod Bilder, Bill Harp, Jake Nice, Jean Severide, 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 blocks 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 Courses.

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 100, Ed 199, Ed 200, Ed 111, Psy 227, and Ed 330.

### 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 into a teacher education program requires students to demonstrate their proficiency by examination. Passing scores should be submitted with the application for admission to the program.
Elementary Block

Elementary "block" comprises the major portion of hours (25 credits) within the Professional Education Core. Ed 360, 361, and 362 is a three term sequence of classes dealing with subject matter methodology, educational psychology and educational media. Entry into these courses is gained through a selective admission process held the term prior to enrollment in Ed 360, plus meeting additional requirements as specified for all teacher education students.

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 prior to the year they plan to do their student teaching to ensure their assignments. Before student teaching, students must have completed a substantial portion of professional education and subject area course work 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.

BA/BS in Elementary Education

Students interested in becoming elementary teachers should discuss with an advisor how the various teaching areas relate to teaching at the various grade levels. Students who satisfy the requirements for a bachelor's degree in Elementary Education become eligible for state certification to teach kindergarten through fourth grade in the public schools.

Elementary Education majors may choose to complete one or more of the teaching minors detailed below. Successful completion of a teaching minor normally becomes an endorsement on a teaching certificate.

All students in Elementary Education take the following curriculum:

<table>
<thead>
<tr>
<th>Liberal Arts Core Curriculum</th>
<th>73</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Specialties Core</td>
<td>43</td>
</tr>
<tr>
<td>Art 880 Art Education</td>
<td>3</td>
</tr>
<tr>
<td>Ed 351 School Health Program</td>
<td>3</td>
</tr>
<tr>
<td>PL 344 Physical Education in Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>Eng 480 Children's Literature</td>
<td>3</td>
</tr>
<tr>
<td>TA 240 Creative Drama for Elementary Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Science (select two): GS 311 Biological Science for Elementary Schools, GS 312 Physical Science for Elementary Schools, GS 313 Earth Science for Elementary Schools</td>
<td>6</td>
</tr>
<tr>
<td>Math 311 Mathematics for Elementary Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Music 371 Music Fundamentals and Methods for the Classroom Teacher</td>
<td>3</td>
</tr>
<tr>
<td>Social Science (select one from each of the following groups: Education 441, 442, 443, 444)</td>
<td>3</td>
</tr>
<tr>
<td>Hist 478, 480, 481, 482</td>
<td>3</td>
</tr>
<tr>
<td>Soc 215 PS 306, 392</td>
<td>3</td>
</tr>
<tr>
<td>Professional Educational Core</td>
<td>47</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>29</td>
</tr>
<tr>
<td>Total required for degree</td>
<td>192</td>
</tr>
</tbody>
</table>

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 early childhood education who satisfy the requirements for certification may become eligible to teach in preparatory 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.

<table>
<thead>
<tr>
<th>Early Childhood Education Core Courses</th>
<th>21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 364 Introduction to Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>Ed 409 ECE Practicum</td>
<td>1</td>
</tr>
<tr>
<td>Ed 408 Vocabulary</td>
<td>3</td>
</tr>
<tr>
<td>Ed 459 Curriculum in ECE</td>
<td>3</td>
</tr>
<tr>
<td>Ed 409 ECE Practicum</td>
<td>1</td>
</tr>
<tr>
<td>Ed 407 Observation and Assessment: ECE</td>
<td>3</td>
</tr>
<tr>
<td>Ed 409 ECE Practicum</td>
<td>1</td>
</tr>
<tr>
<td>Ed 457 Parent-Teacher Partnership</td>
<td>3</td>
</tr>
<tr>
<td>Ed 458 Organization and Management: ECE</td>
<td>3</td>
</tr>
<tr>
<td>Suggested Electives</td>
<td>3</td>
</tr>
<tr>
<td>Art 416 Special Individual Studies: ECE</td>
<td>3</td>
</tr>
<tr>
<td>Art 426 Encouraging the Encouraging Child</td>
<td>3</td>
</tr>
<tr>
<td>Art 399 Reading and Writing: Children's Stories</td>
<td>3</td>
</tr>
<tr>
<td>TA 240 Creative Drama for Elementary Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Total hours in specialization</td>
<td>24</td>
</tr>
</tbody>
</table>

Art Teaching Minor (K-12)

An acceptable portfolio of the student's art work is required for the basic endorsement in art. Of the 48 hours in the minor, 27 must be in studio work.

<table>
<thead>
<tr>
<th>Courses</th>
<th>45</th>
</tr>
</thead>
<tbody>
<tr>
<td>311 Visual Arts</td>
<td>3</td>
</tr>
<tr>
<td>210, 310</td>
<td>12</td>
</tr>
<tr>
<td>312, 313, 314, 315, 316</td>
<td>12</td>
</tr>
<tr>
<td>320 Drawing (may be repeated)</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Studio Core:</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 220, 221</td>
<td>3</td>
</tr>
<tr>
<td>222, 223</td>
<td>3</td>
</tr>
<tr>
<td>224</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Studio Distribution</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 140, 240, 241, 242</td>
<td>3</td>
</tr>
<tr>
<td>313, 331, 312</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total hours in minor</th>
<th>45</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Courses required in professional core.</td>
<td></td>
</tr>
</tbody>
</table>

Bilingual/Multicultural Minor

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

Core Courses in Bilingual/Multicultural Education

<table>
<thead>
<tr>
<th>Courses</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 409G Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Ed 410G Introduction to Educational Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>Ed 420G Language Principles &amp; Skills</td>
<td>3</td>
</tr>
<tr>
<td>Ed 455G Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>Ed 456G Language Acquisition in the Bilingual Classroom</td>
<td>3</td>
</tr>
<tr>
<td>Ed 457G Diagnosis and Prescription in Basic Skills for ELL Students</td>
<td>3</td>
</tr>
<tr>
<td>Elementary Bilingual/Multicultural Concentration</td>
<td>3</td>
</tr>
<tr>
<td>Ed 411G Curriculum Models and Instructional Strategies of Bilingual Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>Ed 420G Classroom Strategies in First &amp; Second Language Reading</td>
<td>3</td>
</tr>
<tr>
<td>Ed 455G Literacy in Bilingual/Multicultural Teaching Methods in Content Area Instruction</td>
<td>3</td>
</tr>
<tr>
<td>Ed 456G Diagnosis and Prescription in Native Language Instruction</td>
<td>3</td>
</tr>
</tbody>
</table>

Socio-Cultural Concentration

Electives for the Socio-Cultural Concentration area or as approved by advisor such as Ed 350, 351, or 352 | 6 |

| Total hours in program | 36 |

Biology Teaching Minor

<table>
<thead>
<tr>
<th>Courses</th>
<th>54</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bi 311, 312, 313 Principles of Biology</td>
<td>13</td>
</tr>
<tr>
<td>Bi 314, 321, 355 Principles of Biology</td>
<td>12</td>
</tr>
<tr>
<td>Bi 341, 350, 351, 352, 353, 354</td>
<td>12</td>
</tr>
<tr>
<td>Bi 315 Genetics</td>
<td>4</td>
</tr>
<tr>
<td>Bi 372 General Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>Bi 373 General Ecology</td>
<td>4</td>
</tr>
<tr>
<td>Bi 446 Evolution</td>
<td>3</td>
</tr>
<tr>
<td>Bi 334, 335 Human Anatomy and Physiology or one</td>
<td>6</td>
</tr>
<tr>
<td>Ch 304, 305, 306 General Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>Ed 411 Special Secondary Methods: Biology</td>
<td>3</td>
</tr>
<tr>
<td>Ed 451 Elements of Genetics</td>
<td>3</td>
</tr>
<tr>
<td>Electives in Physical Science or Earth Science</td>
<td>3</td>
</tr>
</tbody>
</table>

| Total hours in minor | 54-56 |
Drama Teaching Minor (K-12) (Combined)

TA 250 Basic Movement and Vocal Development for the Teacher 
TA 251 Elements of Acting 
Choose three:
TA 244 Technical Theater: Scene Craft
TA 245 Technical Theater: Lighting
TA 246 Technical Theater: Costuming
TA 252 Technical Theater: Make-up
TA 364 Play Directing
TA 415 Drama in the Secondary School
Choose one:
TA 301, 302, 303 History of the Theatre
Total hours in minor

Educational Media Teaching Minor

This program meets the requirements of the basic endorsement for educational media 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
Ed 439 Instructional Graphics
Lib 421 Information Transfer in the School Media Center
Lib 442 Selection of Materials
Ed 436 Preparing Instructional Material
Lib 480 Literature for Children and Young Adults
Lib 490 Methods and Materials in Teaching Library/Media Skills
Ed 409/509 Practicum: Educational Media

Total hours in minor

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
Fr 201, 202, 203 Second-Year French
Fr 311, 312, 313 Introduction to French Literature
Fr 314, 315, 316 Intermediate French Composition and Conversation
Fr 429, 430 French Culture and Civilization (choose one)
Fr 331 French Pronunciation and Phonetics

Total hours in minor

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
Gl 201, 202, 203 Second-Year German
Gl 311, 312 Introduction to German Literature
Gl 329 Intermediate Composition in German
Gl 331 German Pronunciation and Phonetics
Gl 337, 338 Intermediate German
Gl 340, 341 German Culture and Civilization

Total hours in minor

Health Education Teaching Minor (K-12)

HE 151 Personal Health
HE 252 First Aid and Safety
HE 325 Nutrition
HE 427 Introduction to Community and Public Health
HE 434 Communicable, Degenerative and Chronic Diseases
HE 462 Health in Society
HE 441 School Health Program
Ed 352 Methods and Materials in Health Education
Bi 218 Elements of Microbiology
Bi 370 Man and the Ecosystem
Psy 328 Medical Health
Psy 400 Advanced Developmental Psychology
Soc 339 Marriage and the Family
Biol 334, 335 Human Anatomy and Physiology

Total hours in minor

Integrated Science Teaching Minor

GS 331 Introduction to Oceanography
GS 351 Elements of Geology
GS 390 Basic Meteorology
GS 351 Elements of Geology
Bi 101, 102 General Zoology
Ch 704, 705 General Chemistry
Cl 201 General Physics
GS 106 Foundations of Physical Science

Total hours in minor

Language Arts Teaching Minor

Eng 105, 106 Types of World Literature
Eng 107, 108, 109 Techniques of Composition
Wr 224 The Research Paper
Sp 202 Contemporary Issues in American Broadcasting
J 211 Introduction to Mass Communications
TA 110 Introduction to Theater Arts
Sp 259 Oral Interpretation
Eng 309 American Literature I
Eng 310 Nature of the English Language
Eng 315 Approaches to Literature
Sp 323 Group Discussion and Leadership
Wr 414 Advanced Composition
Wr 489 Language and Literature for Young Adults
Eng 492 Structure of the English Language
Wr 440 The Teaching of Writing

Total hours in minor

Mathematics Teaching Minor (Combined)

Mth 121, 122, 123 Essentials of Mathematics or
CS 133 Programming Personal Computers or
CSE 4362 LOGIC
Mth 101 College Algebra
Mth 144 Fundamentals of Geometry
Mth 334 Theory of Numbers or
Ast 347 Algebraic Structure
Mth 191 Problem Solving for Teachers
Mth 111 Math for Elementary Teachers
Ed 411 Special Secondary Methods: Mathematics

Total hours in minor

Music Teaching Minor (K-12)

Mus 111, 112, 113 Music Composition
Mus 211, 221, 231 Music History
Mus 360 Music History: Medieval Renaissance
Mus 361 Music History: Baroque Period
Mus 362 Music History: Classic/Romantic
Mus 364 Music History: 20th Century
Mus 341-382 or 392-432, 471-492 Performance Studies
Mus 492 Large Ensemble
Mus 493, 497 Large Ensemble
Mus 420 Conducting
Mus 321 Instrumental Conducting
Mus 324 Choral Conducting

Total hours in minor

Physical Education Teaching Minor (K-12)

Professional Activity Courses
PE 121 Teaching Folk & Square Dance
PE 200 & 215

One hour each:
PE 161 Aquatics
PE 280 or 281

Choose one:
PE 124 Teaching Athletic Games
PE 214 Teaching Track & Field
PE 130, 132, 134, 213, 217

Choose two:
PE 203, 205, 211, 212, 216

Choose three:
PE 234, 335, 336, 337, 338

Theory Courses
HE 252 First Aid
Bi 333, 334, 335 Human Anatomy and Physiology
Ed 345, 346 Methods and Materials: Health
Ed 341 Organization and Administration of Physical Education
PE 341 PE in the Elementary School
PE 359 Athletic Training and Conditioning
PE 371 Kinesiology
PE 445 Physical Education Curriculum and Evaluation
PE 310 Motor Development and Learning
PE 444 Adaptive Physical Education
PE 473 Physiology of Exercise

Total hours in minor

Total hours in minor
Reading Teaching Minor
Ed 467G Language Development and Reading, or Ed 484G First & Second Language Acquisition in Bilingual Education, or CD 450 Normal Development of Speech and Language 3
Ed 455G Foundations of Reading K-Adult 3
Ed 472G Reading Materials, Media and Management Systems 3
Ed 460G Diagnostic and Remedial Techniques in Reading 3
Ed 409C/509 Practicum Reading 3
(Prerequisite: Ed 460G)
Ed 456G Curriculum Design in Reading 3
(Prerequisites: Ed 455, 472, 466)
Approved Elective 3
Total hours in minor 21

Spanish Teaching Minor
Span 107, 108, 109 First Year Spanish 12
Span 207, 208, 209 Second Year Spanish 12
Span 338 Hispanic Culture and Civilization: Spain, or Span 339 Hispanic Culture and Civilization: Latin America 3
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 350 Spanish Pronunciation and Phonetics 3
Total hours in minor 45

Special Education
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: 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, 423, 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
SpEd 448 Classroom and Behavior Management for the Severely Handicapped 1
SpEd 409 Practicum: Classroom and Behavior Management for the Severely Handicapped 2
SpEd 445 Nature and Needs of the Severely Handicapped 3
SpEd 447 The Exceptional Parent 3
SpEd 449 Curriculum for the Severely Handicapped 3
Total hours in minor 23-25

Speech Impaired Minor (K-12)
CD 370 Phonetics 3
CD 371 Anatomical and Physical Bases of Speech, Language and Hearing 3
CD 440 Introduction to Communication Disorders 3
CD 474 Speech, Language and Hearing in the Schools 3
CD 450 Normal Language and Speech Development 3
CD 478 Diagnostic Methods in Speech and Language Pathology 3
CD 484 Clinical Methods in Speech and Language 2
CD 485, 486 Clinical Intervention: Speech and Language 6
CD 488 Introduction to Audiology 3
SpEd 413/419 Student Teaching: Speech Handicapped 3
Total hours in minor 43

Speech Teaching Minor
(Combined)
Sp 112 Interpersonal Speech Communication 3
Sp 120 Communicative Voice and Articulation 3
Sp 236 Contemporary Issues in American Broadcasting 3
Sp 239 Oral Interpretation 3
Sp 270 Principles of Forensics 2
Sp 271 Projects in Speech Communication 1
Sp 321 Influencing Through Argument 3
Sp 322 Persuasion 3
Sp 323 Group Discussion and Leadership 3
Sp 411 Speech Communication in Secondary Schools 1
Total hours in minor 23-25

Social Studies Teaching Minor
At least 18 hours must be upper-division.
Anth 312 Cultural Anthropology 3
Hist 101, 102, 103 History of World Civilization 9
Hist 201, 202, 203 History of the United States 9
Econ 201, 202 Principles of Economics 6
Geog 105, 106, 107 Introductory Geography 9
Ps 201 American National Government 3
Ps 424 Problems of State Government or Ps 496 Community Politics 3
Ps 202 State and Local Government 3
Soci 490, 491 Senior Social Science Seminar 6
Elecives in social science 6
Total hours in minor 54

Total hours in minor 67
Computer Education

Education majors who are interested in developing competence in computer applications in education and who aspire to leadership positions in the facilitating of the integration of computer technology into the curriculum at the building and district level may complete an area of emphasis in computer education by utilizing the following courses as electives. (This emphasis would normally be utilized by students in elementary or secondary education within a BA/BS degree but could also be used as an emphasis in any liberal arts degree when used as elective credits.) It is recommended that 13 credits be selected from the first 6 courses below:

- CSE 360 Computer Literacy for Teachers or 3
- CSE 410 Computer Literacy in Education 3
- CSE 361 Computers in the Elementary Classroom 3
- CSE 420 Application of Computers in Instructional Settings 3
- CSE 422 Integration of Computers into the Curriculum 3
- CSE 545 The Computer as a Management Tool 3

- CSE 409 Practicum: Computer Education 3
- CSE 432 Instructional Design Lab/PILOT 3
- CSE 436 LOGIC and Learning Tool 3
- CSE 434 Managing an Educational Computing Environment 3
- CSE 460 Computer Assisted Instruction 3
- CSE 464 Computer Interactive Video Systems 3
- CSE 466 Computer Managed Instruction 3

Choice of one of the following courses:

- CSE 472 Computer Applications in Reading Language Arts 3
- CSE 473 Computer Applications in Music Education 3
- CSE 474 Computer Applications in Mathematics Education 3
- CSE 475 Computer Applications in Art Education 3
- CSE 476 Computer Applications in Science Education 3
- CSE 477 Computer Applications in P.E./Health Education 3
- CSE 478 Computer Applications in Social Studies 3
- CSE 479 Computer Applications in Special Education 3

Total hours in emphasis: 25

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.

The program requirements listed in this catalog fulfill the requirements for the Oregon Teacher Certificate that are in effect at the time this catalog was printed. Legal responsibility and authority for the licensing of teachers in the State of Oregon is vested in the Oregon Teacher Standards and Practices Commission. Candidates seeking an Oregon Teacher Certificate must satisfy the rules and regulations in effect at the time of application for certification.

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. Passing scores should be submitted with the application for admission to the program.

Advisement

Secondary education students must complete one teaching major or two teaching minors in order to become eligible for subject-matter endorsements in their teaching areas. Subject areas are listed below.

- Students should seek an advisor in their subject area. The Education advisor is usually the block instructor. Subject area advisors are from the following areas:
  - Creative Arts: art, drama, music
  - Humanities: language arts, speech, French, German, Spanish
  - Social Sciences: social science
  - Secondary Education: professional program advising, bilingual/multicultural education, reading
  - Health and Physical Education: physical education, health education
  - Special Education: speech impaired, handicapped learner, severely handicapped learner
  - Educational Psychology and Foundations: educational media

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 in the beginning of their first term at Western.

Secondary Block

During the third term of the sophomore year or after the completion of 90 quarter hours, students should apply to the Secondary Education program by completing applications for the school, the department and for the Secondary Block class. At this time students should declare their major and minor areas with the academic area of their choice.

After being admitted formally to the Teacher Education program, students are required to complete a block course combining instruction in theory and a field experience in the classrooms of the public schools. Block serves to prepare 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 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.
BA/BS in Secondary Education

Students who successfully complete the degree 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 ........................................... 73
Professional Education Core ............................................. 40
Note: Special Methods course required in each teaching area.
EdPsy 225 Developmental Psychology for the Classroom ................. 3
Ed 361 Learning and Instruction in the Classroom ......................... 3
Ed 411 Student Teaching .............................................. 15
Ed 412 Professional Experience ..................................... 15
Special Methods Course .............................................. 36
Teaching Major or Two Teaching Minors ................................ 63
Electives ................................................................. 16

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

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.
A 230, A 231, A 232 and A 230 are basic "foundational studio courses" and should be taken by all art majors in their freshman year. Entering art students with a strong background in studio course work may challenge these "foundational studio courses" for advanced standing (evidence of competence required).

Core Courses:
A 115 Visual Arts .................................................. 3
A 210, 211, 310, 312, 410, 411 Art History
(chose 3) .................................................. 9
A 220, 221 Design .............................................. 6
A 222 Design Color ............................................. 3
A 230 Drawing (may be repeated) ................................ 6

Choices in Two-Dimension:
A 140, 240, 241, 242, 340, 341, 440 Printmaking
A 235, 236, 335, 435 Life Drawing
A 245, 246 Photography I and II
A 250, 251, 350, 351, 450 Watercolor
A 255, 256, 257, 355, 356, 455 Painting
A 320, 420 Advanced Design
A 375 Mixed Media ..............................................
A 406 SIS Individual Studies (no more than
6 hours) .................................................. 15-18

Choices in Three-Dimension:
A 260, 261, 310, 460, 461 Sculpture
A 265, 266, 267, 365, 366, 465 Ceramics
A 270, 370, 371, 470 Jewelry
A 280, 281, 282, 380, 381, 480 Crafts
A 285, 286, 287, 388, 385, 485 Weaving
A 321, A 420 Advanced Design
A 375 Mixed Media ..............................................
A 406 SIS Individual studies (no more than
6 hours) .................................................. 15-18

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

*Bk 3 Required in professional core.

Bilingual/Multicultural Minor

Core Courses in Bilingual/Multicultural Education
Ed 409G Practicum (3-6 hours) ........................................ 3
Ed 407G Introduction to Educational Linguistics: Second Language Learning ............................................. 3
Ed 402G Bilingual/ESL Education: Principles and Practices .............................................. 3
Ed 403G Cultural and Community Needs of LEP Students in the Instructional Process ........................................ 3
Ed 404G First & Second Language Acquisition in the Bilingual Program .............................................. 3
Ed 405G Diagnosis and Prescription in Basic Skills for LEP Students .............................................. 3

Secondary Bilingual/Multicultural Concentration
Ed 486G First and Second Language Approaches to Teaching Subject Matter in Secondary Schools .............................................. 3
Ed 487G Alternative Secondary Curricula and Materials for Second Language Learners .............................................. 3

Socio-Cultural Concentration
Electives from the Socio-Cultural Concentration area (as approved by advisor such as Hist 350, 351, or 352 or PS 490) .............................................. 6

Total hours in minor ............................................... 30
### Biology Teaching Major

- Bi 211, 212, 213 Principles of Biology
- Bi 331 General Microbiology
- Bi 341 Genetics
- Bi 357 General Ecology
- Bi 446 Evolution
- Bi 421 Systematic Field Botany
- Bi 431 Vertebrate Natural History
- Bi 361 Marine Biology; Invertebrate Animals, or Bi 474 Entomology.

#### Anatomy (Choose one)
- Bi 371 Physiology, or Bi 372 Comparative Vertebrate Anatomy

#### Physiology (Choose one)
- Bi 331 Plant Physiology
- Bi 434 Animal Physiology

#### Cell Development (Choose one)
- Bi 488 Cell biology, or Bi 376 Vertebrate Embryology

#### Biochemistry
- CH 204, 205, 206 General Chemistry
- G 251 Elements of Geology
- Electives in Physical Science or Earth Science

**Total hours in major:** 65

### Biology Teaching Minor

- Bi 211, 212, 213 Principles of Biology
- Bi 331 General Microbiology
- Bi 341 Genetics
- Bi 357 General Ecology
- Bi 446 Evolution
- Bi 334, 335 Human Anatomy and Physiology, or one Anatomy and one Physiology Course
- CH 204, 205, 206 General Chemistry
- G 251 Elements of Geology
- Electives in Physical Science or Earth Science

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

### Drama Combined Teaching Minor

- TA 250 Basic Movement and Vocal Development for the Teacher
- TA 251 Elements of Acting
- TA 244 Technical Theatre: Scene and Craft
- TA 263 Technical Theatre: Lighting
- TA 364 Play Directing
- TA 413G Drama in the Secondary School

**Total hours in minor:** 24

### German/Social Science Combined Teaching Minor

#### Regional Studies Emphasis—German Area

- Modern Language Component (German)
  - GL 201, 202, 203 First-year German (4 hours each)
  - GL 331 German Pronunciation and Phonetics
  - GL 329 Introduction to German Literature
  - GL 490 Methods and Materials in Teaching
  - Elective (3-4 hours)

**Total hours in minor:** 33-45

### French Teaching Major

- First-year French may be waived for students on the basis of their high school experience and/or demonstrated competency in French.

**Total hours in major:** 50-62

### 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.

**Total hours in minor:** 33-45

### German Teaching Major

- First-year German may be waived for students on the basis of their high school experience and/or demonstrated competency in German.

**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.

**Total hours in minor:** 33-48

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

- Health Education Teaching Minor
  - GS 105 Foundations of Physical Science
  - Elective(s)

**Total hours in major:** 63
<table>
<thead>
<tr>
<th>Integrated Science Teaching Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 331 Introduction to Oceanography</td>
</tr>
<tr>
<td>G 335 Elements of Geology</td>
</tr>
<tr>
<td>CS 390 Basic Meteorology</td>
</tr>
<tr>
<td>CS 351 Elements of Astronomy</td>
</tr>
<tr>
<td>BI 211, 212, 213 Principles of Biology</td>
</tr>
<tr>
<td>Ch 104, 105, 106 General Chemistry</td>
</tr>
<tr>
<td>Ch 204, 205, 206 General Chemistry</td>
</tr>
<tr>
<td>Ph 201, 202, 203 General Physics</td>
</tr>
<tr>
<td>Electives in earth science</td>
</tr>
<tr>
<td><strong>Total hours in minor</strong></td>
</tr>
<tr>
<td><strong>Total hours in major</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Arts Teaching Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts Teaching Minor</td>
</tr>
<tr>
<td>Eng 345 Shakespeare</td>
</tr>
<tr>
<td>Approved electives in literature, language and writing</td>
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<td>Approved humanities electives</td>
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<tr>
<th>Language Arts/DrAMA Teaching Major</th>
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<tr>
<td>Language Arts Teaching Minor</td>
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<tr>
<td>Eng 250 Basic Movement and Vocal Development for the Theatre</td>
</tr>
<tr>
<td>TA 251 Elements of Acting</td>
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<tr>
<td>Choose from: TA 244 Technical Theatre: Scene Craft, TA 245 Technical Theatre: Lighting, TA 246 Technical Theatre: Costume, TA 252 Technical Theatre: Make-up</td>
</tr>
<tr>
<td>TA 253 Production Workshop (Performance and Technical)</td>
</tr>
<tr>
<td>TA 441 GC Drama in the Secondary School</td>
</tr>
<tr>
<td>Choose two: TA 301, 302, 303 History of the Theatre</td>
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<tr>
<td>TA 407 GC Seminar</td>
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<td><strong>Total hours in major</strong></td>
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<th>Language Arts/Speech Teaching Major</th>
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<td>Language Arts Teaching Minor</td>
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<td>Sp 112 Interpersonal Speech Communication</td>
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<td>Sp 240 Communicative Voice and Articulation</td>
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<td>Sp 270 Principles of Forensics</td>
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<td>Sp 271 Speech Communication Projects</td>
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<td>Sp 321 Influencing through Argumentation</td>
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<td>Sp 401 Speech Communication in the Secondary School</td>
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<tr>
<td>Sp 402 Criticism of Public Discourse</td>
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<td>Sp 403 Contemporary American Public Address</td>
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<th>Mathematics Teaching Major</th>
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<tr>
<td>Language Arts/Teaching Major</td>
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<tr>
<td>Eng 345 Shakespeare</td>
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<tr>
<td>Electives in writing</td>
</tr>
<tr>
<td>Electives in language (choose two from the following): Eng 210, 215, 240, 249, 449</td>
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<tr>
<td>Wr 409 Practicum</td>
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<tr>
<td><strong>Total hours in major</strong></td>
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| Mathematics Teaching Minor |
|----------------------------|---|
| Language Arts/Teaching Major | 48 |
| CS 212 Techniques of Programming: PASCAL or C | 4 |
| CS 215 Computer Organization or CS 442 Structure of Languages or Ph 201, 202, 203 General Physics | 11-12 |
| Upper-division electives in mathematics | 4 |
| **Total hours in major** | **64** |

| Basic Mathematics (Combined) |
|-----------------------------|---|
| Option A                    | 28 |
| Mth 161, 162 Elements of Finite and Discrete Mathematics | 8 |
| Mth 163 Elements of Calculus | 4 |
| CS 133 Programming Personal Computers | 4 |
| Mth 144 Fundamentals of Geometry | 3 |
| Mth 343 Theory of Numbers or Mth 347 Algebraic Structure | 3 |
| Ed 411 Special Secondary Methods: Mathematics | 3 |
| ED 475 Innovations in General Math Education | 3 |
| **Total hours in Option A** | **28** |
Option B
Mathematics through Mth 201 Differential and Integral Calculus .................................................. 8-12
CS 133 Programming Personal Computers .............................................................. 4
Mth 324 Probability Theory .................................................. 3
Mth 344 Fundamentals of Geometry .................................................. 3
Mth 343 Theory of Numbers or Mth 347 Algebraic Structure .................................. 3
ED 411 Special Secondary Methods: Mathematics .................................................. 3
ED 475 Innovations in General Math Education .................................................. 3

Total hours in Option B .................................................. 27-31

Either of the two program options described above will lead the candidate to the Basic Certificate in Basic Mathematics. The mathematics staff advises students that no standard certificate is available with either of these program options. Each option must be combined with a teaching major or two teaching minors in other fields.

Music Teaching Major (K-12)
Music Teaching Minor .................................................. 60
Mus 314 Harmonic and Structural Analysis .................................................. 3
Voice Development Class for students with instrumental emphasis, or Instrumental Class for students with choral emphasis .................................................. 2

Total hours in major .................................................. 65

Music Teaching Minor (K-12)
Mus 111, 112, 113 Music史hip .................................................. 12
Mus 211, 212, 213 Music史hip II .................................................. 15
Mus 360 Music History (Medieval Renaissance Period) .................................................. 3
Mus 361 Music History (Baroque Period) .................................................. 3
Mus 362 Music History (Classicism/Modernism) .................................................. 3
Mus 363 Music History (20th Century) .................................................. 3
MuP 341-362, or 371-392, or 471-492 Performance Studies .................................................. 6
Mus 195 or 197 Large Ensemble .................................................. 2
Mus 395 or 397 Large Ensemble .................................................. 2
Mus 320 Conducting .................................................. 2
Mus 321 Instrumental Conducting .................................................. 2
Mus 324 Choral Conducting .................................................. 2
Choice of five hours from the following one-hour classes .................................................. 5
Mus 234 Guitar Class .................................................. 1
Mus 235 Brass Class .................................................. 1
Mus 236 Woodwind Class .................................................. 1
Mus 237 Percussion Class .................................................. 1
Mus 332 Upper Strings Class .................................................. 1
Mus 333 Lower Strings Class .................................................. 1
Mus 344 Brass II .................................................. 1
Mus 345 Woodwind Class II .................................................. 1
Mus 300 Classroom Instruments .................................................. 1
Mus 364 Choral Literature and Materials .................................................. 1

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

Physical Education Teaching Minor

Professional Activity Courses .................................................. 13
PE 121 Teaching Folk & Square Dance .................................................. 1
PE 200 Introduction to Physical Education .................................................. 2
One hour each: Teaching Apparatus & Teaching Tumbling .................................................. 2
PE 161 Aquatics I .................................................. 1
PE 214 Teaching Track & Field .................................................. 1
Choose one: Teaching Recreational Games or Teaching Weight Training & Conditioning .................................................. 4
Choose four: Archery, Teaching Badminton, Bowling, Golf, Teaching Tennis, Teaching Weight Training & Conditioning .................................................. 4
PE 203, 205, 211, 212, 216, 218 .................................................. 3
Choose three: Teaching Basketball, Teaching Field Hockey, Teaching Softball, Teaching Soccer, Teaching Volleyball .................................................. 3

Theory Courses .................................................. 35
HE 252 First Aid .................................................. 1
*ED 354 Human Anatomy & Physiology .................................................. 1
ED 345 PE Methods & Materials (K-12) .................................................. 1
PE 343 Organization & Administration of Physical Education .................................................. 3
PE 344 PE in the Elementary School .................................................. 3
PE 359 Athletic Training & Conditioning .................................................. 2
PE 371 Kinesiology .................................................. 2
PE 445 Physical Education Curriculum .................................................. 3
PE 310 Motor Development and Learning .................................................. 3
PE 473 Physiology of Exercise .................................................. 3

Total hours in minor .................................................. 48

* Pre-requisite to PE 371.

Athletic Coaching Concentration

PE 230 Introduction to Physical Education .................................................. 3
PE 343 Organization & Administration of Physical Education .................................................. 3
PE 359 Athletic Training & Conditioning .................................................. 2
PE 371 Kinesiology .................................................. 2
PE 473 Physiology of Exercise .................................................. 2
Choose from: PE 365 Football, PE 366 Basketball, PE 367 Baseball, PE 368 Track and Field, PE 369 Wrestling, PE 370 Volleyball .................................................. 4

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

Reading Teaching Minor (K-12)
Ed 467G Language Development and Reading, or Ed 484G First & Second Language Acquisition in Bilingual Education, or CD 450 "Normal Development of Speech and Language .................................................. 3
Ed 455G Foundations of Reading K-Adult .................................................. 3
Ed 472G Reading Materials, Media and Management Systems .................................................. 3
Ed 468 Diagnostic and Remedial Techniques in Reading .................................................. 3
Ed 408/509 Practicum in Reading .................................................. 3
(Prerequisite: Ed 468G)
Ed 456G Curriculum Design in Reading .................................................. 3
(Prerequisites: Ed 455, Ed 472 and Ed 468)
Approved elective .................................................. 3

Total hours in minor .................................................. 21

Spanish Teaching Major

Spanish Teaching Minor .................................................. 45
Spanish 412 Applied Linguistics, Spanish .................................................. 3
Spanish 416 Language Teaching Practicum .................................................. 2
Ed 336 Methods of Teaching Modern Language .................................................. 3
Electives in Spanish .................................................. 9

Total hours in major .................................................. 62
OSU-WOSC SCHOOL OF EDUCATION

Spanish Teaching Minor
Span 107, 108, 109 First Year Spanish .......... 12
Span 207, 208, 209 Second Year Spanish .......... 12
Span 338 Hispanic Culture and Civilization: Spain, or
Span 339 Hispanic Culture and Civilization: Latin
America ............................................. 3
Span 141, 142, 143 Literary Genres of Spain, or
Span 441, 442, 443 Modern Spanish-American
Literature ............................................. 6
Span 147, 148, 149 Intermediate Spanish
Composition and Conversation ..................... 9
Span 350 Spanish Pronunciation and Phonetics .... 3
Total hours in minor .................................. 45

Special Education
Handicapped Learner Teaching Minor
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
Ed 409 Practicum Handicapped Learner ........................ 3
(Prerequisite: 421 or consent of Instructor)
SpEd 423 Managing Programs for Handicapped
Learners ................................................ 3
SpEd 472 Instructional Material and Methods in
Reading and Basic Skills ............................. 3
SpEd 489 Alternative Curriculum and
Organizational Patterns ................................ 3
SpEd 413 Student Teaching: Handicapped
Learner .................................................. 9
(Prerequisites: 409, 421, 422, 472)
Total hours in minor .................................. 30

Severely Handicapped Learner Teaching Minor
Courses must be taken in the block sequence as
outlined.

Block I
Note: SpEd 440 and SpEd 409 must be taken
concurrently.
SpEd 470 Education of the Exceptional Child .......... 3
SpEd 448 Classroom and Behavior Management
for the Severely Handicapped .......................... 1
SpEd 409/509 Praxis: Classroom and Behavior
Management for the Severely Handicapped .......... 3
SpEd 445 Nature and Needs of the Severely
Handicapped .......................................... 3
SpEd 447 The Exceptional Parent ........................ 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 451 Programming for the Severely
Handicapped .......................................... 3
SpEd 409/509 Praxis: 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 hours in minor .................................. 43

Speech Impaired Minor
CD 370 Phonetics ........................................ 3
CD 371 Anatomical and Physical Bases of
Speech, Language and Hearing ......................... 3
CD 440 Introduction to Communication
Disorders ................................................ 3
CD 474 Speech, Language, and Hearing in the
Schools ................................................... 3
CD 450 Normal Language and Speech
Development ............................................ 3
CD 478 Diagnostic Methods in Speech and
Language Pathology .................................... 3
CD 481 Articulation-Phonological Disorders ............ 3
CD 496 Language Disorders ............................. 3
CD 484 Clinical Methods in Speech and
Language ................................................ 2
CD 485, 486 Clinical Intervention: Speech
and Language ............................................ 6
CD 488 Introduction to Audiology ......................... 3
CD 489 Hearing Aids and Amplification Systems ....... 3
SpEd 413/519 Student Teaching: Speech
Handicapped ............................................ 6
Total hours in minor .................................. 43

Speech Teaching Minor
(Combined)
Sp 112 Interpersonal Speech Communication .......... 3
Sp 120 Communicative Voice and Articulation or
Sp 236 Contemporary Issues in American
Broadcasting ............................................. 3
Sp 239 Oral Interpretation .............................. 3
Sp 270 Principles of Forensics .......................... 2-3
Sp 271 Speech Communication Projects ................ 0-1
Sp 321 Influencing Through Argument ................. 3
Sp 322 Persuasion ....................................... 3
Sp 323 Group Discussion and Leadership ............... 3
Sp 411G Speech Communication in Secondary
Schools ................................................... 3
Total hours in minor .................................. 23-25
Social Studies Teaching Major
At least 30 hours must be upper-division.
Social Studies Teaching Minor
Soc 213 Principles of Sociology
Anth 216 Anthropology
SSE 480, 491 Senior Social Science Seminar
Electives in social science

Total hours in major: 72

Social Studies Teaching Minor
At least 18 hours must be upper-division.
Anth 312 Cultural Anthropology
Ec 201, 202 Principles of Economics
Geog 105, 106, 107 Introductory Geography
Hist 101, 102, 103 History of World Civilization
Hist 201, 202, 203 History of the United States
PS 201 American National Government, or
PS 202 State and Local Government
PS 424 Problems of State Government or
PS 490 Community Politics
SSE 480, 491 Senior Social Science Seminar
Electives in social science

Total hours in minor: 54

Computer Education
Education majors who are interested in developing competence in computer applications in education and who aspire to leadership positions in the facilitating of the integration of computer technology into the curriculum at the building and district level may complete an area of emphasis in computer education by utilizing the following courses as electives.
(If it is recommended that 11 credits be selected from the first 6 courses below)

CSE 330 Computer Literacy for Teachers
CSE 410 Computer Literacy in Education
CSE 333 Computers in the Secondary Classroom
CSE 420 Application of Computers in Instructional Settings
CSE 422 Integration of Computers into the Curriculum
CSE 451 The Computer as a Management Tool
CSE 499 Practicum: Computer Education
CSE 432 Instructional Design Lab: PILOT
CSE 436 Learning and Learning Tool
CSE 454 Managing an Educational Computing Environment
CSE 460 Computer Assisted Instruction
CSE 464 Computer Interactive Video Systems
CSE 465 Computer Managed Instruction
Choice of one of the following courses:
CSE 472 Computer Applications in Reading/Language Arts
CSE 473 Computer Applications in Music Education
CSE 474 Computer Applications in Mathematics Education
CSE 475 Computer Applications in Art Education
CSE 476 Computer Applications in Science Education
CSE 477 Computer Applications in P.E./Health Education
CSE 478 Computer Applications in Social Studies
CSE 479 Computer Applications in Special Education

Total hours in emphasis: 25

HEALTH AND PHYSICAL EDUCATION DEPARTMENT
Chair and Athletic Director: Jack Rye
Professor—Wilma Heim, Jacqueline Rice, Jack Rye
OSU Faculty—Patrick Ingram, Dow Poling, Margaret Smith.

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 teach health or physical education classes. They come into contact with many 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 3,200 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 Wolverine Memorial Pool. A new stadium with a seating capacity of 11,000 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. The Stadium also houses a complete weight training facility and an indoor track and field training area.

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 five men's and six women's varsity teams and junior varsity teams in intercollegiate competition. Men compete in football, cross country, basketball, baseball, and track and field. Women's varsity sports are volleyball, 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 Athletic 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, Elementary 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.

Other Careers
In addition to preparation for a teaching career, students interested in health or physical education may combine studies in these fields with such other disciplines as psychology or business. These interdisciplinary non-teaching degrees equip students with the knowledge and skills to pursue careers as fitness directors or health promotion specialists in public or private agencies, corporations, health clubs, and spas.
SCIENCE AND MATHEMATICS EDUCATION DEPARTMENT

Chair: Thomas P. Evans
Professor—Norman Nelson, Associate Professor—Ronald Morgali.
OSU Faculty—Steve Andrews, Gene Gaven, Thomas Evans, Norm Leederman, Margaret Moore, Karl Nice, Leon Rowland, Kenneth Stevenson, Helen Woods.

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 Western 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 Professor—Frank Ashmore, Robert Ayres, Deanna Todd Goodson, Kenneth Kosko, Margaret Sharrow. Instructor—Patricia Kelley.
Handicapped Learner: Professor—Donald Duncan, Dennis Fahey, Bonnie Young. Associate Professor—Bonnie Stachier.
Severely Handicapped Learner: Professor—Beverly Herzog, Assistant professor—Mercedes Broodsky, Instructor—Patricia Broom.
Speech Pathology and Audiology: Assistant Professor—Alan Mehr, Mark Springer, John Tracy. Robin Wright Fromberger.

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 advisors are located on the Western campus. A regular schedule for advisement is available at OSU through the School of Education office. All program offerings are available on the Western 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 Western 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

Non-degree endorsement programs at the basic and standard level include:
- Handicapped Learner
- Severely Handicapped
- Speech Pathology-Audiology
- Teacher Preparation: Deafness (standard endorsement only)

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 advisors 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 Western 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 educational 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 in reading and basic 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 education faculty. The clinic operates throughout the school year and during summer sessions.

Regional Resource Center on Deafness

The RRC 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 community-based 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 RRC include:
Interpreter Preparation: Deafness Program (IPD) and Education Interpreter (EI)

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

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 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 103 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 I ............................... 2
- SpEd 112 Laboratory Experience ....................... 1
- SpEd 155 Sign to Voice I ................................. 4
- SpEd 156 Voice to Sign I ................................. 4
- SpEd 251 Interpreting Situations: Educational ........ 3
- SpEd 484 Orientation to Deafness ...................... 3

**Winter**
- SpEd 201 American Sign Language IV .................. 3
- SpEd 160 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: Free Lance ........ 3
- SpEd 253 ASL Linguistics for Interpreters ........... 3

**Spring**
- SpEd 213 Practicum: Supervised Internship Experience 12

The Educational Interpreter Program consists of 45 credit hours beyond interpreter training and prepares individuals for the position of classroom interpreter/teacher aide for mainstream hearing impaired elementary and secondary students. Interested students should contact the IDP Coordinator, Western Oregon State College, Mauske Hall, Monmouth, OR 97361, (503) 838-1220, ext. 444.
EDUCATIONAL PSYCHOLOGY AND FOUNDATIONS

Chair: Ed Strowbridge

The Educational Psychology and Foundations Department provides the basis 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: James Firth
OSU Faculty—Gerald Becker, Glenn Clark, James Firth, Elizabeth Gray, 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.

The program requirements listed in this catalog fulfill the requirements for the Oregon Teacher Certificate that are in effect at the time this catalog was printed. Legal responsibility and authority for the licensing of teachers in the State of Oregon is vested in the Oregon Teacher Standards and Practices Commission. Candidates seeking an Oregon Teacher Certificate must satisfy the rules and regulations in effect at the time of application for certification.

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.

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 program 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: Glenn Klein.
OSU Faculty—W.E. Anderson, Charles Carpenter, Thomas Grisby, Wayne Haverson, Glenn Klein, Rob Proudfoot, Roger Pett, JoAnne Trow

VOCATIONAL AND TECHNICAL EDUCATION DEPARTMENT

Chair: Larry Kenneke.

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 (Corvallis campus).

Specific information on the programs offered through these departments may be obtained from the Dean's Office of the School of Education or by calling (503) 754-2961.
Sweetgum
Liquidambar styraciflua

An important timber tree in the eastern U.S., the Sweetgum is a large tree that becomes round and spreading with brilliant crimson leaves in the autumn. Among Western's Sweetgums is one located near an athletic playing field and planted in memory of a young field hockey player. The memorial reads "A Sweetgum for a sweet girl."
POLYCIES AND PROCEDURES

Admission Procedures

All persons wishing to enroll at Western 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 Western's graduate study, students must complete the following steps:

- Submit two completed Application for Admission forms and the nonrefundable and nontransferable $25 application fee. Western graduates are exempt from payment of this fee.
- 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.
- Present one unaltered photocopy of the current teaching certificate held, if the application is for a professional education program.
- Students desiring a master's degree in educational specializations not requiring teaching certification must attach a petition to waive certification requirements.
- Performance on the Miller Analogies Test or Graduate Record Examination verbal quantitative scores should be recorded. If neither test has been taken, one must be taken the first time it is scheduled after the student’s initial registration on campus. One must be taken before a student is admitted to candidacy.
- A health history report which is required of all new students (and those returning to Western 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 Western's 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 Western through a planned non-degree program are classified as Special graduate students. All other eligible students are designated Unclassified graduate students. All students must be classified as regular before being admitted to degree candidacy.

A student will be admitted as a Regular graduate student if he or she intends to complete a planned program leading to a master's degree, holds a bachelor's degree from a four-year accredited institution as defined by the American Association of Collegiate Registrars and Admissions Officers, has a grade-point average of 2.75 or better for all undergraduate courses attempted in the bachelor's degree program, and holds or is eligible to hold a valid teaching certificate unless it has been waived by petition or is not required in the degree program.

General Regulations

Students desiring to pursue a planned post-baccalaureate program are expected to complete a program plan with an advisor 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 advisor. Approved workshop credits may not exceed nine credit hours. Grades of "pass" will not be used in computing the student's grade-point average. (Grades of “pass” are not permitted in master's degree programs except for special courses so designated in curriculum patterns.) 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 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. At least nine of the residence hours must be 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 advisor 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 in residence, the candidate will file an application form 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 advising 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 addition, candidates must submit references from three faculty members who were their instructors during the 9-hour concurrent enrollment, together with the other supporting materials listed above.

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 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 advisor(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 written 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.

**Confering 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 are filed with the Director of Admissions.
• A copy of the teaching certificate or petition for waiver, when applicable, is necessary.

Enrollment in Graduate-Level Programs—complete during first term on campus
• Departmental and program entrance requirements must be satisfied when applicable.
• A program development packet must be obtained from the Graduate Office and completed with the assistance of the appropriate advisor.
• The proposed program plan must be submitted to the Graduate Office for final approval, including the thesis outline, if applicable. This should be completed during the first term of on-campus coursework.

NOTE: The steps listed above must be completed by graduate students and post-baccalaureate students seeking additional endorsements or standard certification.

Admission to Candidacy for a Master’s Degree—initiate during first full-time enrollment
• Miller Analogies Test or Graduate Record Examination scores must be filed with the Graduate Office.
• References from three faculty members who taught courses included in the approved master’s program, preferably from the term of nine concurrent hours, must be filed with the Graduate Office.
• An application for candidacy form must be filed with the Graduate Office.
• At least 12 hours of the approved program, including the nine concurrent hours, must have been completed on campus.

NOTE: Requirements for admission to candidacy must be met before the last 18 hours of the approved program have been completed.

Final Evaluation Procedures—complete during or after final term of coursework
• Application for master’s degree must be filed with the Graduate Office during or after the final term of coursework.
• Final evaluation procedures must be completed, either written examinations or alternative evaluations.

Conferring of Degree
• Degrees are conferred in the June following completion of degree requirements.
GRADUATE STUDY
IN EDUCATION

Western 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 Western. 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
  - Teacher Preparation: Deafness
  - Learning Disabilities
  - Multihandicapped
  - Socially and Educationally Different
  - Speech Pathology and Audiology

In addition, candidates may include coursework in their programs to develop competencies in the areas of Bilingual, Reading, 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 Western. 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 apportioned as follows:
- A minimum of 30 hours in an academic area. This portion of the total program must be approved by a designated advisor 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 standards.

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, candidates may include coursework in the areas of Bilingual, Reading, and Supervision.

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 Western 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.

** The program requirements listed in this catalog fulfill the requirements for the Oregon Teacher Certificate that were in effect at the time this catalog was printed. Legal responsibility and authority for the licensing of teachers in the State of Oregon is vested in the Oregon Teacher Standards and Practices Commission. Candidates seeking an Oregon Teacher Certificate must satisfy the rules and regulations in effect at the time of application for certification.

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 Graduate 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 Western (exclusive of summer
session) prior to student teaching or internship.

Maximum Load. A maximum load in a regular
term is 15 credit hours unless a petition to carry
an overload has been approved during the week
of registration by the Director of Graduate
Programs.

** The program requirements listed in this
catalog fulfill the requirements for the Oregon
Teacher Certificate that were in effect at the time
this catalog was printed. Legal responsibility and
authority for the licensing of teachers in the State
of Oregon is vested in the Oregon Teacher
Standards and Practices Commission. Candidates
seeking an Oregon Teacher Certificate must satisfy the rules and regulations in effect at the
time of application for certification.

Procedures

Students who have completed a bachelor's
degree and now plan to complete the require-
ments 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

Master of Arts in Teaching

The Master of Arts in Teaching degree at
Western is designed primarily for secondary
teachers whose objectives is the development
of 
egemical competence in classroom teaching
in one subject field. Some elementary teachers
may also choose to complete this degree.

Certiﬁcates 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 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.

Elementary Education

Professional Education Courses ................................... 15-21
Elementary Education Core
Ed 410G Educational Foundations .................................. 3
Ed 533 Elementary School Curriculum .......................... 3
Ed 443G Contemporary Teaching Strategies ................. 3
Area of Application
Ed 410G Methods and Research Materials .................. 3
Ed 509 Practicum Curriculum Implementation .............. 2-6
Ed 507 Seminar: Evaluation of Field Experience ........... 1-3

Academic Area .......................................................... 30

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

Total required for degree .................. 45-51

Secondary Education

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 the following:
Language Arts
Course in criticism .............................................. 3
Course in literature .............................................. 3-18
Courses in language ................................. 3-19
Courses in writing ............................................ 3-9
Course in heritage ............................................. 3-9

30

15
Early Childhood Education—Master of Science in Education

This curriculum 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 certification option in the elective core and by enrolling in the additional seven hours of coursework specified below.

Professional Education Core
- Ed 512 Research Procedures in Education
- Ed 546 Philosophy of Education
- Psy 520 Psychology of Learning

Early Childhood Education Core
- Students should enroll in the following sequence.
  - Note: Enrollment in Ed 509 practicum required simultaneously with enrollment in Ed 450G, Ed 520, and Ed 528. Also, Ed 443G or Psy 520 and Psy 462G are prerequisite to Ed 520.
- Ed 450G Curriculum in ECE
- Ed 509 Practicum: Observation of ECE Programs
- Ed 519 Contemporary Developments in ECE
- Psy 462G Normal and Abnormal Development: Infants and Children

Phase II
- Ed 520 Application of Learning and Development Theories of ECE
- Students choosing standard certification should substitute Ed 410G Methods and Materials for Ed 520.
- Ed 509 Practicum: ECE Program Application
- Ed 457G Parent- Educator Partnership

Phase III
- Ed 528 Educational Diagnosis and Prescription: Preprofessional
- Ed 509 Practicum: ECE Case Study
- Ed 458G Organization and Management of ECE Programs

Elective Core
- Concentration Option:
  - Subject area (Art, Music, Science, Social Science), Target Population (Handicapped Learner, Culturally Different), Specialization (Counseling, Psychology, Child Development Specialist, Reading)

Standard Elementary Certificate Option:
- Fifteen 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, an education, or quality for a subject-matter endorsement in areas recognized by the Oregon Teacher Standards and Practices Commission.

Total required for degree

Also required for standard endorsement:
- Ed 440C Educational Foundations
- Ed 553 Elementary School Curriculum
- Ed 567 Seminar: Evaluation of Field Experience

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.

Elementary Education Core
- Ed 450G Educational Foundations
- Ed 553 Elementary School Curriculum
- Ed 443G Contemporary Teaching Strategies

Academic Specialization
- Fifteen 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, art education, or quality for a subject-matter endorsement in areas recognized by the Oregon Teacher Standards and Practices Commission.

Area of Application
- Ed 410G Methods and Materials
- Ed 509 Practicum: Curriculum Implementation
- Ed 507 Seminar: Evaluation of Field Experience

Electives

Total required in program

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

Elementary Education Core
- Ed 450G Educational Foundations
- Ed 553 Elementary School Curriculum
- Ed 443G Contemporary Teaching Strategies

Professional Education Core
- Ed 546 Philosophy of Education
- Ed 512 Research Procedures in Education
- Psy 462G Advanced Developmental Psychology

Academic Specialization
- Fifteen 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, art education, or quality for a subject-matter endorsement in areas recognized by the Oregon Teacher Standards and Practices Commission.

Area of Application
- Ed 410G Methods and Materials
- Ed 509 Practicum: Curriculum Implementation
- Ed 507 Seminar: Evaluation of Field Experience

Electives

Total required for degree

Secondary Education—Standard Certification

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

Areas of Professional Competence
- Ed 471 The Classroom Teacher—Counselor
- Ed 513 Evaluation of Classroom Instruction
- Ed 569 Advanced Reading Instruction
- Ed 521 Secondary School Curriculum
- Ed 512 Research Procedures

Subject Area Competence
- Refer to designated academic area for standard endorsement requirement.

Electives

Total required in program

Art

The student must present a portfolio of work and confer with a visual arts graduate committee before being accepted into the advanced certification program.

Areas of Professional Competence

Standard Endorsement in Art

This program provides for upper-division or graduate preparation designed to further develop the competencies necessary as a teacher of art. The program is planned with the assistance of an advisor and is selected from the areas of painting and drawing, sculpture, art history, crafts, basic design, and theory as determined by an analysis of the candidate's background, skills, knowledge, and interest.

Electives

Total required in program
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 from 18 to 24 hours.
- Selected teaching area and/or specialization from 21 to 27 credit hours as approved by the designated advisor.

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.

Professional Education Core: 12
- Ed 512 Research Procedures in Education: 3
- Ed 514 Philosophy of Education: 3
- Ed 522 Secondary School Curriculum: 3
- Choose one: Psy 440C Advanced Developmental Psychology or Psy 520 Psychology of Learning: 3

Education and/or psychology courses as approved: 6-12

Teaching areas and/or specialization: 21-27

Teaching areas may be selected from language arts, mathematics, science, social science, education specialties or areas which qualify for a subject matter endorsement in areas recognized by the Oregon Teacher Standards and Practices Commission.

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 9 credit hours at the 500 level. 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

Total required: 21-27

Language Arts/Drama
Theatre arts courses in acting, directing, technical theatre, and/or history/criticism: 15

Total required: 30

Language Arts/Speech
Language arts: 15
Speech: 15

Total required: 30

Mathematics
Professional Education Core and education psychology: 18-24
Teaching Area: 21-27
Advanced Mathematics
MT 340G: Foundations of Mathematics: 3
MT 351G: Modern Algebra: 3
MT 345G: Modern Geometry: 3
Electives (at least 9 hours of mathematics): 12-18

Total required: 27-27

Science
Professional Education Core and education psychology: 18-24
Teaching Area: 21-27
Select one from among the following:

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

Total required for degree: 45

Social Science
Professional Education Core and education psychology: 18-24
Teaching Area: 21-27
Select one from among the following:

Anthropology
- Anth 470G: History and Philosophy of Anthropology: 3
- Courses in Anthropology: 18-24

Total required: 21-27

History
- Hist 420G: Philosophy of History: 3
- SSC 507: Seminar: History: 3
- Courses in history: 18-21

Total required: 21-27

Geography
- SSC 507: Seminar: Geography: 3-9
- Courses in geography: 9-24

Economics
Courses in economic theory: 6
Courses in economics: 15-21

Total required: 21-27

Political Science
- SSC 507: Seminar: Political Science: 3
- Courses in political science: 18-24

Total required: 21-27

Sociology
- SSC 507: Seminar: Sociology: 3
- Courses in sociology: 18-24

Total required: 21-27

Total required for degree: 45
**Master of Music Education**

The Master of Music Education degree is designed to improve the student’s ability to teach music in the schools. Completion of the program will qualify a student for standard certification and a standard endorsement in music.

Thesis and written comprehensive examination options are available to students completing this degree. The options are listed below.

Special interviews in the Music Department are necessary before a student can be admitted to the program.

<table>
<thead>
<tr>
<th>General Professional Core</th>
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<tbody>
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<td>Ed 513 Evaluation of Classroom Instruction</td>
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<tr>
<td>Ed 471G The Classroom Teacher-Counselor</td>
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<td>Ed 522 Secondary School Curriculum</td>
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<tr>
<td>Ed 569 Advanced Reading Instruction</td>
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<td>Mus 524 Contemporary Developments in Music Education (Elementary)</td>
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<td>Mus 525 Contemporary Developments in Instrumental Music Education, or Mus 526 Advanced Secondary Choral Techniques</td>
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<td>Mus 543 Philosophical Concepts in Music Education</td>
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<td>Option I – Thesis</td>
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<td>Mus 503 Essay or Field Study</td>
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<td>Option II – Written Comprehensive Examinations</td>
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<tr>
<td>Mus 513 Evaluation of Research in Music Education (Elementary)</td>
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</tr>
<tr>
<td>Choose two of the following:</td>
<td>4</td>
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<tr>
<td>Mus 527 Computer Applications in Music, or Mus 532 Advanced Instrumental Literature, or Mus 534 Advanced Choral Literature, or Mus 507 Seminar: Vocal Pedagogy (may be repeated), or approved graduate level course</td>
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<th>Musicianship</th>
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<td>Mus 530 Music History and Literature</td>
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</tr>
<tr>
<td>Mus 541-562 Performance Studies</td>
<td>3</td>
</tr>
<tr>
<td>Mus 585-597 Ensemble</td>
<td>3</td>
</tr>
<tr>
<td>Choose two of the following:</td>
<td>4</td>
</tr>
<tr>
<td>Mus 507 Seminar: Vocal Pedagogy, or Mus 515 Arranging (Advanced), or Mus 521 Compositional Studies (Advanced), or Mus 531 Music History, or Mus 570 Conducting</td>
<td>4</td>
</tr>
</tbody>
</table>

Total required for degree: 46

---

**Programs for Educational Specialists**

### 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 advanced certification.

<table>
<thead>
<tr>
<th>Basic Endorsement: Educational Media</th>
<th>24</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Note: Ed 435 and CSE 410 or equivalent are prerequisites. Also, students without one year successful classroom experience must complete the 3 credit practicum experience in a school media center before being approved for a student teaching assignment in media.)</td>
<td></td>
</tr>
<tr>
<td>Lib 421G Information Technology in the School Media Center</td>
<td>3</td>
</tr>
<tr>
<td>Lib 427G Organization and Management of the School Media Center</td>
<td>3</td>
</tr>
<tr>
<td>Lib 429G Collection Development and Materials Selection in the School Media Center</td>
<td>3</td>
</tr>
<tr>
<td>Lib 480G Literature for Children and Young Adults</td>
<td>3</td>
</tr>
<tr>
<td>Lib 490G Methods and Materials in Teaching Library/Media Skills</td>
<td>3</td>
</tr>
<tr>
<td>Ed 436G Preparation of Instructional Materials</td>
<td>3</td>
</tr>
<tr>
<td>Ed 439G Instructional Graphics</td>
<td>3</td>
</tr>
<tr>
<td>Ed 490/509 Practicum: Educational Media</td>
<td>3</td>
</tr>
<tr>
<td>Standard Endorsement: Educational Media</td>
<td>15</td>
</tr>
<tr>
<td>(15 credit hours from the following):</td>
<td></td>
</tr>
<tr>
<td>Ed 426G Instructional Design</td>
<td>3</td>
</tr>
<tr>
<td>Ed 440G Video Production</td>
<td>3</td>
</tr>
<tr>
<td>Ed 521 Organizational Theory and Educational Technology</td>
<td>3</td>
</tr>
<tr>
<td>Ed 524 Communication Theory</td>
<td>3</td>
</tr>
<tr>
<td>Ed 527 Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>Lib 511 Information Engineering</td>
<td>3</td>
</tr>
<tr>
<td>Lib 521 Information Transfer in Society</td>
<td>3</td>
</tr>
<tr>
<td>CSE 431G The Computers as a Management Tool</td>
<td>3</td>
</tr>
<tr>
<td>Ed 509 Practicum: Educational Technology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total required for 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 research design, evaluation of communications techniques, selection of instructional materials, preparation and utilization of materials, information organization and management, and program administration.

The program prepares those students who wish to develop a career in classroom teaching, who wish to fulfill the role of educational media specialist in a K-12 school situation, who desire to be librarians in small to medium sized public libraries, who wish to specialize in microcomputer applications in education and training, who aspire to positions in government, industry, or public agencies, or who wish to subsequently pursue doctoral programs in fields related to educational communications and technology.

A concentration in educational computing may be planned as a part of a Master of Science in Education with a specialization in Educational Communications and Technology. The program is designed to develop competence in communications techniques, computer literacy, classroom applications of computers, administrative uses of computers, information organization and management, and program administration.

Admission to the program is by application to the program director. The applicant must present a copy of college transcripts and 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 advisor 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 advisor. 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 advisor 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 an advisor, must choose a thesis committee composed of the advisor, another faculty member from within the department and one faculty member from outside the department. The student will then submit a formal thesis proposal to the committee. The thesis will carry 9 hours of credit as part of a 40 hour program.

If a student selects the thesis option, final evaluation will be completion of a comprehensive thesis, acceptance of it by the thesis 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 426G 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—Master of Science in Education**

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

---

**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** ................................................................. 21
   Ed 467G Language Development and Reading, or
   Ed 484G First and Second Language Acquisition in Bilingual Education, or
   CD 450G Normal Development of Speech and Language.................. 3
   Ed 455G Foundations of Reading K-Adult ........................................ 3
   Ed 472G Materials, Media, and Management Systems in Reading .......... 3
   Ed 468G Diagnostic and Remedial Techniques in Reading ................. 3
   Ed 409S09 Practicum: Reading ....................................................... 3
   Ed 456G Curriculum Design in Reading ............................................ 3
   Approved Electives .................................................................. 3

**Standard Endorsement** ............................................................... 15
   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 Research Materials-Reading ......................... 3
   Ed 424G Measurements in Education, or
   Ed 513 Evaluation of Classroom Instruction .................................. 3
   Approved Electives .................................................................. 6
Supervision

The program provides for the completion of both basic and standard endorsements. State competency requirements in practice or field experience, philosophy and techniques of supervision, improvement and evaluation of instruction, group process, 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 Certificate and a passing score on the CBEST.

Exceptions to the following program may be approved by the program director.

Basic Endorsement

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 509 Practicum: Supervision</td>
<td>3</td>
</tr>
<tr>
<td>Ed 522 Secondary Curriculum, or</td>
<td>3</td>
</tr>
<tr>
<td>Ed 553 Elementary Curriculum, or</td>
<td>3</td>
</tr>
<tr>
<td>Ed 489G Alternative Curriculum and Organizational Patterns</td>
<td>3</td>
</tr>
<tr>
<td>Ed 574 School Supervision</td>
<td>3</td>
</tr>
</tbody>
</table>

Standard Endorsement

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one of the following tracks.</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personnel Speciality</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 471G The Classroom Teacher/Counselor</td>
<td>3</td>
</tr>
<tr>
<td>Ed 510 Skills and Techniques of Supervision</td>
<td>3</td>
</tr>
<tr>
<td>Ed 506 Special Individual Studies: Supervision</td>
<td>3</td>
</tr>
<tr>
<td>Ed 512 Research Procedures in Education</td>
<td>3</td>
</tr>
<tr>
<td>Ed 559 Evaluation of School Programs</td>
<td>3</td>
</tr>
</tbody>
</table>

Program Development/Evaluation

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 471G The Classroom Teacher/Counselor</td>
<td>3</td>
</tr>
<tr>
<td>Ed 506 Special Individual Studies: Program</td>
<td>3</td>
</tr>
<tr>
<td>Ed 512 Research Procedures in Education</td>
<td>3</td>
</tr>
<tr>
<td>Ed 559 Evaluation of School Programs</td>
<td>3</td>
</tr>
</tbody>
</table>

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 which includes the course requirements for the endorsements. Ultimately, for certification purposes, educational specialists must complete all course requirements for the standard endorsement in the area of specialization.

Each curriculum requires completion of a professional education core of nine credit hours, as follows:

<table>
<thead>
<tr>
<th>Professional Education Core (Common to all programs)</th>
<th>Hours</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 489G Advanced Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psy 520 Psychology of Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

A specialized core consists of not less than 36 credit hours in the selected area for a master's degree program. Each candidate's program is determined by the designated advisor in terms of the student's needs, interests, and certification requirements.

Students who have little or no undergraduate work in the selected field may be required to complete additional hours.

Candidates in these educational specialists programs who wish to add courses which will meet standard elementary or secondary certification requirements should refer to earlier sections of this catalog.

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

Teacher Preparation: Deafness

The Teacher Preparation: Deafness 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 to earn this certificate and/or enter the program. Students desiring to obtain an elementary or a secondary teaching certificate concurrently with this program must file a certification program plan and a petition for waiver of the requirement. 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.

This School of Education 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, Teacher Preparation: Deafness, Western Oregon State College, Monmouth, Oregon 97361.

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

<table>
<thead>
<tr>
<th>Specialized Education Core</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SpEd 489G Orientation to Deafness</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 509 Practicum: Directed Observation of the Deaf</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 509 Practicum: Directed Participation with the Deaf</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 509 Practicum: Teaching Speech to Deaf Children</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 547 Teaching School Subjects to Deaf Students</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 555 Teaching Elementary School Subjects to Deaf Students</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 556 Teaching Language to Elementary School Children</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 560 Teaching Language to the Secondary Deaf</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 576 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>
<tr>
<td>SpEd 580 Student Teaching, Deaf Students</td>
<td>15</td>
</tr>
<tr>
<td>Ed 498G Introduction to Audiology</td>
<td>3</td>
</tr>
<tr>
<td>Ed 498G Hearing Aids and Amplification Systems</td>
<td>3</td>
</tr>
<tr>
<td>Ed 507 Seminar: Anatomy and Physiology of the Ear and Speech Mechanism</td>
<td>3</td>
</tr>
<tr>
<td>Ed 546 Preparing Instructional Materials</td>
<td>3</td>
</tr>
<tr>
<td>Ed 550 Measurement and Assessment Procedures in Deafness</td>
<td>3</td>
</tr>
<tr>
<td>Ed 592G Manually Coded English in the Classroom</td>
<td>3</td>
</tr>
</tbody>
</table>

Total required for degree: 63

Additional Courses which may be required to demonstrate competency:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SpEd 101 American Sign Language I</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 102 American Sign Language II</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 103 American Sign Language III</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 201 American Sign Language IV</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 202 American Sign Language V</td>
<td>3</td>
</tr>
</tbody>
</table>

Learning Disabilities (Handicapped Learner)

The Learning Disabilities program will satisfy state certification requirements for the education of the handicapped learner. The program includes content about teaching the learning disabled, mentally retarded, physically handicapped and emotionally disturbed. To receive the handicapped learner endorsement, the student must hold either an elementary or a secondary teaching certificate, and complete an approved program in Handicapped Learner.

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

The courses in the basic endorsement for handicapped learner may be counted toward the master's degree if taken as part of the student's approved program. However, such a plan might require the completion of up to 52 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 |

- SpEd 470G - Education of the Exceptional Child 
- SpEd 425G - Diagnosis and Prescription in Reading for the Handicapped Learner 
- SpEd 427G - Diagnosis and Prescription in Reading for the Handicapped Learner 
- SpEd 427G - Diagnosis and Prescription in Reading for the Handicapped Learner 
- SpEd 449G - Practicum for the Severly Handicapped 
- SpEd 452G - Instructional Materials and Methods in Reading and Basic Skills for the Handicapped Learner 
- SpEd 459G - Alternative Curriculum and Organizational Patterns 
- SpEd 510G - Special Education Electives in Standard Endorsement

- (As approved by program advisor)

Total required for degree: 45

Prerequisites from Basic Endorsement in Severly Handicapped

| Note: SpEd 449G and SpEd 309 must be taken concurrently. |

- SpEd 449G - Education of the Exceptional Child 
- SpEd 449G - Medical Aspects in Special Education 
- SpEd 447G - The Exceptional Parent 
- SpEd 449G - Curriculum for the Severly Handicapped 
- SpEd 449G - Classroom and Behavior Management for the Severly Handicapped 
- SpEd 509 - Practicum: Classroom and Behavior Management for the Severly Handicapped 
- SpEd 445G - Nature and Needs of the Severly Handicapped 
- SpEd 454G - Specialized Techniques for the Severly Handicap

Professional Education Core

| Required from Basic Endorsement in Severly Handicapped |

- SpEd 451G and SpEd 509 must be taken concurrently.
- SpEd 451G - Managing Communication Systems for the Severly Handicapped Learner 
- SpEd 446G - Educational Assessment of the Severly Handicapped Learner 
- SpEd 451G - Programming for the Severly Handicapped Learner 
- SpEd 451G - Programming for the Severly Handicapped Learner 
- SpEd 509 - Practicum: Severly Handicapped Learner 
- SpEd 510G - Special Education Electives in Standard Endorsement

- (As approved by program advisor)

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 interrelated that professional competency requires familiarity with both.

Western's program provides students with comprehensive academic and clinical training in Speech Pathology and Audiology. Graduate students complete the requirements for a Master of Science in Education degree as well as the requirements for the state basic and/or standard certification in Speech Impaired which qualify them to work in the public schools. Most students also elect to fulfill the academic and practicum requirements for national certification by the American Speech, Language, and Hearing Association which qualify them for employment in clinical settings. The basic and standard endorsements also may be pursued in a non-degree, fifth-year program.

The clinical practicums at the college offer students opportunities to experience and advance clinical skills. Both on-campus and off-campus practicum sites enable students to work with communicatively handicapped persons of all ages.

The clinical practicum is designed to meet the needs of both students who have an undergraduate major in the field and those who are new to the profession by offering basic introductory courses and advanced courses and seminars. Special education programs at Western offer many electives. Students may choose to work concurrently toward certification in another area of special education. The courses below are required for the master's degree and certification. Additional seminars are offered under the CD 407G and CD 507 numbers.

Professional Education Core

| 9 |

- SpEd 370 - Phonetics 
- SpEd 440G - Introduction to Communication Disorders 
- SpEd 479G - Speech, Language, and Hearing in the Schools 
- SpEd 500G - Normal Language and Speech Development 
- SpEd 479G - Diagnostic Methods in Speech and Language Pathology 
- SpEd 481G - Auditory-Phonological Disorders 
- SpEd 496G - Language Disorders 
- SpEd 484G - Clinical Methods in Speech and Language 
- SpEd 485G - 486G Clinical Intervention: Speech and Language 
- SpEd 480G - Introduction to Audiology 
- SpEd 539 - Student Teaching: Speech Handicapped

Standard Endorsement: Speech Impaired

| 19 |

- Students entering the program with an undergraduate degree in Speech Pathology and Audiology may choose courses from the standard endorsement or elect other seminars to fulfill the required 45 hours for a master's degree. Students lacking a background in Speech Pathology and Audiology will be unable to complete the standard endorsement requirements within a 45-hour program.

Total required for degree: 19

Multihandicapped (Severly Handicapped Learner)

The Multihandicapped program will satisfy the Oregon standard certification requirements for education of the severely handicapped learner. This is defined to include multihandicapped, the trainable mentally retarded, severely/profoundly retarded and the severely emotionally disturbed. The program is designed to prepare persons for a variety of roles, including the classroom teacher, home/hospital teacher, vocational educator, adult program coordinator, supervisor, and administrator.

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

Admission to this specialty is approved by the Program Admission Committee after graduate admission to the college. An application and recommendations are required prior to approval.

The master's degree program consists of at least 45 credit hours. Prerequisite to the Multihandicapped master's program are 21 credit hours or competencies as listed below.
CD 582 Voice and Organic Disorders ............................................. 3
CD 530 Educational Audiology .................................................. 3
CD 587 Advanced Anatomy and Physiology of Speech and Language .................................................. 3
CD 583 Stuttering ........................................................................ 3
CD 590 Practicum: Speech Language Pathology .......................... 2
CD 599 Practicum: Audiology ..................................................... 2
SpEd 444G Medical Aspects in Special Education, or
SpEd 470G Education of the Exceptional Child ......................... 3

Total required for degree ............................................................. 45-52

Teaching the Talented and Gifted
This is an area of concentration which may be taken as a unit, included in an Interdisciplinary Master's Degree, or as electives in other master's degree programs. Coursework available includes:
SpEd 455G Psychological Implications of Being Gifted
SpEd 527 Identification and Clinical Assessment of the Talented and Gifted
SpEd 538 Affective and Social Aspects in the Development of the Talented and Gifted
SpEd 537 Selected Topics in the Psychology of Talented and Gifted
SpEd 500 Creativity
SpEd 475 Resource Development and Administrative Approaches for Talented and Gifted Programs
SpEd 474G Educational Goals and Instructional Strategies for the Talented and Gifted
SpEd 509 Practicum

MASTER OF SCIENCE IN COUNSELING
The Counselor Training Program is offered at the graduate level only. This is a joint degree granted by Oregon State University and Western Oregon State College. A competency-based approach is used in preparing counselors for professional services in social, educational, personal and career development. Preparation consists of a two-year sequential program which integrates academic knowledge and theory with closely supervised counseling practice. A required part of every student's program is field experience in an on-site practicum or internship. A student who is recommended for such a placement must have demonstrated counseling skills, knowledge and appropriate social-emotional adjustment suitable to counseling in the field setting. Self-exploration and personal development are also an integral component of the program.

Admission to the program is by application to the graduate school and the department chair. The U.S. pre-requisite is a bachelor's degree. Persons holding a master's degree may apply for non-degree status or a second master's degree. Departmental screening includes minimum GPA of 2.75 and a personal interview in which the applicant's educational goals, experience and employment status are reviewed. Academic background, personal and emotional suitability and educational and professional goals of each candidate are evaluated before admission is granted. Prior counseling-related academic work from an accredited institution may meet, in part, the requirements of the program.

Students may enroll at Oregon State University or Western Oregon State College and course work can be taken at either campus. Some required and elective courses are offered on one campus only. The faculty of both institutions share the teaching on each campus, and the transfer of credit between schools for the approved courses is unlimited.

The program of study includes (1) Basic Core Curriculum; (2) Counseling Specialties or Minor; (3) Internship.

Core Curriculum (48 hours)

- Coun 500A Introduction to Counseling ...................................... 6
- Coun 509B Practicum in Advanced Counseling ........................... 6
- Coun 526 Counseling Theories .................................................. 3
- Coun 532 Approval of the Individual ........................................... 3
- Coun 577 Group Procedures ..................................................... 3
- Coun 581 Counseling Procedures .............................................. 3
- Coun 585 Principles and Practices of Guidance ......................... 3
- Coun 586 Lifestyle and Career Development .............................. 3
- Coun 587 Counseling Techniques .............................................. 3
- Coun 591 Organization and Administration of Human Services ....... 3
- Coun 591I Issues in Counseling ................................................. 3
- Coun 591F Family Counseling .................................................. 3
- Ed 512 Research Procedures in Education ................................... 3
- Psy 450G Abnormal Psychology (WOSC) or
- Psy 460G Psychotherapy (OSU) ................................................ 3

*All Coun 509 sections will be PNIC Grading only. A "P" grade represents work of at least "B" level or higher.

- Specialty or Minor Area (9-12 hours)

Integrated Human Development and Anthropology
- Family Studies
- Business
- Medical
- Administration
- Child Care and Youth
- Worker
- Corrections
- Counseling
- Education
- Gerontology
- Women's Studies
- Health
- Higher Education

- Coun 510 Internship (12-15 hours)

- Coun 510 will be PNIC Grading only. A "P" grade represents work of at least "B" level or higher.

Minimum Program ................................................................. 72

** Requisite Support Areas

Human Growth and Development (6 hours)
Studies that provide a broad understanding of the nature and needs of the individual at all developmental levels.

Social and Cultural Foundations (6 hours)
Studies of change, ethnic groups, sub-cultures, changing roles of women, sexism, urban and rural societies, population patterns, cultural mores, use of leisure time, and differing life patterns.

** Studies in this area are generally completed prior to entrance into the program; however, students lacking this background will be required to complete these studies prior to granting of the M.S. Degree.

Agency Counseling
The curriculum, as shown previously, of this program is designed to prepare persons for 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, college 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 and philosophical orientation.

The program generally requires full-time participation and is sequential in nature beginning fall term. Application for the program should be made by August 1. Contact the program coordinator for further information.

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 may lead to both basic and standard endorsements for the Personnel Service Certificate. Also required for certification are two years of successful counseling experience and a passing score on the CBEST. Basic certification requirements may be completed during the first 57 credit hours required for the M.S. Degree. Standard certification requires verification of two years successful counseling experience in Oregon schools while holding a basic endorsement.

The training program for school counselors can be on a full-time basis during 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 chair by May 1. Applications for fall entrance should be completed by August 1.

Basic Endorsement ................................................................. 27

Coun 581 Practicum in Counseling ............................................. 3
Coun 587 Group Procedures ..................................................... 3
Coun 585 Principles and Practices of Counseling & Guidance ......... 3
Coun 586 Life Style and Career Development ............................... 3
Coun 587 Counseling Techniques ............................................. 3
Coun 509 Practicum in Counseling ............................................ 3
Coun 532 Approval of Individual .............................................. 3
Ed 512 Research Procedures in Education ................................. 3

Standard Endorsement ............................................................ 21

Coun 595 Issues in Counseling .................................................. 3
Coun 589 Organization and Administration of Human Services ....... 3
Coun 509 Advanced Practicum in Counseling ......................... 9
Coun 591 Family Counseling .................................................... 3
Coun 526 Theories of Counseling ............................................. 3

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

Elective courses may be selected from the areas counseling, education or social science.

Total required for degree ............................................................ 57
Rehabilitation Counseling: Deafness

This counseling program is designed to prepare students to become rehabilitation counselors specializing in the areas of deafness and physical disability.

The primary objective of the multidisciplinary curriculum is to provide knowledge and competencies in the following areas:

- American Sign Language
- Psychological, social, and cultural aspects of hearing impairment and other physical disabilities
- Counseling skills
- The rehabilitation process

The RCD 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.

Core Curriculum (45 hours)

- Coun 593A Practicum in Counseling: 6 hours
- Coun 593B Practicum in Advanced Counseling: 6 hours
- Coun 526 Counseling Theories: 3 hours
- Coun 561 Introduction to Measurement and Assessment: 3 hours
- Coun 562 Procedures in Deafness and Rehabilitation: 3 hours
- Coun 577 Group Procedures: 3 hours
- Coun 581 Counseling Procedures: 3 hours
- Coun 585 Principles and Practices of Guidance Services: 3 hours
- Coun 586 Lifestyle and Career Development: 3 hours
- Coun 587 Counseling Techniques: 3 hours
- Coun 564 Introduction to Rehabilitation Process: 3 hours

Coun 590 (3) Professional Issues:
- Rehabilitation Counseling with Deaf Clients: 3 hours
- Coun 591 Family Counseling: 3 hours
- Ed 512 Research Procedures in Education: 3 hours
- Psy 450G Abnormal Psychology (WOSC): 3 hours
- Psy 460G Psychotherapy (OSU): 3 hours

Coun 562 (3) is substituted for Coun 532-533 Appraisal of the Individual and Lab (A) Coun 564 is substituted for Coun 509 Organization and Administration of Human Services (A) Coun 590 is substituted for Coun 594 Issues in Counseling

*All Coun 509 sections will be PNC Grading Only. A "P" grade represents work of at least "B" level or higher.

Specialty Area: Rehabilitation: Deafness (33-38 hours)

- Coun 507 Seminar: 1-3 hours
- Coun 510 Internship: 12 hours
- Coun 565 Placement and Use of Community Resources in the Rehabilitation of Deaf Clients: 3 hours
- Coun 561 Disabilities: It's Effect on Individual Behavior: 3 hours
- Coun 566 Case Management and Plan Formulation with Deaf Clients: 3 hours
- SpEd 444G Medical Aspects in Rehabilitation: 3 hours
- CD 448G Introduction to Audiology: 3 hours

Minimum Program: 71 hours

Requisite Support Area: Sign Language Proficiency (15 hours)

- SpEd 101 American Sign Language I: 3 hours
- SpEd 102 American Sign Language II: 3 hours
- SpEd 103 American Sign Language III: 3 hours
- SpEd 201 American Sign Language IV: 3 hours
- SpEd 212 American Sign Language V: 3 hours

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 subject 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.

Academic Studies Program and Professional Studies Program options are available to candidates for the degree. Both offer flexibility for meeting the student's academic and professional needs.

Both require a 21-hour professional core selected from the following:

- **CI 453** Criminology ........................................... 3
- **CI 451** Juvenile Delinquency: Prevention & Control ........................................... 3
- **CI 451G** Penology ........................................... 3
- **CI 454G** Parole & Probation ........................................... 3
- **CI 452G** Correctional Casework, Counseling & Treatment ........................................... 3
- **CI 457G** Criminal Justice and Organizational Behavior ........................................... 3
- **CI 459G** Detention-Jail-Correctional Facility Management ........................................... 3
- **CI 459G** Contemporary Community-Based Correctional Programs ........................................... 3
- **CI 460G** Treatment of Juvenile & Adult Law Offenders ........................................... 3
- **CI 461G** Treatment of Juvenile & Adult Law Offenders ........................................... 3
- **CI 462G** Treatment of Juvenile & Adult Law Offenders ........................................... 3
- **CI 518** Criminal Law & Corrections ........................................... 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 Western are anthropology, counseling, economics, education and/or psychology, geography, history, law enforcement, political science and sociology.

Academic Studies Program

**Professional Core** ........................................... 21

Supporting study in one social or behavioral science area ........................................... 13

Supporting study in a second social or behavioral science area ........................................... 9

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

Professional Studies Program

**Professional Core** ........................................... 21

Those/Field Study or On-Site Management Field Experience ........................................... 9

Supporting study in a social or behavioral science area ........................................... 13

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 four areas: (1) advanced clinical practice, (2) parent/family work, (3) supervision/administration, and (4) education and training. 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 available at Western. 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.


**CCYW 445G** Career Assessment and Planning ........................................... 3

Core Courses ........................................... 30

**CCYW 450G** Introduction to the Profession of Clinical Child and Youth Work ........................................... 3

**CCYW 451G** Child Assessment and Treatment Planning ........................................... 3

**CCYW 552** Child Methodology in Clinical Child and Youth Work ........................................... 3

**CCyw 553** Day and Residential Milieu Treatment ........................................... 3

**CCyw 554** Child Welfare in Clinical Child and Youth Work ........................................... 3

**CCyw 555** Theories and Techniques of Clinical Child and Youth Work ........................................... 3

**CCyw 559** Child Services System Intervention ........................................... 3

**CCyw 599** Practicum in Clinical Child and Youth Work (Four separate 3-credit practica) ........................................... 12

Specialization Area ........................................... 21

Electives ........................................... 6

Total required for degree ........................................... 60
Cedar of Lebanon
*Cedrus libani*

A native tree from Asia Minor, this cone-bearing evergreen handsomely graces the lawn north of the Leonard W. Rice Auditorium. At 50-plus years, it is one of the oldest trees on campus and holds particular interest because of its historical association with the Bible and the Holy Land.
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
Organizational and purpose of ROTC; outline of ROTC at Western; 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; weapons 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 the 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; 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. Prerequisites: MS 311, 312, 313.

MS 405 Reading and Conference 3 hours
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 at military organizational levels 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.

BUSINESS/ECONOMICS

Business
LOWER-DIVISION COURSES
BA 101 Introduction to Business 3 hours
Business organization, operation and management; intended to orient the student in the field.

BA 199 Special Studies 1-3 hours
Terms and hours to be arranged.

BA 211 Fundamentals of Accounting I 3 hours
This is the first course in Financial Accounting. It serves as an introduction to accounting and to 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 II 3 hours
This is the second course in Financial Accounting. It deals with fixed assets, partnership accounting, corporation accounting and long-term liabilities. Prerequisite: BA 211.

BA 213 Fundamentals of Accounting III 3 hours
This will serve as the core course in managerial accounting; 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. Prerequisite: BA 212.

BA 229 Personal Finance 3 hours
Study of the role of the consumer in American society; consumer decision making; consumer credit and borrowing; homeownership, life insurance, annuities, estate planning, wills, trusts, expenditures and taxes for government.

BA 230 Introduction to Business Law 3 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.

BA 284 Introduction to International Business 3 hours
This course will address the economics of international business; restrictions to international business; the organization and marketing of international business; and the financing of international business.

UPPER-DIVISION COURSES
BA 302 Accounting for Non-Accountants 3 hours
To provide a comprehensive non-technical accounting course for the business minor and others interested in a survey of financial and managerial accounting techniques. Assumes no prior knowledge of accounting.

BA 301 Problems of Small Business 3 hours
Critique of various types of ownership; operating a business; staying in business; management styles; profitability; financial needs; and competition. Prerequisites: Junior standing, with BA 211, BA 212, EC 201, and EC 202 completed.

BA 303 Business Analysis and Report Writing 3 hours
Instruction will concentrate on various forms of written communication, with special emphasis on small business analysis. Prerequisites: Junior standing, with BA 211, BA 212, EC 201 and EC 202 completed.

BA 310 Markets and Marketing 3 hours
Theoretical development of the concept of the market. Description and classification of the various major types of markets in the United States. Theoretical explication and empirical examination of the behavior of buyers and sellers in the various markets. Prerequisite: BA 211, BA 212, EC 201, EC 202; or consent of instructor.
BA 311 Personal Sales and Sales Management
3 hours
The role and function of the sales force. Includes importance and types of personal selling; the creative selling process; the setting of sales objectives; and recruiting, training, and organizing the sales force. Prerequisite: BA 310.

BA 315, 316 Financial Management I and II
3 hours each term
Introduction to the principles and methods of financial management. Study of the acquisition and utilization of funds to support organizational functions. Instruction in budget preparation and implementation. Emphasis on the formulation and modification of financial policies. Topics covered include cash, credit and asset control; funds acquisition; capital budgeting techniques; financial analysis and investment strategies; sources and costs of short- and long-term capital. Prerequisite: BA 315.

BA 317 Intermediate Accounting I
3 hours
Study of major accounting principles; summary of accounting process; revenue and expense recognition; balance sheet and income statement; concepts in the valuation of current assets and liabilities; emphasis on applications to small business. Prerequisite: BA 213 or permission of instructor.

BA 318 Intermediate Accounting II
3 hours
Study of major accounting principles; summary of accounting process; revenue and expense recognition; balance sheet and income statement; concepts in the valuation of current assets and liabilities; emphasis on applications to small business. Prerequisite: BA 317 or permission of instructor.

BA 319 Intermediate Accounting III
3 hours
Study of revenue recognition, accounting changes, error analysis, taxes, pensions, leases, statement of changes in financial position, full disclosure and price level adjustments. Prerequisite: BA 318 or permission 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 367 Quantitative Methods
3 hours
Application of statistical methods to entrepreneurial decision-making processes relevant to operating a business. Emphasis will be on probability analyses, sampling techniques, and regression analyses. Particular attention will be paid to problems of small business. Prerequisites: MTH 103 or 107; and MTH 326.

BA 370 Business and Society
3 hours
Theoretical explanation 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. Prerequisite: upper-division standing or consent of instructor.

BA 390 Management
3 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 organizational 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 related 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 understanding of 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 406 Special Individual Studies
1-6 hours
Terms and hours to be arranged. A specialized or individualized course of study within the business area developed in consultation with the instructor.

BA 407 Seminar
1-3 hours
Terms and hours to be arranged. Special seminar topics offered in business.

BA 409 Practicum
3-12 hours
Practical application of business theory and/or collection of data for theoretical investigation.

BA 410 Marketing Research
3 hours
Includes the definition of marketing research, the process of marketing research, and the stages in the research process. Prerequisite: BA 110.

BA 411 Strategic and Marketing Planning
3 hours
Review, analysis, and formulation of strategies: plans and market plans. Emphasis will be on planning and its relationship to the marketing concept. Prerequisites: BA 110 and BA 390.

BA 413 Wage and Salary Administration
3 hours
The student will study wage and salary policies, payroll and personnel procedures, and strategies for human resource management. A major focus will be on the development of compensation, collective bargaining, and government regulations. Students will conduct job analyses and position evaluations. Also, students will be introduced to the evaluation of wage incentives and management compensations, including fringe benefit packages.

BA 440 Auditing I
3 hours
Role of auditor, ethics, legal liability of CPA profession; internal controls, analysis of client's accounting system; evidence statistics, auditing techniques; audit work papers, flowcharting techniques. Prerequisite: BA 319, or consent of instructor.

BA 452 Auditing II
3 hours
Use of computer in auditing; detailed audit programs for cash, securities, receivables, inventories, fixed assets, current liabilities, P & L, stockholders' equity; audit reports. Prerequisite: BA 451 or consent of instructor.
Economics

LOWER-DIVISION COURSES

Ec 199 Special Studies
Terms and hours to be arranged 1-6 hours
A means by 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 315 Economic Analysis and Report Writing
3 hours
Basic methods of economic analysis; data sources, collection and presentation; report writing; projects to develop these skills.

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 Public Finance 3 hours
Economic analysis of revenue collection and expenditure by federal, state, and local governments. 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. Prerequisite: Ec 201, 202, 203 or consent of instructor.

Ec 320 Public Sector Budgeting and Financial Control
3 hours
Students will review and analyze the budgeting process of offices, divisions, and government agencies. Financial control strategies, techniques, procedures, and regulations will be reviewed in terms of their integration into the financial control of public sector budgeting.

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 American countries, and Western Europe. Prerequisite: six hours of lower-division economics or consent of instructor.
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. Prerequisite: 9 hours of lower-division economics, 4 hours of lower-division mathematics, or consent of instructor.

Ec 481 (G) Technology and American Economic History 3 hours
An investigation of American economic history with emphasis on analyzing the interaction between technology, research and development, economic structure and institutions. Prerequisite: 9 hours of lower-division economics or consent of instructor.

Ec 488 (G) Introduction to Consumer Economics 3 hours
An analysis of economic efficiency and growth as they relate to micro and macro consumption behavior and consumerism; protection, information and education. Prerequisite: six hours of lower-division economics or consent of instructor.

COMPUTER SCIENCE
LOWER-DIVISION COURSES

CS 101 Computers and Society 4 hours
This course provides an introduction to the computer's role in society. The student will become familiar with current computer terminology and will use applications software, including a word processor.

CS 133 Programming Personal Computers 4 hours
This course will cover Algorithms, and basic programming concepts using PASCAL. Discussions of limits, capabilities and abuses of computers. Prerequisite: CS 101, or consent of instructor.

CS 210 Computer Applications in Business 4 hours
An introduction to the primary business application tools available for microcomputers. Students will use word processor, spreadsheet, and database software. This course could serve as the first course for students who want to major or minor in computer science, but have no experience with a computer.

CS 211 Introduction to Computer Science 4 hours
Formulation of problem specifications, development of algorithms, program design, structured programming concepts, coding in PASCAL, and program execution and documentation. Prerequisites: Math 101, CS 101 or consent of instructor.

CS 212 Introduction to Computer Science II 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 Data Structures I 3 hours
Study the operations, "insert," "delete," and "join," used with lists. Prerequisite: CS 212.

CS 312 Data Structures II 3 hours
Study algorithms associated with searching and sorting operations lists. Prerequisite: CS 311.

CS 313 Symbolic Languages 3 hours
Study the limitations of a computer language. Prerequisite: CS 313.

CS 315 Operating Systems 3 hours
Computer applications to Operating Systems as managers of systems resources. Management of tasks, memory, and peripheral devices is explored. Topics include task synchronization, message handling, file management, demand paging, scheduling, and dispatching. Prerequisite: CS 215, CS 311.

CS 316 Operating Systems 3 hours
This course provides an introduction to Operating Systems as managers of systems resources. Management of tasks, memory, and peripheral devices is explored. Topics include task synchronization, message handling, file management, demand paging, scheduling, and dispatching. Prerequisite: CS 215, CS 311.

CS 406 (G) 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 407 (G) Seminar 1-4 hours
Terms and hours to be arranged.

CS 408 (G) Workshop 1-4 hours
Terms and hours to be arranged.

CS 410 (G) Practicum I 1-9 hours
Offers practical experience working in a computer science department for area businesses and industries.

CS 415 (G) Analysis of Algorithms 3 hours
This course provides methods of program verification and algorithm analysis. Prerequisite: CS 313.

CS 420 (G) 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 423 (G) Knowledge-Based Systems 3 hours.
Basic ideas and goals of A.I. Heuristic problemsolving search; game playing and theorem proving techniques; rule-based systems. Prerequisite: CS 315.

CS 425 (G) System Analysis and Design 3 hours
Learning a process for the analysis and design of large scale systems. Prerequisite: CS 311.

CS 430 (G) 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 as well as software considerations is covered. Prerequisite: CS 425.
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.

CS 440 (G) Microcomputer Operating Systems
3 hours.
To develop an understanding of the major programs used today that make the computing hardware usable. Emphasis will be placed on the operating systems used with the popular microcomputers. Prerequisite: One or more programming languages.

CS 441 (G) Computer Graphics 3 hours
This course covers the basic principles for the design, use, and understanding of computer graphics. Algorithms for creating and manipulating graphic displays using a graphics kernel system are examined. The course also examines the hardware and software components of graphics systems. Prerequisite: CS 311.

CS 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.

CS 444 (G) Applications of Computer Graphics
3 hours.
Graphic design, creation, and applications involving software and peripheral systems. Design, creation, and manipulation of graphic images with microcomputers. Utilization of microcomputer software and peripherals to design, create, and manage graphic images. Prerequisite: CS 210 or equivalent. At least 2 credit hours in computer science.

CS 446 (G) Teaching Computer Science 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 background. Prerequisite: ED 435 and one or more language courses.

Art
LOWER-DIVISION COURSES
A 100 Studio Practices 3 hours
This course will give studio practice and general information in: (a) safety factors and health hazards in the visual arts; (b) mat cutting; (c) care and use of brushes, pencils, hand tools, etc., used in the art profession; (d) use of general power tools, etc., and art materials, i.e., colors, adhesives, papers, etc., and (e) portfolio development and art careers.

A 115 The Visual Arts 3 hours
Introduction to 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 society and culture.

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 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 handcrafts 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 and composition 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 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.

A 242 Printmaking: Lithography 3 hours
A survey of and studio practice in the expressive use and technical principles of lithographic processes.

A 245 Photography I 3 hours
Study of 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 Photography 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 sculptural tools. Emphasis on the subtractive method. Wood and stone as primary media. Prerequisite: consent of instructor.

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 such as 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 199 Special Studies
Terms and hours to be arranged.

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.
A 265 Ceramics I 3 hours
Basic laboratory exploration in hand-building processes and glazing of ware. Survey of clay origins and composition, decorating processes, drying and firing kilns, glaze composition. No prerequisites.

A 266 Ceramics II 3 hours
Basic laboratory practice in throwing on the potter's wheel. Nontechnical glaze composition, kiln stacking and firing. Prerequisite: A 265.

A 267 Ceramics III 3 hours
A course designed to explore specific possibilities in glaze formulation and application as related to the forms and functions of pottery. Prerequisite: A 265.

A 270 Jewelry I 3 hours
Introduction course in the design and production of jewelry. Studio practice in traditional and contemporary techniques utilizing silver and other metals, enamel, bone, and glass. No prerequisite.

A 275 Mixed Media: Introduction 3 hours
An introduction to mixed media as an expressive visual form. Studio practice in the use of a variety of nontraditional and heterogeneous materials in the execution of one- and two-dimensional work. Prerequisite: consent of instructor.

A 280 Introduction to Crafts 3 hours
Introduction course in the materials and processes of the crafts. Studio practice in traditional and contemporary techniques utilizing 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
Study of the origins, production and treatment of various fibers. History of spinning and dyeing. Studio practice in the use of hand and power spinning wheel, conditioning and dyeing with natural and commercial dyes.

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 multiple harness table and floor looms. Study of fibers and pattern.

A 288 Textile Design 3 hours
Articulation of design concepts in textiles. Original design production using dyeing processes. Studio experience in batik, dye painting, tie dye, and other dye techniques, with exploration of combined techniques. Prerequisite: consent of instructor.

A 312 Art History: Neo-Classical through Expressionism 3 hours
A survey of art history beginning with Neo-Classicism and continuing through Expressionism.

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. Prerequisite: A 225.

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 stencilled processes. Prerequisite: lower-division work in printmaking.

A 341 Printmaking: Intaglio/Lithography 3 hours
Intermediate study and studio practice in the technical and expressive use of intaglio or lithographic processes. Prerequisite: lower-division work in printmaking.

A 350, 351 Intermediate Watercolor 3 hours each term
Continued analysis of compositional and technical principles in watercolor painting; studio practice in still life and landscapes 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
Experiences in sculpture working from a life model. Anatomy, and the relationship between pose and media are experimented with as they relate to full supporting solid and hollow forms of clay construction.

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 II 3 hours
Intermediate course in the design and production of jewelry. Studio practice in traditional and contemporary techniques using silver and other metals, enamel, bone, and glass. Prerequisite: consent of instructor.

A 371 Jewelry I 3 hours
Intermediate metal design and construction involving hand processes of raising, forging, and casting with silver and other metals. Prerequisite: consent of instructor.

A 375 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 interior environment. Prerequisite: lower-division crafts.

A 381 Advanced Crafts 3 hours
Advanced creative work in selected craft media. Emphasis on considerations 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 processes. Studio experience with emphasis on aesthetic and technical aspects of screen printing. Prerequisite: lower-division textiles.

A 397 Professional Concerns 3 hours
A survey of professional practice in the visual arts. Problem and study in matters related to "going public," professional ethics, contracts, public obligations, art and the law, 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 art today. For majors and non-majors.

A 411 (G) Cubism Through Abstract Expressionism 3 hours
Modern art history beginning with cubism and continuing through Abstract Expressionism.

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 Drawing: Life  3 hours
Advanced study of anatomical structure and form. Life drawing as a means of graphic communication. Prerequisite: lower-division life drawing.

A 440 (G) Advanced Printmaking  3 hours
Advanced work in the expressive use and technical principles of printmaking processes. Prerequisite: A 340 or A 341.

A 450 (G) Advanced Watercolor  3 hours
Advanced study in composition in aqueous media. Individual study in selected media.

A 455 (G) Advanced Painting  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 463 (G) Advanced Ceramics  3 hours
Advanced production and design classes in newer media; including film, light, sound, and plastic in kinetic as well as static interpretation. Prerequisite: consent of instructor and upper-division standing.

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 classes in newer media; including film, light, sound, and plastic 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 concomitants. Prerequisite: lower-division crafts.

A 483 (G) Advanced Weaving  3 hours
Advanced study in weaving art. Individual projects in selected weaving areas. Prerequisite: lower-division weaving.

A 496 (G) Appreciative Aspects in Art  3 hours
A theory course designed to aid the general as well as the art student in his understanding of the visual arts. Emphasis on art criticism, aesthetic appreciation, the viewpoint of the artist, art and the public, and women in art. Prerequisite: upper-division or graduate standing.

A 497 (G) Composition and Visual Theory  3 hours
A study of problems of color, composition and form; visual theories, processors and techniques.

A 503  Thesis or Field Study  6 hours
A culminating experience for the degree candidate, consisting of a practical application of his graduate studies to his professional needs. This culminating might result in a field study project related to improving the quality of art education in his school, an experimental study, a historical study or other type of in-depth study which meets the candidate's specific objectives.

A 700 (p) In-Service Education

Art Education

UPPER-DIVISION COURSES

ArE 390 Art Education: Elementary  3 hours
A survey of art education for prospective elementary teachers. Studio experiences in painting, design, and crafts, integrated with art theory, appreciation, and philosophy. Prerequisites: A 115 and junior standing.

ArE 391 Art Education: Secondary  3 hours
A survey of art education for prospective secondary teachers. Studio experiences in painting, design, and crafts, integrated with art theory, appreciation, and philosophy. Prerequisite: consent of instructor.

ArE 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. Prerequisite: consent of instructor.

ArE 475 (G) Historical Foundations of Art Education  3 hours
Historical coverage of the teaching of art from early European culture to contemporary society. Prerequisite: consent of instructor.

ArE 490 (G) Art in the Elementary School  3 hours
A course designed to provide additional art experiences in the philosophy, materials, and techniques of the visual arts for teachers and administrators. Prerequisite: upper-division or graduate standing.

ArE 491 (G) Curriculum Theory in Art Education  3 hours
Analysis of current curriculum theories and their application to curriculum construction in art education. Prerequisite: consent of instructor.

ArE 492 (G) The Artistic Development of the Child  3 hours
Designed to introduce students to artistic development as seen in the light of research in the behavioral sciences. Prerequisite: consent of instructor.

ArE 493 (G) Foundations of Aesthetic Education  3 hours
A study and analysis of historical and philosophical aspects of art education. Designed to introduce the student to the changing functions of art in American education and to the examination of various concepts of art as they relate to education. Prerequisite: consent of instructor.

ArE 494 (G) Contemporary Problems in Art Education  3 hours
A course designed to offer a critical examination of the current status of art education with particular emphasis in the areas of creativity, brain hemisphere, research, art and the computer, and the place of art in education. Prerequisite: upper-division or graduate standing.
Dance
LOWER-DIVISION COURSES
D 190, 181, 182 Beginning Modern Dance 1-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 1-III 1 hour each term
Introduction to the basic concepts of body alignment, the technical movement vocabulary in traditional ballet, the accompanying French terminology and the basic movement sequences that will develop strength and flexibility.

D 188, 189, 190 Beginning Jazz Dance 1-III 1 hour each term
Introduction to the varied styles of contemporary jazz technique with an emphasis on the use of rhythm, syncopation, isolation of the various body parts, and varied rhythmic accompaniment.

D 196, 197, 198 Beginning Tap Dance 1-III 1 hour each term
Introduction to the basic elements of tap dancing, such as the shuffle, the slap, the ball change and the varied combinations of these and other elements. Tap notation also will be introduced and the varied styles of tap will be explored.

D 199 Special Studies Terms and hours to be arranged.
D 251 Introduction to Dance 3 hours
This course introduces 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 psychotherapy.

D 280, 281, 282 Intermediate Modern Dance 1-III 1 hour each term
Development of the technical level of the student through exposure to varied styles of past and contemporary modern dance trends in movement theory. Individual and compositional studies also will be included.

D 285, 286, 287 Intermediate Ballet 1-III 1 hour each term
Introduction of the elements of advanced adagio, barre, petit 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 textural differences. Emphasis will be on quartet, quintet and sextet compositions.

D 357 Dance in Musical Theater 3 hours
Introduction to various dance styles used in musical theater choreography. Roles played by selected choreographers in the development of musical theater choreography. Investigation of the relationship between the choreographer and the director, musical director and 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 1-3 hours
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 408, singly or combined, count as electives in the dance minor.

D 407 (G) Seminar, Terms and hours to be arranged.
D 408 (G) Workshop 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 450 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 included are dependent upon the experience and background of the instructor. 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.

D 451 Dance Production 3 hours
This course will provide the practical and theoretical knowledge of the various areas of dance production. Included will be practical experience in sound production, lighting, costume, makeup, management and publicity.

D 453 (G) Survey of Dance History 3 hours
This course will provide a survey in dance history beginning with the early shamanistic rites to contemporary modern, ballet and theatrical 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 leading to the modern dances of the 20th century 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 integration of dance into 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 philosophy of music, theater and art will be analyzed in relation to dance.

Music
A maximum of 12 hours of music ensemble may be counted toward graduation. Courses include Mus 195, 197, 395, and 397.

LOWER-DIVISION COURSES
Mus 111, 112, 113 Musicanship I 3 hours each term
The study of music through performance, listening, analysis and composing. Ear training and keyboard work included. Metronome, rhythm, scale materials, melody, counterpoint and two and three voice textures and formal aspects are studied.

Mus 114, 115, 116 Musicanship II 3 hours each term
The essentials of singing, including tone production, diction, style, interpretation.

Mus 117, 118, 119 Voice Proficiency Class 2 hours each term
Essentials of singing, including tone production, diction, style, interpretation, and sight singing. These classes are specially designed for the music education major who is preparing for the voice proficiency examination.

Mus 118, 119, 120 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.
<table>
<thead>
<tr>
<th>Mus 195</th>
<th>Band</th>
<th>2 hours each term</th>
<th>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 times per week. Opportunities also are offered for membership in small instrumental ensembles.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mus 197</td>
<td>Chorus</td>
<td>2 hours each term</td>
<td>Participation in the Concert Choir, Women’s Chorale, and Western Chamber Singers. Open to freshmen and sophomores who pass the necessary test of ability. The class meets three times per week.</td>
</tr>
<tr>
<td>Mus 199</td>
<td>Special Studies</td>
<td>Terms and hours to be arranged.</td>
<td></td>
</tr>
<tr>
<td>Mus 201</td>
<td>Introduction to Music and Its Literature</td>
<td>3 hours</td>
<td>An introduction to music literature through the study of elements and organizing principles as they relate to the 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.</td>
</tr>
<tr>
<td>Mus 211, 212, 213</td>
<td>Musicianship II</td>
<td>4 hours each term</td>
<td>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.</td>
</tr>
<tr>
<td>Mus 218, 219, 220</td>
<td>Musicianship II Lab</td>
<td>1 hour each</td>
<td></td>
</tr>
<tr>
<td>Mus 234</td>
<td>Guitar Class</td>
<td>1 hour</td>
<td>Introduction to guitar playing with emphasis on chording, strumming, and finger-picking techniques and note reading.</td>
</tr>
<tr>
<td>Mus 235</td>
<td>Brass Class</td>
<td>1 hour</td>
<td>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.</td>
</tr>
<tr>
<td>Mus 236</td>
<td>Woodwind Class</td>
<td>1 hour</td>
<td>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.</td>
</tr>
<tr>
<td>Mus 237</td>
<td>Percussion Class</td>
<td>1 hour</td>
<td>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.</td>
</tr>
<tr>
<td>Mus 271</td>
<td>Rudiments of Music Reading</td>
<td>2 hours</td>
<td>The study of the traditional music symbols regulating pitch and duration, scales, and key signatures. Performance instruction on soprano recorder and voice.</td>
</tr>
<tr>
<td>Mus 289, 290, 291</td>
<td>Piano Proficiency</td>
<td>2 hours each term</td>
<td>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. Topics include: exposure to a six-year sequence specially designed for the music education major who is preparing for the piano proficiency examination. Prerequisite: Mus 191 or consent of instructor.</td>
</tr>
<tr>
<td>Mus 292, 293, 294</td>
<td>Intermediate Piano Class</td>
<td>1 hour each term</td>
<td>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.</td>
</tr>
<tr>
<td>Mus 314</td>
<td>Harmonic and Structural Analysis</td>
<td>3 hours</td>
<td>Through 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.</td>
</tr>
<tr>
<td>Mus 320</td>
<td>Conducting</td>
<td>2 hours</td>
<td>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.</td>
</tr>
<tr>
<td>Mus 321</td>
<td>Instrumental Conducting</td>
<td>2 hours</td>
<td>Conducting techniques as they apply to instrumental music. Includes work with transposition and score understanding. Opportunity to conduct instrumental ensembles. Prerequisite: Mus 320.</td>
</tr>
<tr>
<td>Mus 324</td>
<td>Choral Conducting</td>
<td>2 hours</td>
<td>Conducting techniques applied to choral music, including different styles and 20th century avant-garde. Opportunity to conduct choral ensembles. Prerequisite: Mus 320.</td>
</tr>
<tr>
<td>Mus 332</td>
<td>String Class</td>
<td>1 hour</td>
<td>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.</td>
</tr>
<tr>
<td>Mus 333</td>
<td>String Class</td>
<td>1 hour</td>
<td>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.</td>
</tr>
<tr>
<td>Mus 344</td>
<td>Brass Class</td>
<td>1 hour</td>
<td>Continued 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 and teaching techniques not studied in Mus 235. Prerequisite: Mus 235.</td>
</tr>
<tr>
<td>Mus 345</td>
<td>Woodwind Class</td>
<td>1 hour</td>
<td>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.</td>
</tr>
<tr>
<td>Mus 360</td>
<td>History of the Medieval/Renaissance Period</td>
<td>3 hours</td>
<td>The history of music before 1600. A study of stylistic developments in the music of this period through analytical listening, formal analyses and research. Primarily for music majors. Prerequisite: Mus 113.</td>
</tr>
<tr>
<td>Mus 361</td>
<td>History of the Baroque Period</td>
<td>3 hours</td>
<td>The history of music from 1600 to 1750. A study and analysis of representative works from Monteverdi to Domenico Scarlatti. Primarily for music majors. Prerequisite: Mus 360 or consent of instructor.</td>
</tr>
<tr>
<td>Mus 362</td>
<td>Music of the Classic and Romantic Eras</td>
<td>3 hours</td>
<td>The course will examine the major composer, styles, and forms from early classicism to late Romanticism. Second 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, concerto, opera, and other. This course assumes that the student is taking or has completed the second year of the Musicianship sequence. Prerequisite: Mus 361 or consent of instructor.</td>
</tr>
<tr>
<td>Mus 363</td>
<td>Music of the 20th Century</td>
<td>3 hours</td>
<td>An analytic study of 20th century music that reflects radical trends. Serial music, expressionism, aleatoric processes and electronic music are among the topics studied. Primarily for music majors. Prerequisite: Mus 362 or consent of instructor.</td>
</tr>
<tr>
<td>Mus 364</td>
<td>Choral Literature for Public Schools</td>
<td>1 hour</td>
<td>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.</td>
</tr>
<tr>
<td>Mus 365</td>
<td>Instrumental Literature for the Public Schools</td>
<td>1 hour</td>
<td>Survey of instrumental music literature appropriate for use in the public school curriculum. Survey to include materials for concert band, marching band, instrumental jazz ensemble and orchestra.</td>
</tr>
<tr>
<td>Mus 371</td>
<td>Music Fundamentals and Activities for the Elementary Teacher</td>
<td>4 hours</td>
<td>A study of music fundamentals relating to rhythm, melody, harmony, and form. Students will develop skills in use of voice, classroom instruments, recorder, piano, and guitar. Discussions and demonstrations of ways to utilize music and music-related activities in an elementary classroom. Prerequisite: Music 271 or demonstrated competency in music reading.</td>
</tr>
<tr>
<td>Mus 395</td>
<td>Band</td>
<td>2 hours each term</td>
<td>Participation in the Marching Band, Symphony Band and Jazz Ensemble is 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.</td>
</tr>
<tr>
<td>Mus 397</td>
<td>Chorus</td>
<td>2 hours each term</td>
<td>Participation in the Concert Choir, Women’s Chorale, and Western Chamber Singers is 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.</td>
</tr>
<tr>
<td>Mus 398</td>
<td>Music Theater</td>
<td>2 hours</td>
<td>Study, analysis, rehearsal, performance of operas, operettas and musicals from classics to modern works. Small works and excerpts from longer operas may be used. May be repeated to a maximum of six hours toward graduation. Prerequisite: consent of instructor.</td>
</tr>
<tr>
<td>Mus 399</td>
<td>Special Studies</td>
<td>1-3 hours</td>
<td>Designed for individual or special studies in a limited area of interest under the guidance of a designated faculty member.</td>
</tr>
<tr>
<td>Mus 406</td>
<td>Special Individual Studies</td>
<td>Terms and hours to be arranged</td>
<td></td>
</tr>
<tr>
<td>Mus 407</td>
<td>(G) Seminar</td>
<td>Terms and hours to be arranged</td>
<td></td>
</tr>
<tr>
<td>Mus 408</td>
<td>(G) Workshops</td>
<td>Terms and hours to be arranged</td>
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</table>
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. Inclusion of 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 operations; computer application in music and electronic terminology. Study of selected electronic works. Prerequisite: consent of instructor.

MUS 422 (G) Advanced Electronic Music Techniques 3 hours
Composing with tape, synthesizer, and computer. Includes examination of selected electronic works. Prerequisite: MUS 421 or consent of instructor.

GRADUATE COURSES
Courses numbered 400-499 and designated (G) may be taken for graduate credit.

MUS 503 Thesis or Field Study 9 hours
A culminating experience for the graduate candidate, consisting of a practical application of graduate studies to professional needs. This culminating experience may 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 506 Special Individual Studies 1-3 hours
This course is designed for graduate advanced individual study under the guidance of a designated faculty member.

MUS 507 Seminar
Terms and hours to be arranged

MUS 508 Workshop
Terms and hours to be arranged

MUS 509 Practicum
Terms and hours to be arranged
Practical experience in teaching, curricular development, and examination and implementation of new concepts and materials for both public school and private teachers of music.

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 will demonstrate a grasp of the styles 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 music are encouraged. All compositions and arrangements will be performed and critiqued based on their form, quality, and accuracy of notation.

MUS 521 Analytical and Compositional Studies 2 hours
Students will examine and analyze musical literature illustrating stylistic techniques. Group of style demonstrated by sample compositions. Reading and reports on texts and articles relating to writing techniques of traditional, 20th-century, and avant-garde music.

MUS 524 Contemporary Developments in Music Education (Elementary) 3 hours
New research 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 Instrumental Music Education 3 hours
Designed to familiarize students with new philosophical and pedagogical concepts in music education, to acquaint them with innovative and new materials and techniques, and to aid them in developing curricular plans for introducing and evaluating new approaches appropriate to music materials and techniques, marching band techniques, improvisational techniques, and advanced rehearsal techniques. Instrument repair skills.

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 and new materials and techniques, and to aid them in developing curricular plans for introductory and evaluatory new approaches 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 emphasized from one generation to the next. Various and sometimes conflicting philosophies of education, aesthetic and music education are examined, challenging the student to develop a personal philosophy based on a critical analysis of the social, cultural forces affecting the lives of children and young people in public schools.

MUS 550 Music History and Literature 3 hours
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. An opportunity to develop a sensitivity to aesthetic values and an ability to value judgments. Specific content determined by placement examination.

MUS 551 Music History and Literature 2 hours
Individual projects in music history, musicology. Prerequisite: MUS 550 or consent of instructor.

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 projection of contemporary music. Specific content determined by placement examination.

MUS 595 Concert Band 1 hour
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 1 hour
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 3-4 hours per week.

MUS 700 (P) In-Service Education

MUS 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
MUE 300 Classroom Instruments 1 hour
Development of functional performing skills on recorder and guitar. Introduction to advanced strumming techniques on the autoharp.

MUE 347 Instrumental Music Methods and Techniques 3 hours
Materials and methods for organizing, developing, and administering the school instrumental music program. History and philosophy of instrumental music education, class teaching of instruments, orchestration, organization and techniques, evaluation of music, music performance, public performance, and related collective activities. Prerequisites: MUS 235, 236, 237, and 320, or consent of instructor.

MUE 383 Music in the Elementary School 3 hours
A study of current music teaching strategies in the elementary school. Students will plan, analyze, and demonstrate lessons designed to increase children's understanding and enjoyment of music and will have opportunities to observe music classes in nearby public schools. Prerequisite: Music 113.

MUE 384 Secondary Choral Techniques 3 hours
Materials and methods for developing 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.
COURSE DESCRIPTIONS

Music Performance

LOWER-DIVISION COURSES

MUP 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.

MUP 171 Piano
MUP 172 Harpsichord
MUP 173 Organ
MUP 174 Voice
MUP 175 Violin
MUP 176 Viola
MUP 177 Cello
MUP 178 Bass
MUP 180 Guitar
MUP 181 Flute
MUP 182 Oboe
MUP 183 Clarinet
MUP 184 Saxophone
MUP 185 Bassoon
MUP 186 Trumpet
MUP 187 French horn
MUP 188 Trombone
MUP 189 Baritone
MUP 190 Tuba
MUP 191 Percussion
MUP 192 Miscellaneous

MUP 271-292 Performance Studies
2-4 hours each term

Second level of lower-division study. For details see MUP 171-192. Consent of instructor required. Prerequisite: proficiency required for satisfactory completion of instruction at the level of MUP 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 371-392. 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 349 Baritone
MUP 350 Bassoon
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
3 hours-4 hours each term

First level of upper-division study for qualified students. For details see MUP 171-192. Consent of instructor and jury auditions required.

MUP 471-492 Performance Studies
3 hours each term

Advanced level of upper-division study for qualified students. 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
3 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 various technical elements related to production. Field trips to view productions will be encouraged.

TA 199 Special Studies
3 hours each term

Terms and hours to be arranged.

TA 210 Oral Expression Through Theater
3 hours

Experience in stage diction. Concentrated study of speaking skills for use on the stage.

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 scenecraft, 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

The principles of acting technique with concentration in the process of creating stage character. Prerequisite: TA 250 or consent of instructor.

TA 252 Technical Theater: Makeup
3 hours

A class in the basic principles and process of theatrical make-up with opportunity for practical application.

TA 233 Production Workshop
1-3 hours

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, beginning to 1650; 302, 1650-1850; 303, 1850 to present.

TA 347 Theater Graphics and Beginning Scene Design
3 hours

Basic principles of theater graphics and beginning scene design. Prerequisites: TA 244 or consent of instructor.

TA 350 Advanced Creative Dramatics: Puppetry
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
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. Prerequisites: TA 250 and TA 251 or consent of instructor.

TA 364 Play Direction
3 hours

Introduction to dramatic theory 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 375 Asian Theatre
3 hours

A survey of the history and literature of Asian Theatre with particular attention to India, Southeast Asia, China, Korea, and Japan.

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. Prerequisites: 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 productions in the contemporary theater.

TA 434, 436 (G) Advanced Theater Technology and Design 3 hours each term
Advanced work in the area of scene and lighting design. Prerequisite for TA 434: TA 244, TA 245, TA 347 or consent of instructor. Prerequisite for TA 436: TA 246.

TA 440 (G) 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 theories which have influenced theatrical practice in Western civilizations from ancient times to the present. Prerequisite: consent of instructor.

TA 457 (G) Production Styles 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 types 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 in study in the theatrical literature, 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 3 hours
terms and hours to be arranged

HUMANITIES

English

LOWER-DIVISION COURSES
Eng 104, 105, 106 Types of World Literature 3 hours each term
A sequence in literary techniques and forms involving works in English and in translation. 104: fiction; 105: drama; 106: poetry.

Eng 107, 108, 109 Literature of the Western World 3 hours each term
A chronological survey of masterpieces in Western world literature from ancient times to the present. 107: Greek and Roman; 108: Medieval and Renaissance; 109: 18th century to the present.

Eng 110 Introduction to Language Study 3 hours
A study of such basic topics in language study as language acquisition, sociolinguistics, semantics, and linguistic resources.

Eng 199 Special Studies Terms and hours to be arranged

Eng 210 The Vocabulary of English 3 hours
The study of affixes, root words, derived forms, loan words, etymologies and definitions of words with the aim of teaching or reinforcing the knowledge of basic English vocabulary processes.

Eng 215 Basic Grammar 3 hours
A systematic and thorough survey of basic English grammar and usage, including terminology and traditional diagramming.

UPPER-DIVISION COURSES
Eng 304 English Literature I 3 hours
A study of the major figures and works of English literature to 1660.

Eng 305 English Literature II 3 hours
A study of the major figures and works of English literature from 1660 to 1900.

Eng 308 American Literature I 3 hours
A study of major figures and works of American literature from Colonial through Romantic.

Eng 309 American Literature II 3 hours
A study of major figures and works of American literature from Realism through early Modern.

Eng 310 Nature of the English Language 3 hours
Introduction to current studies in English grammar, the sounds of English, social and regional dialects, with some attention to their applications in the teaching of English.

Eng 315 Approaches to Literature 3 hours
A study of contemporary critical approaches to literature. Written and oral reports on specific literary works.

Eng 318 The Bible as Literature 3 hours
A study of the representative literary forms, events and figures of the Old and New Testaments of the English Bible, with emphasis on their importance to the subsequent development of the literary and philosophical traditions of the Western world.

Eng 345 Shakespeare 3 hours
A study of selected major works of Shakespeare.

Eng 351 The Short Story 3 hours
The short story in English and translation from the mid-19th century to the present.

Eng 356 Studies in Poetry 3 hours
A study of selected poetic forms, conventions, and movements to 1900. Specific focus will be identified in each year's schedule of classes.

Eng 360 Studies in Drama 3 hours
A study of selected dramatic forms and movements to 1900. Specific focus will be identified in each year's schedule of classes.

Eng 366 Studies in the Novel 3 hours
A study of the novel from 1900 emphasizing historical development as well as forms, subject matter, and conventions. Specific focus will be identified in each year's schedule of classes.

Eng 399 Special Studies 3 hours

Eng 406 Special Individual Studies Terms and hours to be arranged
Individual study or special studies in a limited area of interest under the guidance of a designated staff member. Consent of instructor required.

Eng 407 Seminar Terms and hours to be arranged
Intended for non-teaching majors in English. Maximum of 3 hours.

Eng 420 (G) Studies in Literary Eras 3-6 hours
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.

Eng 426 (G) Advanced Shakespeare 3 hours
An intensive study of the sources, backgrounds and texts of a selected few of Shakespeare's plays.

Eng 447 (G) The Study of Major Figures in Literature 3 hours
An indepth study of major writer and his works. This course may be taken twice if subject content is not repeated.

Eng 457 (G) Modern Poetry 3 hours
A study of 20th century poetry and poets.

Eng 463 (G) Modern Drama 3 hours
The study of modern dramatic literature from Ibsen to the present, focusing on the works of major playwrights, those who have shaped and influenced the nature of current theater.

Eng 468 (G) The Modern Novel 3 hours
The modern novel with concentration in both Anglo-American and Continental works.

Eng 470 (G) Modern American Usage 3 hours
An examination of current American usage and the question of standard dialect based on modern studies in linguistics. The relationship between grammar and usage, a study of the many books available for children in elementary school. (Applicable as education for elementary degree requirements and certification.)

Eng 484 (G) Comedy 3 hours
Comedy and the comic concept in Western literature.

Eng 485 (G) Tragedy 3 hours
An analysis of tragedy and the tragic vision in a range of literary works.

Eng 486 (G) Satire 3 hours
An analysis of satire and its literary forms.

Eng 489 (G) Literature and Media for Young Adults 3 hours
A study of the literature and related media used in junior and senior high schools.

Eng 490 (G) History of the English Language 3 hours
Origins and development of the English language from its beginnings to the present day.

Eng 492 (G) The Structure of the English Language 3 hours
A study of English grammar according to traditional structural relational and transformational linguistic theories, with attention paid to practical application of these theories. Prerequisite: Eng 310 or consent of instructor.
### French

#### LOWER-DIVISION COURSES

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>Fr 101, 102, 103</td>
<td>First Year French 4 hours each term</td>
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<tr>
<td>Fr 201, 202, 203</td>
<td>Second Year French 4 hours each term</td>
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#### UPPER-DIVISION COURSES

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<th>Course Code</th>
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<tbody>
<tr>
<td>Fr 311, 312, 313</td>
<td>Introduction to French Literature 3 hours each term</td>
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<tr>
<td>Fr 314, 315, 316</td>
<td>Intermediate French Composition and Conversation 3 hours each term</td>
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<tr>
<td>Fr 331</td>
<td>French Pronunciation and Phonetics 3 hours</td>
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<tr>
<td>Fr 385</td>
<td>Reading and Conference 3 hours</td>
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<tr>
<td>Fr 405</td>
<td>Language Teaching Practicum 2 hours each term</td>
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<tr>
<td>Fr 423</td>
<td>Studies in French Literature: Medieval to Renaissance 3 hours</td>
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<tr>
<td>Fr 434</td>
<td>Studies in French Literature: Classical to Age of Enlightenment 3 hours</td>
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<tr>
<td>Fr 439</td>
<td>French Culture and Civilization 3 hours</td>
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<tr>
<td>Fr 440</td>
<td>French Culture and Civilization 3 hours</td>
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<tr>
<td>Fr 467, 468, 469</td>
<td>Advanced French Composition and Conversation 3 hours each term</td>
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### German

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<th>Course Code</th>
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<tbody>
<tr>
<td>Gl 101, 102, 103</td>
<td>First Year German 4 hours each term</td>
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<th>Course Code</th>
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<tbody>
<tr>
<td>Gl 101, 102, 203</td>
<td>Second Year German 4 hours each term</td>
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<tr>
<td>Gl 211, 222, 223</td>
<td>Conversational German 3 hours each term</td>
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### Japanese

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<th>Course Code</th>
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<tr>
<td>Ja 101, 102, 103</td>
<td>First Year Japanese 4 hours each term</td>
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<tr>
<td>Ja 201, 202, 203</td>
<td>Second Year Japanese 4 hours each term</td>
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<th>Course Code</th>
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<tbody>
<tr>
<td>Ja 111, 112</td>
<td>Japanese Language and Culture 3 hours each term</td>
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<tr>
<td>Ja 211, 222</td>
<td>Japanese Literature and Society 3 hours each term</td>
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Humanities

LOWER-DIVISION COURSES

Hum 199 Special Studies 3 hours

Hum 399 Special Studies 3 hours

Hum 406 (G) Special Individual Studies Terms and hours to be arranged

Hum 407 (G) Seminar 1-4 hours

Hum 411 Applied Linguistics: German 3 hours

Hum 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.

Hum 423 (G) 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.

Hum 424 (G), 425 (G), 426 (G) Advanced German Composition and Conversation 3 hours each term Systematic review of functional grammar and extensive practice in composition and conversation. Special attention given to idiomatic phrases. Conducted in German. Prerequisite: G 199 and 338.

Japanese

LOWER-DIVISION COURSES

Jpn 101, 102, 103 First Year Japanese 4 hours each Pronunciation, reading, writing, and conversation. Emphasis on grammatical patterns and the presentation of characters and the syllabary. Individual work with tapes.

Jpn 199 Special Studies Terms and hours to be arranged

Jpn 201, 202, 203 Second-Year Japanese 4 hours each Further development of hearing, comprehension, speaking, reading, writing skills, vocabulary building, and grammar review. Individual work with tapes. Prerequisite: Jpn 103 or equivalent.

Journalism

LOWER-DIVISION COURSES

J 211 Introduction to Mass Communication 3 hours An 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 relationship 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 453 (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 207H, 208H, 209H Philosophy in the Western World 3 hours each.
A chronological survey of major philosophers, ideas, and world views in the Western world. Phil 207H: Antiquity to Medieval. Phil 208H: Medieval to Enlightenment. Phil 209H: Enlightenment to Present. Prerequisite: Participation in Western’s Honor’s Program.

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 Formal Reasoning 3 hours
Introduction to principles and techniques of deductive reasoning, their analysis and applications, including applications within computer technology.

Phil 232 Introduction to Non-Formal Reasoning 3 hours
Introduction to analysis and evaluation of techniques of reasoning used in everyday problem solving, judgment, and decision making, the coordination of evidence, and critical thinking will be developed through practice.

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 interpretation 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 313 Medieval and Renaissance Philosophy 3 hours
History of European philosophy from the dawn of modern science through the 16th century. Emphasis given to different philosophers on alternate years offered. May be taken twice for credit if content is not repeated.

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 philosophic 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 will be devoted to principles of social and political thought and their application to the political and economic problems of modern society.

Phil 341 Symbolic Logic 3 hours
An introduction to symbolic logic: propositional and predicate calculus, followed by "meta" proofs of the consistency and completeness of the calculus. 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 faculty 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.

Phil 433G Philosophy for Children 3 hours
Introduction to the teaching of higher level thinking and reasoning skills at elementary, intermediate, and secondary levels. May be taken for credit only up to a maximum of 9 hours if content is not repeated. Limit of 20 students.

Phil 448 (G) Philosophy and Contemporary Education 3 hours
A philosophical exploration of the educational process, both in general and in relation to its contemporary institutional setting, drawing upon a variety of philosophical perspectives both ancient and modern. Three hours of introductory philosophy recommended, but not required as a prerequisite.

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 an introduction to contemporary Spanish in small groups with assistants and individual work with cassettes.

Span 199 Special Studies Terms and hours to be arranged

Span 297, 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, 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 speaking, 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 and bicultural teacher with the variety 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.
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 applications to developing effective interpersonal speech communication skills. Listening, message construction and interpretation, and nonverbal communication in dyadic and small group communication settings. Pre-requisite: Sp 200 or equivalent.

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 3 hours

Sp 236 Contemporary Issues in American Broadcasting 3 hours
Developing critical awareness of recent issues in television and radio broadcasting: social and 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 applications of oral reading through the interpretation of prose, poetry and drama.

Sp 270 Principles of Forensics 1-6 hours
Training and participation in debate, oratory and extemporaneous speaking. Consent of instructor. Pre-requisite: 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 Influencing Through Argument 3 hours
Concepts and principles of argumentation, cogency in oral communication, systems of logic: critical analysis of contemporary efforts to convince, construction and presentation of cases. Pre-requisite: Sp 111.

Sp 322 Persuasion 3 hours
Practical experience in preparing and communicating persuasive messages. Discussion of major theories of persuasion, analyses, arguments, and the ethics of persuasion.

Sp 323 Group Discussion and Leadership 3 hours
Dynamics of discussion: group thinking, and decision making; interpersonal relations; types of leadership and the application of discussion techniques in the classroom and society.

Sp 324 Business and Professional Speaking 3 hours
This course will investigate the role of communication in business and the professions. Areas of study and performance will 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. Pre-requisite: Sp 200 or consent of instructor.

Sp 342 TV and the Viewer 3 hours
An exploration of the effects of TV programming on the viewer, an analysis of the factors influencing TV programming. Methods for the systematic criticism of TV programs will be stressed.

Sp 399 Special Studies 3 hours

Sp 406 Special Individual Studies 1-3 hours

Sp 407 (G) Seminar 3 hours

Sp 408 (G) Workshop 1-3 hours

Sp 411 (G) Speech Communication in the Secondary School 3 hours
Methods and materials: instruction in speech and drama, practices and projects for the high school classroom and extracurricular program. Especially recommended for all teachers of language arts.

Sp 412 (G) The Criticism of Public Discourse 3 hours
Analysis and evaluation of speeches in television news; critical studies of invention, arrangement and style.

Sp 413 (G) Developing Oral Communication Skills in Children 3 hours
Methods and materials: instruction in speech and drama practices and projects for the primary and junior high school levels. Teacher's role in setting competencies, determining skills levels, and planning speech and listening activities for child's ability to communicate. Role-playing, storytelling, choral speaking, puppetry, and discussion.

Sp 431 (G) Nonverbal Communication 3 hours
Nonverbal aspects of human communication and how they relate to and affect spoken communication; discussion of significant research; students will design and carry out simple research projects.

Sp 432 (G) Rhetoric of Western Thought 3 hours
A historical survey of major theories of rhetoric from Aristotle to the present.

Sp 433 (G) Contemporary American Public Address Communication 3 hours
The criticism and evaluation of the rhetoric of the 20th-century American speakers and their 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 techniques 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. Emphasize on the organization, form and style of technical reports, articles, abstracts, memorandum 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 (G) Writing Practicum and Seminar Terms and hours to be arranged
The theory and practice of critical analysis of student writing.

Wr 414 (G) Advanced Composition 3 hours
Advanced instruction and practice in the principles of writing; required of all students who plan to teach English. Prerequisites: Wr 222 or Wr 224, and junior standing.

Wr 440 (G) Teaching of Writing 3 hours
The teaching of writing in language arts programs and various subject matter areas; problems in student writing; planning classroom activities: selection of materials; evaluation of student performance. Prerequisites: Wr 222 or 224 and junior standing.

Wr 441 (G) Advanced Creative Writing 3 hours
Advanced instruction in the techniques and practice of creative writing, with attention to developing the student's critical appreciation of the art of writing.

Wr 450 (G) Writing for Publication 3 hours
A survey of methods of publication and of markets for various kinds of writing. Theory and practice in manuscript preparation, manuscript form, proofreading and copyright application. Submission of actual manuscript for publication.

GRADUATE COURSES

Courses numbered 480-499 and designated (G) may be taken for graduate credit.

Wr 510 Forms of Expository Prose 3 hours
Intensive study and practice in analyzing and writing expository prose. Recommended for secondary teachers.

NATURAL SCIENCES AND MATHEMATICS

Biology

LOWER-DIVISION COURSES

Bi 101, 102 General Biology 4 hours each term
The major concepts of biology, including principles relating to cell structure and function, maintenance of the individual, genetics, development, ecology and evolution, designed for students not intending to pursue further work in biological sciences. Three lectures, one two-hour laboratory period.

Bi 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, evolution 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.

UPPER-DIVISION COURSES

Bi 311 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 indices under artificial lights. Two lectures and one four-hour laboratory. Not available to biology majors.
Bi 317 Vertebrate Natural History 4 hours.
The classification, behavior, life history, and ecology of vertebrate animals that occur in Oregon. Groups included are the fresh water fishes, amphibians, reptiles, birds and mammals. Laboratory will emphasize identification and field studies. Two lectures and two three-hour laboratory periods. Prerequisite: Introductory biology sequence.

Bi 321 Systematic 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.

Bi 324, 325 Comparative Vertebrate Anatomy
4 hours each term.
A comparative analysis of vertebrate morphology, emphasizing the study of organs and organ systems, and an introduction to the taxonomy, evolution and functional morphology of the vertebrates. Two lectures, two two-hour laboratory periods. Prerequisite: BI 213 or consent of instructor.

Bi 326 Vertebrate Embryology 4 hours.
Development of the vertebrate body from fertilization through organogenesis. Includes analysis of selected problems in morphogenesis, differentiation and growth. Two lectures, two three-hour laboratory periods. Prerequisite: BI 213 or consent of instructor.

Bi 330 Plant Physiology 4 hours.
An examination of physiological processes and mechanisms involved in plant nutrition, photosynthesis, assimilation of organic and inorganic materials, energy balance, water requirements, growth factors and organisms controlling growth. Two lectures and two three-hour laboratory periods. Prerequisite: BI 101 or 206 and BI 213 or consent of instructor. Offered alternate years.

Bi 331 General Microbiology 4 hours.
An introduction to the classification, morphology and physiology of microorganisms including viruses, bacteria, fungi and protozoa. Two lectures and two three-hour laboratory periods. Prerequisites: General Biology and General Chemistry or consent of the instructor.

Bi 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.

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 357 General Ecology 4 hours.
The biology of ecosystems including abiotic factors, energy, transformations, population dynamics, and interspecific interactions. Course emphasizes basic ecological principles not current problems. Laboratories will focus on a survey of major ecosystems and will include field trips to selected sites. Three lectures and one three-hour laboratory period. Prerequisite: General Biology or permission of instructor.

Bi 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 tidal 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.

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 BI 102 or equivalent.

Bi 371 Structure of Seed Plants 4 hours.
Morphology, anatomy and reproduction of seed plants. Two lectures, two three-hour laboratory periods. Prerequisite: BI 213 or consent of instructor. Offered alternate years.

Bi 406 (G) Individual Study.
Terms and hours to be arranged.

Bi 407 (G) Seminar.
Terms and hours to be arranged.

Bi 408 (G) Workshop 1-9 hours.

Bi 409 (G) Practicum 1-9 hours.

Bi 411 Animal Behavior 4 hours.
A consideration of the basic problems in animal behavior, including ecological adaptations of behavioral patterns, mechanisms of behavior, social behavior and the nature and organization of animal societies. Two lectures, one two-hour laboratory and required fieldwork. Prerequisite: BI 101, 102 or equivalent.

Bi 412 (G) Morphology of Vascular Plants 3 hours.
A study of the structure, relationships and evolution of the vascular plants. Two lectures and one three-hour laboratory period. Prerequisite: BI 213 or consent of instructor. Offered alternate years.

Bi 424 (G) Human Dissection 2-5 hours.
A study of the gross anatomy of the human body through the dissection of a cadaver. The exact number of credits will be negotiated on the basis of student goals. Prerequisite: upper division or graduate standing and permission of instructor.

Bi 432 (G) Immunology 4 hours.
A course on immune mechanisms, including their phylogenetic development, the nature of antigens, antibodies, and their interactions, the cell biology and regulation of mammalian immunity and antibodies as tools in research and clinical laboratories. Two lectures, three three-hour laboratories. Prerequisites: General or Principles of Biology and one year of chemistry, or consent of instructor.

Bi 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 functions 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.

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 451 Invertebrate Zoology 4 hours.
Morphology and phylogeny of invertebrates with emphasis on marine forms. Two lectures, two three-hour laboratory periods. Prerequisite: BI 213 or consent of instructor. Offered alternate years.

Bi 458 (G) Field Biology 3-4 hours.
Advanced training in systematic, life histories and field methods in selected areas of biology. Lecture, laboratory and field trips to be scheduled. Prerequisite: consent of instructor.

Bi 465 (G) Natural History of the Mushroom
3 hours.
An introduction to the fungi with emphasis on the classification and identification of mushrooms of Western Oregon. Prerequisites: BI 101 and 102, or consent of instructor.

Bi 466 (G) Edible/Poisonous Plants 3 hours.
A study of the edible and poisonous plants of western Oregon and the surrounding area. Emphasis is placed on being able to recognize or identify through the use of keys the potentially edible and poisonous plants one is most likely to encounter in the field and in or near the home. Symptoms of poisoning and antidotes for such poisoning in both humans and other animals are discussed. The preparation and uses of various edible plants are also covered. Two hours lecture plus one three-hour laboratory. Prerequisite: BI 206 or BI 213, or consent of instructor.

Bi 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.

Bi 474 (G) Entomology 4 hours.
Study of the insect orders including a survey of selected aspects of their morphology, life history, physiology and ecology. Some consideration of related arthropods. Two lectures, two three-hour laboratory periods. Prerequisite: BI 211 or consent of instructor. Offered alternate years.

Bi 488 (G) Cell Biology 4 hours.
A course on selected aspects of the cell 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. Prerequisites: 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 Special Individual Studies
Terms and hours to be arranged.

Bi 507 Seminar
Terms and hours to be arranged.

Bi 508 Workshop
Terms and hours to be arranged.

Bi 509 Practicum 1-9 hours.
Chemistry

LOWER-DIVISION COURSES
Ch 104, 105, 106 General Chemistry
4 hours each term
An introduction to the fundamental concepts of general chemistry with some emphasis on organic chemistry during the spring term. Three lectures. One three-hour laboratory period. Prerequisite: high school algebra or consent of the instructor.

Ch 204, 205, 206 General Chemistry
4 hours each term
A standard first-year sequence with emphasis on inorganic and physical chemistry. The laboratory work during spring term is largely devoted to qualitative analysis. Three lectures. One three-hour laboratory period. 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
A study of the fundamental principles of thermodynamics, the behavior of gases, and the theory of matter. Three lectures and one three-hour laboratory period. Prerequisite: Ch 206 or consent of instructor.

Ch 421 (G) Chemical Preparation
1-2 hours each term
Important methods of synthesis of compounds in the fields of organic, inorganic 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, their structure and function. 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.

General Science

LOWER-DIVISION COURSES
GS 104, 105, 106 Foundations of Physical Science 4 hours each term
An introduction to the various branches of the physical sciences, their basic terminology, fundamental laws, procedures, and interpretations. 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 periods.

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.

GS 201H, 202H, 203H Natural Science: The Search for Order (Honors) 4 hours each
A study of major themes from the natural sciences selected to develop understanding of historical perspectives, current interactions, and future potentials of earth, physical and biological sciences.

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 emphasis on fundamental principles of sound and their applications to the real world. Prerequisite: Ch 336 or consent of instructor.

GS 331 Introduction to Oceanography 3 hours
A study of the nature of sea water and the physical, chemical and biological processes acting within the oceans. Three lectures.

GS 351 Elements of Astronomy 3 hours
A descriptive study of the solar system, the stars, galaxies and the universe. 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 environment. Emphasis will be on the natural resources, power plants, distribution and environmental impact, and the evaluation of alternatives. Three lectures.

GS 390 Basic Meteorology 3 hours
An introductory study of weather elements, their observation, measurement and use in forecasting. Includes a study of the atmosphere, its makeup, energy relationship and circulation.

GS 401 Research Hours to be arranged

GS 406 (G) Special Individual Studies Terms and hours to be arranged

GS 407 (G) Seminar Terms and hours to be arranged

GS 408 Workshop Terms and hours to be arranged

GS 499 Practicum 1-9 hours
This practicum provides the preprofessional experience desired by such professional schools as medicine and pharmacy.

GS 411 (G) History of Science 3 hours
A brief history of the development of the natural sciences up to the 19th century, their social implications, and the growth of scientific philosophy. Three lectures. Prerequisite: Two sequences in natural sciences or mathematics or consent of instructor.

GS 412 (G) History of Science 3 hours
An intensive study of the history of one particular branch of the natural sciences with emphasis on the modern period. Usually offered by arrangement with a staff member in that branch. Prerequisite: GS 411.

GS 420 Selected Field Investigations 1-6 hours, credit to be announced
Field expeditions to unique geological and/or biological areas of western North America. In these undertakings, the students will plan and undertake studies of the areas selected for exploration.

GS 424 (G) Astronomy 3 hours
A study of the solar system, stars, stellar systems and galaxies including the application of some of the important concepts of physics, chemistry and mathematics to the study of the sky. Three lectures. Prerequisites: one year each of college physical science and mathematics.

GRADUATE COURSES
Courses numbered 400-499 and designated (G) may be taken for graduate credit.

GS 501 Research Hours to be arranged

GS 503 Thesis or Field Study 3-9 hours

GS 506 Special Individual Studies Terms and hours to be arranged

GS 507 Seminar Terms and hours to be arranged

GS 508 Workshop Terms and hours to be arranged

GS 591 Physical Oceanography for Teachers 3 hours
Physical processes in the oceans: the origin and distribution of water masses and currents; waves, tides, currents. Prerequisite: Chemistry or permission of the instructor.

GS 592 Geological Oceanography for Teachers 3 hours
The geology, geology and geophysical nature of the ocean basins; processes of and distribution of sediments and economic deposits, coastal erosion and sedimentation.

GS 700 (p) In-Service Education
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 geological structures; the processes and products of erosion; and the evolution of the earth's crust are studied through readings, lectures, laboratories, and voluntary field trips. Three lectures and one two-hour laboratory. No prerequisite.

G 321 Structural Geology 3 hours
The mapping, geometrical analyses, 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 active in the modification 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 351 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 361 Research Terms and hours to be arranged.

G 369 Special Individual Studies Terms and hours to be arranged.

G 370 Seminar Terms and hours to be arranged.

G 380 Workshop Terms and hours to be arranged.

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 graduation.

Mth 100 Intermediate Algebra 4 hours
This course is designed for LACC skill requirement in mathematics. Topics selected from those of a typical second-year algebra course, from mathematics which is necessary for comprehension of newspapers and magazines, and from mathematics likely to increase in use in this Information Age. Prerequisite: Competency in first-year algebra and computational skill with whole numbers, integers, decimals, and fractions. Placement test required for admission to class.

Mth 101 College Algebra 4 hours
Assumes algebra of real numbers through solution of quadratic equations. Extends to the complex numbers. Polynomial Functions and their graphs, and Rational Functions and their graphs. Includes some theory of equations. Prerequisite: Two good years of high school algebra or competency in algebra and arithmetic beyond the minimal level required in Mth 100.

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, geometry and measurement, emphasis on developing problem-solving ability, computational skill and knowledge of basic properties of real numbers. Students will demonstrate skill in fact and symbolism, determining factors and multiples, using basic properties of real numbers, and computation. Prerequisite: one year of high school algebra, passing score on pretest, or consent of instructor.

Mth 161 Elements of Finite and Discrete Mathematics 4 hours
A course designed for students in computer science, biology, business, management, or social sciences. Set theory, logic, linear systems, semigroup and group properties of matrices, Gaussian elimination, linear programming, mathematical induction, recurrence relations. Prerequisites: Mth 100.

Mth 162 Elements of Finite and Discrete Mathematics 4 hours
A course designed for students in computer science, biology, business, management, or social sciences. Enumeration, elementary combinatorics, probability, statistics, game theory, graphs and networks. Prerequisite: Mth 101 or Mth 161.

Mth 163 Elements of Calculus 4 hours
A course designed for students in computer science, biology, management, or social sciences. Differentiation and integration of polynomial, rational and exponential functions. Applications to graphing and to other disciplines. Prerequisite: Mth 162 or equivalent 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 162 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 and multiple integrals. Prerequisite: Mth 203.

Mth 311 Mathematics for Elementary Teachers 3 hours
Learning theory of concrete to abstract. Models include computers, roden sticks, 2 cm. cubes, geoboards, multibase blocks. Skill tests include properties of rational number addition and multiplication, determining UCM and GCD, and fraction computation. Three lectures, one laboratory period. Prerequisites: junior class standing and Mth 121, 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 operations, whole numbers and whole number operations, numerical relationships, 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, fractions 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 to physical phenomena whose dynamic behavior is governed by differential equations. Prerequisite: Mth 202.
Mth 324 Probability Theory 3 hours
Topics of this course include probability theory and mathematical models, random variables, probability distributions and measurements of these distributions, probability and density functions, binomial, normal and Poisson distributions. Prerequisite: Mth 200.

Mth 325 Introduction to Statistics 3 hours
Statistical applications of probability theory to sampling, correlation, regression, classification of data, formulation and testing of hypotheses. Prerequisite: Mth 324.

Mth 326 Statistics for Business and Economics 3 hours
Basic descriptive statistics with practical applications to business and economic problems in business firms, government agencies, etc. Prerequisite: Mth 101 or equivalent. Credit does not apply toward a mathematics major or minor.

Mth 343 Theory of Numbers 3 hours
Properties of integers, Euclid’s algorithms, diophantine equations, prime numbers, congruences and residues. Prerequisite: Mth 200 or consent of instructor.

Mth 344, 345 Fundamentals of Geometry 3 hours each term
An in-depth examination of the foundations of geometry from an axiomatic point of view to include the concepts of parallelism, congruence, betweenness, incidence and similarity. A comparison study will be made between various axiom systems. Topics in absolute geometry, non-Euclidean 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, polynomial, 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
This course will cover sets, relations, functions, mathematical induction, recurring relations, complexity of algorithms, enumeration, graph theory, trees, and network models. Prerequisite: Mth 163.

Mth 362 Introduction to Numerical Analysis 3 hours
Topics include methods useful on computers, computer representation of numbers, sources and propagation of errors, solutions of equations in one unknown, solutions of systems of equations, approximation of functions, interpolation, Taylor’s polynomials and methods of numerical integration. Prerequisite: Mth 203.

Mth 363 Linear Programming 3 hours
Optimization of functions under linear constraints. Linear functions of several variables, convex sets, the general linear problem, matrices and determinants; Gaussian elimination, the simplex method and application. Prerequisite: a knowledge of BASIC as acquired in CS 133.

Mth 391 Problem Solving for Teachers 3 hours
Goals for this class are to help teachers become better mathematical problem solvers, to introduce new techniques and materials helpful in improving student problem solving abilities, and to suggest ways to organize the curriculum and daily instruction to achieve problem solving goals. Prerequisite: Mth 101 or Mth 121, 122, 123.

Mth 406 (G) Special Studies
Terms and hours to be arranged.

Mth 408 (G) Workshop 1-9 hours.

Mth 409 (G) Practicum 1-9 hours.

Mth 407 (G) Seminar Terms and hours to be arranged

Mth 410 (G) Foundations of Mathematics 3 hours
Fundamental concepts and logical structure of arithmetic, algebra and geometry. Designed for prospective teachers of high school mathematics and mathematics majors. Prerequisites: Mth 344 and Mth 347 or consent of instructor.

Mth 413 (G) History of Mathematics 3 hours
An intensive treatment of the history of mathematics from ancient to modern times; the effect of mathematics on the development of science. The interaction of mathematics with other fields of human endeavor, such as philosophy, arts and social values.

Mth 415 (G) Modern Geometry 3 hours
Selecting topics in modern geometry including transformational and projective geometry. Prerequisite: Mth 345 or consent of instructor.

Mth 416 (G) Analytic Function Theory 3 hours
Introduction to the properties and applications of the complex number field, mappings of the complex plane and limits and continuity of complex functions. Prerequisite: Mth 203.

Mth 425, 426 (G) Elements of Statistical Methods 3 hours each term
The first quarter is devoted to general theory of statistical inference for those with a non-mathematical background. The second quarter covers 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. (Credits do not normally apply toward a secondary major in mathematics.)

Mth 438 (G) Introduction to Topology 3 hours
Introduction to the concepts and definitions of elementary point set topology. A study of various topological spaces, continuous mappings, the hierarchy of topological spaces, metric spaces. Prerequisites: Mth 203 or consent of instructor.

Mth 441 (G) Linear Algebra and Matrix Theory 3 hours
Vector spaces, linear transformations, matrix operations, canonical forms, determinants and determinantal inequalities. Prerequisite: 6 hours of junior level algebra.

Mth 442 (G) Logic and Boolean Algebra 3 hours
The systematic development of Boolean algebras through lattice theory. A careful study of algebra of sets: symbolic logic, switching circuits. Interpretations are developed that yield these systems as realizations of Boolean postulates. Prerequisite: 6 hours of upper-division mathematics.

Mth 494, 495, 496 (G) Analysis 3 hours each term
Real number system, set theory, sequences, series, continuity, differentiation, sequences of functions, Fourier series, functions of several variables, metric spaces, measurable sets, 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 508 Workshop 1-9 hours.

Mth 509 Practicum 1-9 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 148 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 and one two-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. Three lectures and one two-hour laboratory period. Prerequisite: Math 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 and nuclear and solid-state physics, and the nature of electromagnetic radiation. Three lectures and one two-hour laboratory period. Prerequisites: Ph 103 or Ph 203, or consent of instructor.

Ph 470 (G)  Selected Topics in Physics  
1-3 hours  
Topics of special interest such as cosmology, relativity, medical and radiation physics, environmental physics and biophysics. One topic each term. Maximum of 6 hours.

**GRADUATE COURSES**

Courses numbered 400-499 and designated (G) may be taken for graduate credit.

Ph 581, 582  Modern Physics  
3 hours each term  
A brief study of some of the developments in physics since 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.

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**SOCIAL SCIENCE**

**Anthropology**

**LOWER-DIVISION COURSES**

Anth 214, 215, 216  Anthropology  
3 hours each term  
An introduction to anthropology, its methods and history. The courses are organized around three main aspects: (1) man as an organism, his evolution and relation to environment; (2) archaeology, which includes a survey of the rise of civilization in the old and new worlds; and (3) the concepts of society and culture: patterns, processes and dynamics.

**UPPER-DIVISION COURSES**

Anth 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 preliterate societies are examined with a view to understanding the nature and functions of Western institutions. Prerequisite: Anth 216 or consent of instructor.

Anth 313  Early Man in the New World  
3 hours  
A survey of early man in North and South America, covering archaeology, cultural diversity and the rise of civilization in the new world.

Anth 314  Pre-Literate Societies  
3 hours  
A survey of pre-literate societies from the 15th century to the present time, contrasting the ideology, technology and social structure of such societies with Western societies.

Anth 399  Special Studies  
1-3 hours

Anth 450 (G)  Field Methods in the Study of Culture  
3 hours  
Designed to prepare the student to engage in the study of culture and its aspects of culture employing appropriate anthropological research techniques. The student will be trained in the use of observational and data collection methods.

Anth 461 (G)  Urban Anthropology  
3 hours  
Understanding the origin and evolution of cities. The application of cross-cultural perspectives to the social organization of urban life. An examination of factors in the evolution of urban forms and institutions. Prerequisite: Anth 216 or consent of instructor.

Anth 462 (G)  Cultural Transformation  
3 hours  
The changing nature of families, age, economic activity, political development, education, technological adaptation and religious associations. The relationship and effect of such changes within the cultural and ecological environment.

Anth 463 (G)  Culture and Education  
3 hours  
Orientation toward application of anthropology to education. The focus is on transmission of culture. Particular emphasis on the values that are activated by educational events and settings. Western educational systems and those of different cultures in the United States and minority educational problems and solutions are examined.

Anth 464 (G)  Comparative Educational Anthropology  
3 hours  
Examination of multicultural 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 specific societies. Prerequisite: Anth 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; modal 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 from the end of the Roman Empire to modern times.

Anth 492 (G)  Middle American Cultures  
3 hours  
An examination of the variety of cultures which developed in Middle America with emphasis on historical origin and growth, use of the environment and dominant cultural features.

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.

**GRADUATE COURSES**

Courses numbered 400-499 and designated (G) may be taken for graduate credit.
Clinical Child and Youth Work

CCYW 406 Special Individualized Study
Terms and hours to be arranged.

CCYW 407 Seminar
Terms and hours to be arranged.

CCYW 408 Workshop
Terms and hours to be arranged.

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-based treatment plans.

CCYW 503 Thesis 3-9 hours
Terms and hours to be arranged.

CCYW 506 Special Individualized Study
Terms and hours to be arranged.

CCYW 507 Seminar
Terms and hours to be arranged.

CCYW 508 Workshop
Terms and hours to be arranged.

CCYW 509 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 520 Clinical Supervision of Child and Youth Workers 3 hours
Issues and methods of clinical supervision of child and youth workers will be examined. Topics to be covered may include performance feedback and motivation, screening, selection and placement of personnel, orientation and supervision of workers, intake and selection of clientele, assessment and record-keeping systems, legal issues surrounding employment decisions. Prerequisite: One or more of the following: Psy 443, Psy 446, Coun 509, or permission of instructor.

CCYW 554 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 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 models 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 caring agencies, correctional institutions, etc. Prerequisites: CCYW 450G and CCYW 451G, or consent of instructor.

CCYW 562 Family Work for Child and Youth Service 3 hours
This course will survey several approaches to involvement and treatment with families of troubled children and youth such as systemic methods, parent training, family therapy and education and support groups. Both cognitive understanding and skill acquisition will be covered.

CCYW 565 Child and Youth Work Group Treatment Modalities 3 hours
Examination of specific group modalities of treatment as related to children and youth. Topics to be covered may include play therapy, guided group interaction, positive peer culture, activity groups, structured groups relating to specific topics such as social skills, training, sexual abuse, etc. Prerequisite: One or more of the following: Psy 443, Coun 577, or permission of instructor.

CCYW 572 Sexual Abuse: Victims and Perpetrators 3 hours
Examination of the research and theories concerning sexual abuse. Topics to be covered may include family patterns, psychological precursors of both victims and perpetrators, developmental and psychological effects of abuse, etc. Modalities of treatment of both victims and perpetrators will be surveyed. Prerequisite: One or more of the following: Psy 450, Psy 462, Psy 463, CCYW 470G, CJ 461G or permission of instructor.
CCYW 576  Aggressive and Self-Destructive Behavior in Children and Youth  3 hours  Examination of theories and methods of understanding, managing, and treating aggressive and self-destructive behavior in children and youth. Topics to be covered may include theories of childhood aggression, methods of aggression management, social and legal implications of isolation and restraint, theories of suicide and self-destructive behavior, suicide prevention and crisis intervention. Prerequisite: One or more of the following - Psy 450, Psy 462, Psy 463 or permission of instructor.

CCYW 578  Child and Youth Drug and Alcohol Treatment  3 hours  Examination of research and theoretical explanations for alcohol and drug abuse in children and youth. Topics covered may include drug and substance chemical composition, description, symptoms, and side-effects; individual, family, and peer involvement in substance abuse; treatment modalities and strategies. Prerequisite: One or more of the following - Psy 450C, Psy 451G, Psy 463C, CJ 451G, CJ 463C or permission of instructor.

CCYW 582  Training Child and Youth Practitioners  3 hours  Examination of training as it fits within the child and youth service delivery field. Topics covered may include training to one of many organizational impact methods, needs assessment, orientation and placement, task analysis, alternative methods of training, currently available materials, development of training schedules and materials to meet specific objectives. Students will gain experience in developing and delivering relevant training. Prerequisite: One or more of the following - Psy 445G or Psy 520 or permission of instructor.

CCYW 585  Theories and Methods of Family Therapy  3 hours  An in-depth examination of current theories of family treatment and their methods. Theories to be examined may include Structural, Strategic, Communications, Multi-Generational, etc. Also, innovative methods of family treatment will be explored such as genogram construction, multiple family groups, networking, video tape playback, etc. Prerequisite: One or more of the following - Coun 591, CCYW 555 or permission of instructor.

CCYW 587  Contemporary Issues in Family Therapy  3 hours  Issues that affect work with families will be explored. Topics may include divorce, step-parenting, blended families, ethnicity, single-parent families, dual paycheck families, etc. Prerequisite: One or more of the following - Coun 591, Sppd 447G, CCYW 555 or permission of instructor.

Criminal Justice

LOWER-DIVISION COURSES

C 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.

C 212  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.

C 213  Survey Juvenile/Criminal Justice Systems  3 hours  A study of the process involved in the correction process from arrest, courts, institutions and rehabilitation.

UPPER-DIVISION COURSES

C 331  Police and the Community  3 hours  The role and 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.

C 351  Police Organization and Administration  3 hours  Organizational and management principles. Examination of administrative process in law enforcement agencies; the relationship of theoretical administrative concepts to the practical police environment. Prerequisites: upper division standing and LE 311.

C 407  Seminar: Police Problems  3 hours  Crime control, crime prevention and community involvement; specific programs and projects examined for effectiveness and influence on police direction. Prerequisites: advanced standing or consent of instructor.

C 407  Seminar: Corrections  3 hours

C 409  Practicum: Corrections  12 hours

GRADUATE COURSES

Courses numbered 400-499 and designated (G) may be taken for graduate credit.

C 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.

C 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.

C 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.

UPPER-DIVISION COURSES

C 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.

C 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.

C 452  G 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.

C 453  G Penology  3 hours  The evolution of punishment: psychological theories; survey of prison development and administration. Education, labor and rehabilitation processes. Social groups in the prison community.


C 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.

C 457  G Criminal Justice Administration and Organizational Behavior  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.

C 458  G Detention, Jail and Correctional Facility Management  3 hours  A study of the way that detention, jail and correctional facilities are organized and managed.

C 459  G Community-Based Correctional Programs  3 hours  Inventory, assessment and impact of community-based programs implemented for treatment and care of the juvenile and adult delinquent.

C 460  G, 461  G, 462  G Treatment of the Juvenile and Adult Law 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.

C 463  G Juvenile Issues  3 hours  This course will focus on contemporary juvenile issues (such as child abuse) and other current issues and trends that involve the juvenile, family, school, social agencies and the court.

C 510  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.

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, supervision, leadership, management-employer relations. Prerequisites: course work, and experience for Freeman II certificate; selection by Oregon Fire Standards and Accreditation Board.

FSA 312  Principles of Fire Protection Management Field Project  1 hour  Follow-up project to FSA 311. Must be taken in conjunction with that course.
FSA 313 Fire Personnel Management 2 hours
Develops a perspective on specific personnel functions, including manpower planning and development, job description and analysis, employment recruitment, selection and placement, promotions, transfers, separations, wage and salary administration, labor-management negotiations and contracts. Prerequisites: course work and experience for Fireman II certificate; selection by Oregon Fire Standards and Accreditation Board.

FSA 314 Fire Personnel Management Field Study 1 hour
Follow-up project to FSA 313. Must be taken in conjunction with that course.

FSA 315 Organization for Fire Protection 2 hours
Develops an understanding of fire department organization, including fire defense and insurance ratings, organization of fire suppression and prevention, the fire department and the municipality, intermunicipal 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 and codes and ordinances; legal responsibilities of fire service agencies; liabilities and civil law; enforcement procedures and police powers. Prerequisites: completion of FSA 311, 313, 315.

FSA 320 Legal Aspects of Fire Protection Field Study 1 hour
Follow-up project to FSA 319. Must be taken in conjunction with that course.

FSA 321 Fire Protection Master Planning 2 hours
Major emergency planning, defining problems and problem areas, involving other municipalities or district agencies: the planning process: implementation of plans: 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 Analytical 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. Prerequisites: completion of FSA 311, 313, 315.

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 fire prevention, inspection, education and prevention procedures, licenses and permits, zoning, legal aspects, inspections and investigations, Planning, Anson and incendiariness, fire analysis. Prerequisite: Consent of instructor.

FSA 327 Fire Related Human Behavior 5 hours
Study of human behavior in fire incidents related to fire prevention practices, programs, codes, and ordinances. Understanding of the concepts of role, personal vulnerability, risk and group dynamics, as related to large projects of buildings and the mitigation of the effects of the 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, fortifications, 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 environment. The empirical methods and predictive techniques. Control detection, and suppression system design practice. 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.

FSA 332 Incendiary Fire Analysis and Investigation 5 hours
This course will examine the procedures and techniques for collection, comparison, and analysis of the physical evidence relative to the area of fire origin. Principles of evidence of igniter phenomenon and propagation variables, legislative, economic, psychological and sociological variables of the incendiary fire. The role of insurance and government programs. Data analysis and prediction techniques, including pattern analysis.

FSA 333 Applications of Fire Research 5 hours
The understanding of fire research and its application. The transfer and implications of available research results for fire prevention and protection programs. National and international studies.

FSA 399 Selected Topics in Fire Administration 2 hours
Course topics will vary, but may include: Administrative Organization and Behavior, Departmental Management, Collective Bargaining, in the Public Sector, Alternative Action, Employee Evaluation and Rating Performance.

FSA 407 Seminar 1-3 hours
Special seminar topics offered in Fire Services Administration.

Geography

LOWER-DIVISION COURSES

Geog 105, 106, 107 Introductory Geography 3 hours each term
105 Introductory Physical Geography. 106 Introductory General Geography. 107 Introductory Regional Geography.

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, discussion, career-related and/or participatory skills.

Geog 200 Geography of World Affairs 3 hours
Investigation of the geographic backgrounds of current social, political and economic problems.

Geog 206 Area Studies 3 hours
An analysis of the physical and cultural patterns of a geographic area. The specific area selected varies with the instructor and demands of students, but major emphasis is on the fundamental processes and patterns unique to the area and its relationships to the larger region in which it is located. Major topics include the analysis of settlement forms and systems, economic and social patterns, and ways of living in the area. A maximum of two terms (6 hours) may be included in each student's degree program.

Geog 221 Field Geography 3 hours
Observation of geographic features in the field; construction of maps from field sketches and notes; preparation of field reports.
Geog 222  The World in Maps  3 hours
Understanding of man's activities on the face of the earth through analysis, synthesis, and evaluation of maps, air photos, and other remote sensing imagery.

Geog 240  Cartography  3 hours
Introduction to the fundamentals of reading and using modern maps, along with considerations in their design, compilation, and drawing.

UPPER-DIVISION COURSES

Geog 311  Exploration  3 hours
Exploration, discovery and development of the world from classical times to the present. Emphasis on the Western hemisphere.

Geog 313  The Pacific Northwest  3 hours
Physical and human resources of the Pacific Northwest. Analysis of the present pattern of man's use of the Pacific Northwest with special emphasis on Oregon.

Geog 314  The Pacific Basin  3 hours
The natural and cultural environments of the Pacific basin and their political, cultural, and economic well-being. Emphasis on Melanesia, Micronesia, and Polynesia.

Geog 318  Geography of Religion  3 hours
The origin and diffusion of religions; the role of religion in defining cultural regions; problems of societies characterized by religious pluralism.

Geog 340  Intermediate Cartography  3 hours
Projects in some of the more specialized aspects of the graphic arts as applied to the field of cartography. Prerequisite: Geog 240.

Geog 390  Introductory Meteorology  3 hours
Observation, measurement, and analysis of weather systems and phenomena; introduction to the study of weather elements: stratification, general, and local storms; weather and flying; causes of weather changes.

Geog 392  Geographical Geography  3 hours
The nature of soil; development and classification; the role of other physical systems; world distribution. Prerequisite: Geog 105 or consent of instructor.

Geog 399  Special Studies  1-3 hours
Geog 406  (G) Special Individual Studies 1-6 hours Terms and hours to be arranged.
A specialized or individualized course of study within geographic development in consultation with the instructor.

Geog 407  (G) Seminar Terms and hours to be arranged
Intended for non-teaching majors. Maximum of 3 hours.

Geog 409  (G) Practicum 3-12 hours
Practical application of geographical theory and/or collection of data for theoretical interpretation, customarily in a public agency.

Geog 411, 412  (G) Cultural Geography  3 hours each term
In-depth study of selected themes current in cultural geography research.

Geog 413  (G) Urban Geography  3 hours
Urban settlements in terms of patterns, forms, and functions; systems of urban land classification and geographic aspects of forces affecting urban land use.

Geog 414  (G) Geographical Backgrounds of American History  3 hours
Diffusion of culture traits across the United States from the 17th century to the present. Emphasis on settlement, transportation, religion, agriculture, communication systems, and the differentiation of regions.

Geog 416  (G) Location Analysis and Marketing  3 hours
An examination of theories, models, and case studies leading to the solution of problems involving site selection, location analysis, and marketing.

Geog 417  (G) Global Economic Geography  3 hours
Contemporary problems and issues of a geographic nature which involve large segments of the global economy and population.

Geog 418  (G) International Trade and Transportation  3 hours
Analysis of the origins, routes, destinations of the flows of major commodities, goods, services, and people across national boundaries. Global perspective will include theories and case studies of contemporary and evolutionary patterns.

Geog 419  (G) Map and Globe Skills for Teachers  3 hours
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.

Geog 425  (G) Environmental Planning and Policy  3 hours
Analysis of the processes related to planning, regulating, and policy in an environmental context. Local, regional, and state processes will be emphasized.

Geog 426  (G) Geography of Europe  3 hours
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.

Geog 427  (G) Geography of the Soviet Union  3 hours
Geography of the Soviet Union: its resources, peoples and world position.

Geog 428  (G) Geography of the Germanies, Austria, Switzerland  3 hours
A study of the Alpine axes and the forelands and the life and livelihoods that have developed in and about this Central European milieu.

Geog 429  (G) Geography of Anglo-America  3 hours
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.

Geog 432  (G) Geography of Africa  3 hours
Geographical analysis of the African continent, its nations and colonies: the physical and cultural geography of the regions of the continent and their implications.

Geog 433  (G) Political Geography  3 hours
The nations of the world and their interrelations: an analysis of political geography, emphasizing both physical and cultural factors of the environment to assist in the interpreting of world affairs.

Geog 440  Advanced Cartography  3 hours
Individual work with emphasis on creative techniques of employing the map as a tool.

Geog 450  (G) Geography of Asia  3 hours
Economic and social development of the countries of Asia; the economic bases of human life; problems of population pressure; trends in economic and political exploitation; and the geographic backgrounds of Oriental and Occidental interrelations.

Geog 461  (G) Geography of South America  3 hours
Economic and social development of the countries of Latin America; raw materials; potential markets; inter-American relations.

Geog 463  (G) Geography of Middle America  3 hours
Physical and cultural processes that have shaped the landscapes of Middle America.

Geog 480  (G) Geography in the School Curriculum  3 hours
Description and analysis of major trends, concepts and content of geography as related to the social studies curriculum in the public schools.

Geog 490  (G) Climatology  3 hours
The climate controls and where they operate; climate classification; world regional climate patterns; the characteristics of the world's climates. Prerequisite: Geog 390.

Geog 492  (G) Regional Physiology of North America  3 hours
The interrelationships of soil, vegetation, landforms, and climate in the physiographic regions of North America as they have played a role in the cultural and economic development of the continent. Prerequisite: Geog 392 or G 322.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) may be taken for graduate credit.

Geog 515  Geographic Background of European History  3 hours
Influence of geographic factors on the development of European ethnic, settlement, political and economic patterns. Emphasis given to the evolution of these patterns since the time of the dissolution of the Roman Empire.

Geog 518  Modern Viewpoints, Methods, and Materials in Geography  3 hours
Analysis of the learning skills, concepts, tools, and techniques to provide understanding of the physical environment and its relationship to man's way of living.

Geog 519  Cartography for Teachers  3 hours
Maps and visual aids, their selection and usage in the classroom. Sources of maps for the teacher. Making a map in the classroom and implementing it as a teaching tool. Methods of relating the map to the ground and the ground to the map.

Geog 520  Physical Geography and Field Methods for Teachers  3 hours
Observation of geographic features in the field; construction of maps from field sketches and notes; preparation of field reports; analysis of methods of field teaching in the public schools.
History

LOWER-DIVISION COURSES

Hist 101, 102, 103 History of World Civilizations 3 hours each term
Treatement of the major themes of development in the principal civilizations of the world.

Hist 201, 202, 203 History of the United States 3 hours each term
The American nation, with emphasis on economic, political, social and cultural development.

Hist 233, 234 The History of Education in America 3 hours each
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.

UPPER-DIVISION COURSES

Hist 304, 305, 306 English History 3 hours each term
A general survey covering political, economic, social, intellectual and religious developments. Attention to the Empire and the Commonwealth as well as the homeland.

Hist 307 History of American Protest Movements 3 hours each term
Protest in American history from colonial times to the present, including utopianism, anarchism and socialism; the Klan, the John Birch Society, and the warehouses; student unrest and anti-war activities.

Hist 309, 310, 311 Minority Groups in American History 3 hours each term
The political, cultural, social and economic experience of minority groups in American history.

Hist 350 Pre-Columbian and Colonial Latin America 3 hours
Latin America from pre-Columbian times through the periods of European conquest and colonization. Comparisons with the Anglo-American experience.

Hist 351 Mexico and the Caribbean Since Independence 3 hours
The history of Mexico from the wars of independence to the present with special emphasis on the revolution as an event and as an institution. Attention given to the experiences of Cuba and other key Middle American states.

Hist 352 South America Since Independence 3 hours
Political, social and economic developments in South America during the 19th and 20th centuries. Stress is placed on the experiences of the major states.

Hist 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 as affecting strategy. Required for ROTC students.

Hist 391, 392, 393 History of the Far East 3 hours each term.
The history, civilization, and institutions of East Asia.

Hist 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.

Hist 407 (G) Seminar 3 hours each term
Terms and hours to be arranged. Intended for non-teacher majors. Maximum of 3 hours.

Hist 409 Practicum 1-5 hours
Students will be placed with private and/or governmental agencies where they will work in their capacity as historians and become familiar with the requirements and the possibilities of applying their skills in the public sector.

Hist 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.

Hist 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.

Hist 419 Introduction to Public History 3 hours
This course will begin with a review of the special skills of the historian's craft. Then students will be introduced to the sectors of public history such as business related opportunities, government service, archival and museum work, and historical editing.

Hist 420 (G) Philosophies of History 3 hours
The evolution of the discipline of history as portrayed through the writings of the major historians.

Hist 421 (G) The Middle Ages 3 hours
Europe from the decline of the Western Roman Empire to the Renaissance.

Hist 424 (G) Renaissance and Reformation 3 hours
Civilization of the Renaissance in Italy and Northern Europe; Protestant and Catholic reformation of the 16th century.

Hist 425 (G) Early Modern Europe 3 hours
Movements and events of the 17th and 18th centuries: the Enlightenment; the Old Regime; the classical age in art, architecture and literature; the development of modern science, society and nation states.

Hist 436 (G) Mexico Since Independence 3 hours
To review and analyze the events in the history of Mexico from its independence to the present.

Hist 437, 438, 439 (G) Modern Germany from Bismarck to the Present 3 terms each term
Germany—as a political laboratory, a seedbed of extremism, a political and ideological battleground, a cultural phenomenon, a formidable military power and the most cruelly defeated nation in modern times—is worthy of study. Hist 437, from Bismark to Versailles; Hist 438, from Versailles to the collapse of the Weimar Republic; Hist 439, from Hitler to the present.

Hist 442 (G) Modern French: The Revolution and Napoleon 3 hours
The period of the French Revolution and Napoleon, 1789-1815 as it created the framework and ideals for modern France. The spread of those ideas and influence to much of Europe.

Hist 443 (G) Europe in Ascendancy 3 hours
Europe from mid-19th century to 1914, including the rise of new nations, the events and influence of European imperialism, the development of radical social and political movements, and the forces leading to World War I.

Hist 444, 445 (G) 20th-Century Europe 3 hours each term
The impact of World War I, the inter-war, adjustment and conflict between democracy and the totalitarian powers; World War II and its aftermath; the rebuilding and renunciation of Europe.

Hist 446 (G) The Near East in the 20th Century 3 hours each term
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 Jewish-Arab tensions.

Hist 447, 448 (G) History of Russia 3 hours each term
Hist 447: The Kievan state; the emergence of Muscovy and its expansion. Hist 448: Political, social, economic, and cultural development of Russia from early modern times to 1917: revolutionary thought and movements of the 19th and early 20th centuries.

Hist 449 (G) History of the Soviet Union 3 hours each term
Political, diplomatic, economic and social development of the Soviet Union from 1917 to the present.

Hist 450 (G) Modern France: The Nineteenth Century 3 hours
The political, economic, and social development of France in the 19th century, her changing government and her attempts to achieve the ideals of liberty, equality and fraternity, which had been set forth in her 1789 revolution; her changing international position.

Hist 451 (G) Modern France: The Twentieth Century 3 hours
France in two world wars with an inter-war depression and the rise of Nazi Germany; her developments and readjustments since 1945.

Hist 457 (G) The Jacksonian Era 3 hours
The United States, 1815-1850. Westward expansion and the roots of international conflicts; growth of a native American culture; party struggles of the age of Jackson.

Hist 458 (G) Civil War and Reconstruction 3 hours
The critical decade before the Civil War; the war to preserve the Union; efforts to reconstruct southern society after the war, and the resulting turmoil. Emphasis on changing interpretations of Civil War history.

Hist 459 (G) Business America, 1877-1900 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.

Hist 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 cultural and intellectual life from colonial times to the present.

Hist 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. Area relationship with the United States is in that period.

Hist 476, 477 (G) History of the West 3 hours each term
Hst 478 (G) History of the Pacific Northwest 3 hours
Historical and cultural development of the Pacific Northwest.

Hst 479 (G) Urban American History 3 hours
The political, economic, social, and intellectual impact of the city on American History, and the impact of historical forces on the growth of American urbanization.

Hst 480, 481, 482 (G) The United States in the 20th Century 3 hours each term
Attempts from the Progressive Era through the New Deal and the Great Society to solve the problems of an urban, industrial society; the impact of two world wars; the Cold War, and an intervening depression of American institutions and attitudes; special emphasis on the growth of the modern presidency.

Hst 483 (G) Colonial America 3 hours
Colonial background of American history from the Age of Discovery through the French and Indian War and the American Revolution, with emphasis on the development of American institutions and attitudes.

Hst 484 (G) The New Nation 3 hours
History of the United States from 1775 to 1877. Emphasis on the Revolution and the Constitution as they relate to the development of American institutions and values.

Hst 490 (G) 20th-Century Latin America 3 hours
Contemporary developments and trends in Latin America. Social and cultural patterns and issues and their impact on governments and economies.

Hst 491 (G) History of Inter-American Relations 3 hours
A diplomatic history from 1610 to the present with emphasis on new patterns of international relations among nations.

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 global issues.

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 rights and the state; major patterns of relationships among policy, 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-oriented or participatory skills at a basic level in political science areas, such as Model United Nations, 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.

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 introduction to the role of public administration in the public policy process; the administrative organization; the role of management personnel and financial administration; and 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 Constitution on 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
Special studies designed to develop research, writing, career-related or participatory skills at an advanced level in a variety of political science areas. Prerequisite: consent of instructor.

PS 406 (G) Special Individual Studies 1-6 hours
Terms and hours to be arranged
A specialized or individualized course of study within Political Science developed in consultation with the instructor. Prerequisite: consent of instructor.

PS 407 (G) Seminar 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 interactions and the political process as a whole. Prerequisite: 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 selected current problems and issues. 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 the values and perspectives of political approaches through the ages and in various situations. Emphasis is placed upon the nature of the political process as it relates to the implementation of values and perspectives for their implementation. Prerequisite: consent of instructor.

PS 460 Governments and Politics of Asia 3 hours
A survey of the governments, political processes and political cultures of selected Asian countries, including Japan, the People's Republic of China, and India. Prerequisite: PS 303 or 306 or consent of instructor.

PS 463 Governments 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 world views 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 and 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, with emphasis on the role of the United States in the world since 1945. Prerequisite: PS 201 or consent of instructor.
Psychology

LOWER-DIVISION COURSES

Psy 199 Special Studies 1-3 hours
The study of behavior, processes of learning, perception, motivation, research methodology and common modes of resolving individual and social behavior and the individual in society.

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 resolving 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
The psychological study of human development from conception to death. Developmental theories and research are examined and applied to the various life stages and a broad range of developmental issues.

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 in the experimental and theoretical bases of behavior modification techniques and application 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 398 or consent of instructor.

Psy 421 (G) Interviewing and Appraisal 3 hours
Exploration of the interview as a method of information gathering and social influence. Topics include the use of interviews, the strengths and weaknesses of the interview as a methodology, training in specific interviewing skills, and the relation of the interview to other methods of appraisal of human behavior. Applications will be drawn from many areas of human interaction including the helping professions and business.

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: twelve or more hours of psychology courses, 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 attitude change. Prerequisite: 3 or more hours of 300-level psychology or consent of instructor. Psy 334 preferred.

Psy 440 (G) Small Group Theory 3 hours
Survey of major social-psychological theories and research related to small groups: application of theory and research to development of 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 processes of group interactions: Principles, techniques, and characteristics of productive groups in business, education and the community.

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 adult learning and development, long- and short-range planning models, and employee training programs. Prerequisite: Psy 445 or equivalent.

Psy 450 (G) Abnormal Psychology 3 hours
Various forms of unusual behavior, including anxiety states, hysteria, hypnagogic phenomena and psychoses. Normal motives and adjustment. Mechanisms considered in the 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 psychosomatic agents.

Psy 460 (G) Advanced Developmental Psychology 3 hours
An emphasis on current developmental theories and research. Topics 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: genetology, development in middle adulthood, sex role development, psychosexual development and other topics of interest to students and faculty. May be repeated under different subtitles. Prerequisite: 3 or more hours of 300-level psychology or consent of instructor. Not considered appropriate for the foundation core for the master's degree in education.

Psy 462 (G) Normal and Abnormal Development of the Infant and Young Child 3 hours
This course focuses on patterns of normal and abnormal development in the child from conception to age 3, 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 maladjust 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 464 (G) The Psychology of Adolescence 3 hours
Study of the transitions and issues of adolescence. Includes an overview of theory and research with an emphasis on applications for parents, teachers, and professionals offering services to adolescents and youth.

Psy 465 (G) Motivation 3 hours
Concepts of motivation, human and animal research on instincts, arousal, motivational systems, learned motives, 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 use to summarize, describe and interpret information (from field observations, clinical work, interviews, sensory judgments, learning trials, tests and experiments.

Psy 468 (G) Research Methods 3 hours
Study and application of experimental, predictive, and survey techniques commonly used in psychological research. Emphasis is given to the role of theory in the design of experimental and survey research. 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 topics 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 445G 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 prerequisites: 3 or more hours of 300-level psychology or consent of instructor.

Psy 492 (G) Psychology of Perception 3 hours
A survey of types of sensory stimulation and their measurement as well as more integrated forms of perceptual experience. A description of psychophysical and psychosocial methods. A presentation of selected theoretical contributions. The major emphasis will be on an opportunity to utilize perceptual principles in such applied settings as speech correction, media and applied psychological work. Prerequisite: 3 or more hours of 300-level psychology or consent of instructor.

Psy 494 (G) Organizational Structure and Functions 3 hours

PSY 496 (G) Program Evaluation 3 hours
This is a general introduction to the strategies, models and purposes of program evaluation in public and private organizations. Evaluation methods and instruments are studied along with the roles of participants in the evaluation process.

GRADUATE COURSES
Courses numbered 400-499 and designated (G) may be taken for graduate credit.

Psy 508 Workshop 3 hours maximum

Psy 519 Research Studies in Child Development 3 hours
Survey and interpretation of current research studies and experimental programs concerned with the physical, emotional, intellectual and social development of children.

Psy 520 Psychology of Learning 3 hours
Introduction to the major theories of learning current among psychologists doing research in the field. Experimentation and research underlying these theories applied to modern educational practices. Includes learning theory and 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 talent and gifted individual. Critical assessment of available measures and exploration of new concepts in the measurement of talent and giftedness.

Psy 532 Advanced Behavior Modification 3 hours
Experimental and theoretical foundations of a variety of behavior modification techniques such as operant conditioning, contingency contracting, systematic desensitization, modeling, self-management, aversive therapy, token economics 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

Soc 199 Special Studies 6 hours
Terms and hours to be arranged

UPPER-DIVISION COURSES

Soc 403 (G) Field Study 6 hours
Terms and hours to be arranged
Maximum of nine hours. Not intended as practical for teaching majors.

Soc 406 (G) Special Individual Studies 3-12 hours
Terms and hours to be arranged

Soc 407 (G) Seminar 3-12 hours
Terms and hours to be arranged

Soc 408 (G) Workshop 3-12 hours
Terms and hours to be arranged

Soc 409 Practicum 3-12 hours

Soc 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/soc science teaching majors.

GRADUATE COURSES
Courses numbered 400-499 and designated (G) may be taken for graduate credit.

Soc 501 Research 3-9 hours

Soc 503 Thesis or Field Study 3-9 hours

Soc 506 Special Individual Studies Terms and hours to be arranged

Soc 507 Seminar Terms and hours to be arranged

Soc 508 Workshop Terms and hours to be arranged

Soc 511 Contemporary Developments in the Social Sciences 3 hours
A study of contemporary literature in the various social science areas for elementary teachers.

Soc 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.)

Soc 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.

Soc 515 Political Problems in American Democracy 3 hours
A study of current domestic political problems.

Soc 700 (G) In-Service Education

Sociology

LOWER-DIVISION COURSES

Soc 213 Principles of Sociology 3 hours
Fundamental concepts and empirical findings in the field of sociology.

Soc 214 Social Problems 3 hours
Basic sociological concepts applied to the analysis of the causes and alleviation of current American social problems.

Soc 215 World Population and Social Structure 3 hours
Introduction to the general field of population studies, 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

Soc 309 American Society 3 hours
An analysis of American society in terms of its significant structural traits and their functions; major changes in American society and selected contemporary problems examined in their relation to institutional structures. Prerequisite: Soc 213 or consent of instructor.

Soc 310 Community Organizations 3 hours
Understanding of the social organization of a community, such as the power structure, stratification, and 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.
**COURSE DESCRIPTIONS**

**Soc 311** The Family as a Social Institution 3 hours

The structure and function of the family institution in terms of its history and change; its relationship to the educational, religious, political and economic systems; with special reference to the role of the family in the development of contraceptives. Prerequisite: Soc 213 or consent of instructor.

**Soc 327** Introduction to Social Research 3 hours

The development of social research; the nature of scientific inquiry and basic methods and techniques; examination of representative studies from the standpoint of methodology; the utilization of basic skills.

**Soc 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.

**Soc 338** Marriage and the Family 3 hours

The growth and development of the family throughout its life cycle. The family and personality development, dating, courtship, mate selection, engagement, marriage, and family adjustment, family crises. Prerequisite: Soc 213 or consent of instructor.

**Soc 420** (G) Sociology of Complex Organizations 3 hours

The study of patterns and problems of social organization in modern societies.

**Soc 422** (G) The Socially and Educationally Different 3 hours

A sociologically designed course to acquaint students with the various 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.

**Soc 434** (G) Social Stratification 3 hours

The study of the social bases for the significance of stratification and inequality in human societies, including differentiation related to class, and power.

**Soc 443** (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, and social differentiation.

**Soc 445** (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 society. Prerequisite: Soc 214 or consent of instructor.

**Soc 458** (G) Sociology of Maturity and Aging 3 hours

Consideration of educational and socialization processes and activities which facilitate adjustment to, satisfaction with, and productivity during late middle age and retirement; major social problems and disorganization related to aging, leisure and retirement, i.e., role preparation, allocation, change, relapse, and role reversals; differences in lifestyle, resource availability and allocation related to social and economic stratification, subculture to aging. Prerequisite: Soc 213 or consent of instructor.

**Soc 472** (G) Contemporary Sociological Theory 3 hours

Study of significant sociological theories from the 19th century to the present.

**Soc 477** (G) The Black in American Society 3 hours

The study of the black as he has evolved in American society. Particular emphasis is given to the experiences which have differentiated the black from other minorities and ethnic groups.

**Soc 490** (G) Educational Sociology 3 hours

Structure and functioning of society as a background for the study and evaluation of education in its varied forms; the contribution of sociological principles and findings to the improvement of education practices. Prerequisite: Soc 213 or consent of instructor.

**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 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 clients. Interns counsel with members of the counseling staff and are expected to function as full-time employed counseling staff at the agency. Internships are graded on a pass/no pass basis only, "A" pass will only be given for work at the "B" level or above. Prerequisite: Consent of instructor.

Coun 526 Counseling Psychology 3 hours

Investigation of psychodynamic, behavioral and humanistic theories of counseling, with emphasis on developing alternative counseling strategies for working with a wide range of clients.

Coun 532 Appraisal of Individual 3 hours

A consideration of methods of test construction and standardized test scores. 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 clients. 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 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

Counselor procedures and their application to rehabilitation programs; the written rehabilitation plan for the deaf and its periodic review by counselor and client.

Coun 571 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 574 Advanced Group Counseling 3 hours

Theoretical approaches to group counseling and their application with clients in diverse settings. Ethical considerations, structure, and evaluation of counseling groups. Emphasis on skills and dynamics of group counseling leadership.

Coun 581 Counseling Procedures 3 hours

Building basic counseling skills through use of modeling and videotaping. Micro-counseling format is utilized to increase competence in interview techniques.

Coun 582 Interpersonal Communications Process 1 hour

An experiential course designed to build and improve communication skills. Emphasis is on facilitative dimensions of counseling: Empathy, warmth, genuineness, self-disclosure, confrontation, and feedback.

Coun 585 Principles and Practices of Guidance Services 3 hours

Introduction to the field of guidance and counseling. Methods and means of assisting students with personal, educational, and vocational problems are studied. Includes studies of school policies, administration, and tests involved in a guidance program. The social agencies available to the school also are emphasized.

Coun 586 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

Theories and methods of counseling: dynamics of adjustment and personality change; personality testing 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 present personnel services, setting up guidance committees, selection of personnel responsibilities and duties of staff, development of a program of services, and in-service training program. Prerequisites: Coun 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 of deafness: psychological tests and measurement; special counseling techniques, demonstrations and practice.
Coun 591 Family Counseling 3 hours
An introduction to the process of family counseling. Through the use of readings, demonstrations and simulations, the student will become familiar with the dynamic processes of family roles, interaction patterns and decision-making process. Student also will observe and, on a limited basis, participate as family counselors using selected evaluation and treatment models.

Coun 595 Issues in Counseling 3 hours
Investigation of issues facing the professional counselor, e.g., licensure, confidentiality, legality, accountability.

EDUCATION

Computer Science Education

CSE 360 Computer Literacy of Teachers 3 hours
A course designed to develop an understanding of computers and their application as a tool for the teacher. Relates school uses to applications in society. Introduces the concept of program languages.

CSE 361 Computers in the Elementary Classroom 1 hour
An examination of computer education in light of learning theories and curriculum. Selection and use of computer coursework.

CSE 363 Computers in Secondary Classroom 1 hour
An examination of computer education in light of learning theories and curriculum selection and use of computer coursework.

CSE 406 (G) Special Individual Studies 3 hours

CSE 407 (G) Seminar 3 hours

CSE 408 (G) Workshop 3 hours

CSE 409 Practicum 3-9 hours
Field Placement in a setting where computer education applications may be encountered under guidance and supervision.

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 410 or CS 133.

CSE 422 (G) Integrating Computers into the Curriculum 3 hours
Integration of computers into an instructional program. A resource guide, scope and sequence of objectives, short and long-range plans, program evaluation will be developed. Activities will include identifying, planning, evaluating and implementing a curriculum to both teach with and about computers.

CSE 432 (G) Instructional Design Computer Lab in PILOT 3 hours
A programming laboratory which will prepare the student to code computerware in the language PILOT with extensive opportunity for hands-on experience. Prerequisite: Ed 526 or Ed 426 (may be taken concurrently).

CSE 436C LOGO as a Learning Tool 3 hours
An exploration of the LOGO philosophy and how it relates to developmental learning theories with application in varying curricular areas. Extensive opportunity for hands-on experience.

CSE 431 The Computer as a Management Tool 3 hours
An exploration of record keeping, planning and forecasting techniques. Practical hands-on experience with word processors, electronic spreadsheets and database managers is provided.

CSE 454 (G) Authoring Systems 3 hours
The selection, evaluation and use of authoring systems and languages to develop an instructional unit.

CSE 460 (G) Computer Assisted Instruction 3 hours
An introductory course in CAT 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. Prerequisite: Ed 426G.

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 415B and one or more programming language courses.

CSE 466 (G) Computer-Managed Instruction 3 hours
An overview of the principles and practices of computer based and managed instruction. Prerequisite: CSE 422 and one or more programming language courses.

CSE 470 (G) Computer Applications in Business Education 3 hours
Development of computer coursework to use in the teaching of Business Education using both self-prepared material and commercial software. Prerequisite: CSE 410C and one or more programming language courses.

CSE 472 (G) Computer Applications in Reading/Language Arts 3 hours
Development of computer coursework to use in the teaching of Reading and Language Arts using both self-prepared material and commercial software. Prerequisite: CSE 410C and one or more programming language courses.

CSE 473 (G) Computer Application in Music Education 3 hours
Selection, evaluation and use of computer coursework in music education. Prerequisite: CSE 420.

CSE 474 (G) Computer Applications in Math Education 3 hours
Development of computer coursework to use in the teaching of mathematics using both self-prepared material and commercial software. Prerequisite: CSE 410C and one or more programming language courses.

CSE 475 (G) Computer Application in Art Education 3 hours
Selection, evaluation and use of computer coursework and devices in art education. Prerequisite: CSE 420.

CSE 476 (G) Computer Applications in Science Education 3 hours
Development of computer coursework to use in the teaching of science using both self-prepared material and commercial software. Prerequisite: CSE 410C and one or more programming language courses.

CSE 477 (G) Computer Applications in PE/Health Education 3 hours
Selection, evaluation and use of computer coursework in physical education and health education. Prerequisite: CSE 420.

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 410C and one or more programming language courses.

CSE 479 (G) Computer Application in Special Education 3 hours
Selection, evaluation and use of computer coursework in special education. Prerequisite: CSE 420.

GRADUATE COURSES
Courses numbered 400-499 and designated (G) may be taken for graduate credit.

CSE 506 Special Individual Studies 3 hours

CSE 507 Seminar 3 hours

CSE 508 Workshop 3 hours

CSE 509 Practicum 3-9 hours
To provide supervised practical experience.

Education

LOWER-DIVISION COURSES

Ed 100 Introduction to Elementary Education 3 hours
Meeting in small groups of 20 or less over an academic quarter, education majors will be provided with orientation to WOSC. Academic advising, introduction to elementary education as a career and programmatic requirements. An emphasis will be placed on expansion of the personal component of the current program. Class sessions will allow for informal interaction allowing students to develop rapport 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 1-4 hours
Terms and hours to be arranged

Individual projects, practicum on special issues 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 301 September Experience 1-3 hours
Students will be assigned to a public school at its opening in the fall. Students will work directly with classroom teachers in preparation, instruction and other activities.
Ed 336 Methods in Teaching a Foreign Language 3 hours
A course designed to stress the theory of learning; the preparation of materials for use in the language classroom, and practice in the use of these materials. The methods taught are to involve the beginning stages to the advanced levels of language learning. Students will become familiar with the state adopted tests and the techniques of using these effectively.

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 methods and materials course teaching skills and competencies in administration of the health program, health services, philosophy and goals.

Ed 358 Christmas in the Country 2-4 hours
A practical experience providing an opportunity for students to spend a week in a school prior to Christmas. Students participate in the school and community activities.

Ed 360 Learning and Instruction in the Elementary Schools 2 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 302W in 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 procedures with a field experience in a select public school setting. Content includes: (1) historical, cultural and psychological foundations; (2) teachers’ legal rights and responsibilities; (3) assessment of students’ skills and characteristics; (4) development of instructional goals and objectives; (5) teaching strategies and classroom management; (6) measurement and evaluation of student and teacher performance; (7) career education concepts; and (8) the exceptional child in the regular classroom.

Ed 364 Introduction to Early Childhood Education 3 hours
An introductory course in the principles and basic theories of early childhood education. The course will include an overview of the physical, perceptual motor, social-emotional and cognitive development of the child. A description of child care environment, assessment programs and curriculum designs will also 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 (G) Special Individual Studies Terms and hours to be arranged
Designed for individual and special studies in a limited area of interest, under the guidance of a designated staff member.

Ed 407 (G) Seminar Terms and hours to be arranged

Ed 408 (G) Workshop Terms and hours to be arranged

Ed 409 (G) Practicum 1-12 hours
Early Childhood Education Reading, Educational Media

Ed 410 (G) Methods and Research Materials 13 hours each term.
Methods and research materials in the social sciences, humanities, and the mathematical sciences.

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 1-4 hours
An experience in teaching or research appropriate to teaching reading in the lower grades of elementary school. Emphasis on individual differences; work recognition skills; oral reading; evaluation of teaching materials and methods.

Ed 413 Student Teaching 1-15 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) will also include a seminar in 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 426 (G) 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 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 Technology 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 a laboratory course. Brief surveys of television and film media and their functions are included.

Ed 436 (G) Preparation of 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 interrelationship of language arts, reading, individual differences; work recognition skills; oral reading; evaluation of teaching materials and methods. New trends in teaching reading. Prerequisite: Ed 361 or Ed 469.

Ed 438 (G) Teaching Reading in Middle School Grades 4-9 3 hours
Study of techniques and research appropriate to teaching reading in the intermediate and upper grades of elementary school, emphasis on extending word recognition and vocabulary; comprehension; work-study; individual differences; groupings practices; individual readiness; importance of reciprocal reading and improvement of reading tasks; evaluation of reading growth; new trends and materials in teaching reading. Prerequisite: Ed 361 or Ed 469.
Ed 439 (G) Instructional Graphics 3 hours
Graphic design, layout, and bulletin board construction. Hand lettering, mechanical letter, and computer generated graphics. Dry mounting, laminating, and projected materials.

Ed 440 (G) Instructional Use of Television and Film 3 hours
The selection, use and evaluation of the television and motion picture film. A review of television and film technologies and their impact on current and future uses in instruction.

Ed 441 (G) Video Production 3 hours
Explores the fundamentals of the camera system, illumination, sound 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 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 will be examined. The intent is to use general theories of learning to describe the full range of exceptionalism 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 455 (G) Foundations of Reading K-Adult 3 hours
Study of concepts and processes related to developmental instruction in elementary school, middle school, secondary school, and adult education. Will provide opportunity to acquire knowledge about reading and the variables and procedures related to the process of learning to read in the above settings.

Ed 456 (G) Curriculum Designs in Reading 3 hours
Examination of interrelationships found in K-12 reading programs in both classroom and Chapter I settings. Elements examined include role definitions, program options, training and supervision of support personnel, budget considerations, etc. Prerequisites: Ed 455, Ed 472 and Ed 468.

Ed 457 (G) The Parent-Educator Partnership 3 hours
The purpose of this course is to explore the role of the parent in the educational process. The special needs which may affect the family and models of parenting and parent involvement. Simulation techniques will be used to develop interaction skills.

Ed 458 (G) Organization and Management of Early Childhood Education Programs 3 hours
Organization and management skills of Early Childhood Education program development and implementation will be included in the course. Federal and state laws governing ECE programs will be reviewed. Students will create an ECE model program.

Ed 459 (G) Curriculum in Early Childhood Education 5 hours
A detailed examination of early childhood curricula, including an emphasis on diagnostic-prescriptive techniques, methods and materials; involvement of parents, aides, and volunteers; community resources, and implementation of the curricula.

Ed 460 (G) Educational Foundations 3 hours
This course is an introductory experience in the curriculum foundation. Content will focus on developing skill in analyzing and evaluating research on effective instructional programs and innovations. Each program studied is referred to with a philosophical perspective it most closely meets. Mastery of basic concepts in research and philosophy is expected.

Ed 462 (G) Encouraging Discouraged Children 3 hours
An eclectic approach to working with children is presented. Ideas from Dreikurs, Adler, Ellis, Glasser and other theorists are examined with a goal of applying these ideas in the classroom and/or home. The concept of encouragement and how encouragement influences the teacher, student and parent constitute the primary focus of this class.

Ed 465 (G) Diagnostic and Remedial Techniques in the Basic Skills 3 hours
Diagnose, remedial and corrective techniques in the basic skills subjects (excluding reading) for the classroom teacher.

Ed 467 Language Development and Reading 3 hours
Introduces the student to the concept that language development is a continuous, sequential process of learning at every level from kindergarten through adulthood. Language development is the basis for learning to read and to develop the realization that communication is the basic goal of language. The student will analyze the interrelationship between language development, reading and communication skills.

Ed 468 (G) Diagnostic and Remedial Techniques in Reading 3 hours
Diagnostic, remedial and corrective techniques in reading for the classroom teacher and Chapter I specialist. The technical nature of this course requires a great deal of knowledge about reading. Prerequisite: six hours of reading instruction or consent of instructor.

Ed 469 (G) Secondary Content Reading/Composition 3 hours
This is an introductory reading methods course for content area specialists. It meets the TSPC requirement for basic certification in secondary education. Students will examine a variety of assessment instruments which will lead them to a wide range of teaching strategies. The methodologies of providing effective reading assignments, developing vocabulary, teaching for comprehension, teaching writing through content areas, and developing study skills are the focus of this course. These methods are intended to provide students with strategies for dealing with developmental, handicapped, multicultural, linguistically different, reluctant, and gifted secondary students. Priority will be given to secondary education students. Prerequisite: admittance to secondary education.

Ed 472 (G) Materials, Media and Management Systems in Reading 3 hours
The introduction and application of instructional materials, media, and management systems for use in teaching reading to children at all levels. Prerequisite: three hours of reading instruction or consent of instructor.

Ed 473 (G) Identification of Learning Problems 3 hours
A course for elementary teachers which focuses on the development of knowledge of characteristics of children with learning problems, strategies for teaching such children, and resources available to the teacher. Concurrent enrollment in Ed 361 is required.

Ed 475 (G) Innovation in General Mathematics Education 3 hours
A review of curricular trends in the broad areas of general mathematics education. Emphasis on current and future approaches and techniques for teaching mathematics. Field trips and laboratory experiences are designed to explore the concrete-manipulative approach to teaching mathematics.

Ed 476 (G) Evaluation in School Mathematics 3 hours
A study of standardized and teacher-made evaluation instruments in mathematics to include progress, diagnosis, achievement, and remediation. Emphasis will be placed on 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. Current 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—Elementary 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 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 Curriculum Models and Materials for Second Language Learners—Secondary 3 hours
This course places emphasis on the study of alternative curriculum patterns and materials which are conducive to the second language learner's achievement, 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  Curriculum Models and Instructional Strategies of Bilingual Classrooms—Elementary 3 hours
Various curriculum 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 reading 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
Terms and hours to be arranged
Individual surveys, evaluative studies, and special studies in a limited area of interest, under the guidance of a designated faculty 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
Terms and hours to be arranged
Reading (elementary and secondary)
Supervision (educational media, early childhood, curriculum implementation)

Ed 510  Skills and Techniques of Supervision—Elementary 3 hours
The supervisory process, group and individual processes and techniques, analysis of supervisory problems.

Ed 512  Research Procedures in Education 3 hours
Methods, techniques, and tools of research. Development of a proposal for a study, and development of the criteria and methods for reading and evaluating research.

Ed 513  Evaluation of Classroom Instruction 3 hours
Analysis and evaluation of classroom instruction primarily by means of behavioral and enabling objectives: use of appropriate instruments to collect evaluative data; analysis of research relating to evaluation, supervision, teaching methods and group dynamics.

Ed 519  Contemporary Developments in Early Childhood Education—Elementary 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—Elementary 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  Organizational Theory and Educational Technology—Elementary 3 hours
The study of organization theory and management principles as applied to instructional settings, with emphasis on the impact of instructional technology on organizational environments.
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 equipment specifications, and then to bid purchase specifications.

Ed 524 Communication Theory 3 hours
Application of principles of systems design to the development of an instructional product. Emphasis on methods for development of competency-based instructional materials. Prerequisite: Ed 426.

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, with 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 skills. Screening instruments, interviews with parents or caretakers, and interpretation of data from audiometric and visual examination. Students will be expected to write individual educational prescriptive programs in the cognitive, psychomotor and socio-emotional components.

Ed 529 (G) The Classroom Teacher-Counselor 3 hours
This course focuses on the classroom teacher's obligations and opportunities for guiding and counseling students in academic and personal areas. It acquaints the teacher with the varied needs and characteristics of children and adolescents, basic concepts and techniques of group and individual counseling and guidance, and means of incorporating these factors in a practical, functional classroom program. Particular emphasis is placed on the 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 are also stressed.

Ed 530 Culturally and Linguistically Different Students in the Schools 3 hours
This course will survey bilingualism and its treatment in schools, both nationally and internationally. It will provide insight into the relationship between culture and education. Students will be introduced to program models as well as materials and methods which provide for cultural and linguistic needs of minority children in a dominant society.

Ed 531 Methodology: Language/Second Language Learning and Content for the Language Minority Student 3 hours
This course will focus on methodology of developing language arts in both the first and second language of language minority students. Second language teaching methodology (English as a Second Language, or ESL) involving speaking, listening, reading, and writing will be stressed. The course will also provide for ESL methods to content teaching.

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 the needs of everyday life, educational objectives, and programs of the elementary school. Prerequisite: Ed 559.

Ed 559 Evaluation of Secondary School Programs 3 hours
Examination of methods and models of instructional programs of secondary schools, with emphasis on the evaluation of such programs.

Ed 564 Instructional Systems Evaluation and Validation 3 hours
Survey of methods and models of evaluating and validating instructional programs. Includes needs assessment and formative and summative evaluation.

Ed 565 Advanced Secondary Content Reading/Composition 3 hours
This course is designed for the secondary school teacher who is concerned with reading and composition. Emphasis in the course is on the development of reading and writing skills in the secondary school student.

Ed 573 Public School Administration 3 hours
This course will present problems and issues of the various aspects of public school administration. Where appropriate, opportunities to observe and evaluate modules in educational administration. There will be a focus on the current trends of school administration.

Ed 574 School Supervision 3 hours
This role of the supervisor in relation to the changing demands of society: the 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 resources; developing teacher-student-lider; utilizing community agencies; involvement in demonstrations and observations.

Ed 597 Psychology of Reading Instruction 3 hours
An advanced course in the reading of instruction, fundamental nature of the reading process and the causes of difficulty in learning to read. An analysis of current issues in teaching children to read.

Ed 700 (G) 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. Recommended prerequisite: Psy 111 (6 hours) or graduate standing.

EdPsy 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 111 (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 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. Prerequisite: Junior standing.

EdPsy 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 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 individual educational programs. Prerequisite: EdPsy 523.
HEALTH AND PHYSICAL EDUCATION

Health

LOWER-DIVISION COURSES

HE 151 Personal Health 3 hours
Basic scientific knowledge for healthy living and relation of 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 211 Techniques of Relaxation 3 hours
A survey of the prime stressors in modern society with emphasis on personal sources and vulnerability to stress. Each person will design a personalized relaxation strategy.

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 409 Practicum 1-12 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.

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 various conditioning programs and completion of an individualized fitness program. Students will be able to assess their own fitness levels and design an appropriate individualized program. One hour of lecture and two hours of lab per week.

PE 100-119 Conditioning Activities 1 hour
Sports (baseball, basketball, etc.), weight training and conditioning, jogging and aerobic dance.

PE 120-129 Rhythms and Dance 1 hour
Rolf and square dance, social dance, and basic rhythms.

PE 130-149 Individual Sports 1 hour
Basketball, tennis, archery, handball, racquetball, self-defense, wrestling, badminton, bowling, golf, gymnastics, fishing.

PE 150-159 Team Sports 1 hour
Basketball, field sports, field hockey, recreational games, soccer, softball, volleyball.

PE 160-169 Aquatics 1 hour
Aquatics, life-saving, water safety instruction, scuba.

PE 170-179 Elementary PE Activities 1 hour
(These courses are designed especially for the elementary education major.)

PE 200-249 Professional Activities 1 hour
(For PE Majors and Minors.)
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PE 250-269 Intercollegiate Athletics 1 hour

PE 230 Introduction to Physical Education 2 hours
This course initiates the professional student into the professional preparation program by reviewing the various programs and options. In addition, the history, development, organization, philosophies and trends in the field are reviewed. Career opportunities and professional organization also are covered. From the study of these areas, students are motivated to develop their own philosophies, concepts and career choices.

UPPER-DIVISION COURSES
Students must have attained sophomore standing before admission to upper-division courses in physical education. Students planning to major in physical education must have approval of the departmental screening committee before enrolling in upper-division courses.

PE 310 Motor Development and Learning 3 hours
An examination of motor development in childhood and adolescence; analyzing theories and concepts applicable to motor learning and the teaching of motor skills.

PE 316 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 Officializing Sports 1 hour each term
Rules, techniques and game practice in men's and women's sports.

PE 343 Organization and Administration of Physical Education 3 hours
Policies and procedure, facilities, staff, budget, scheduling, equipment.

PE 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 teachers. Prerequisite: Junior or senior standing.

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 methods 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 fundamentals, individual skills, methods of instruction, philosophy of coaching and management of meets. 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.

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, philosophy of coaching and management of meets. Prerequisite: activity course in baseball.

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 meets. 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 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 Athletics: Coaching and Administration 3 hours
An examination of the dynamics of personal interaction in athletics; guidance in practice and game organization and conduct; knowledge of the scope and function of athletic governing bodies as well as current trends and problems in athletics.

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 409 Practicum 1-12 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.

GRADUATE COURSES
Courses numbered 400-499 and designated (G) may be taken for graduate credit.

SPECIAL EDUCATION

LOWER-DIVISION COURSES

SpEd 101, 102, 103, 201, 202 American Sign Language 3 hours each
Expressive and receptive exposure and practice in American Sign Language. The preferred communication mode used by American deaf adults and a focus on the cultural values and beliefs of this community. Students are assigned to sections according to entry level skills after consultation with instructor.

SpEd 112 Laboratory Experience in Sign Language 3 hours
This lab is designed to provide experience related to 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. Instructs the student to the professional requirements, the knowledge of environmental conditions, the theories of interpretation, and general factors to consider in interpreting situations.

SpEd 152 Code of Ethics for Interpreters 3 hours
Study and discussion of the Registry of Interpreters for the Deaf, Inc. (RID) 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 I 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 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.

SpEd 212 Laboratory Experience in Sign Language Interpreting 1-3 hours
This lab is designed to continue to provide experience related to the interpreting theory classes.

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 in all components of the 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 problem areas, 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, 152.

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 individuals or special studies in a limited area of interest under the guidance of a designated faculty member.

SpEd 407 (G) Seminar Terms and hours to be arranged

SpEd 408 (G) Workshop Terms and hours to be arranged

SpEd 409 (G) Practicum 1-12 hours

SpEd 412 (G) Laboratory Experience 1-6 hours
An experience practicum to acquaint pre-service and in-service teachers with programs for children and youth in various societal and educational agencies; summer practicums in preschool and elementary education; practicum in addition to student teaching in subject matter areas to meet certification requirements. Limited to 6 hours.

SpEd 413 Student Teaching 3-15 hours
Handicapped Learner
Severely Handicapped
Speech Handicapped
Observing and teaching under the direction of an 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. Contact department advisor for details. Prerequisite for Handicapped Learner SpEd 421, 422, 472, 499.

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 Behavior, Data, and 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; general 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, Needs and Resources for Severely Handicapped Learners 3 hours
This course is designed to orient students in the Severely Handicapped Learner Program to the nature of severely handicapped and to the range of the services and resources needed by the severely handicapped individuals and their families.

SpEd 446 (G) Educational Assessment for the Severely Handicapped 3 hours
The course is designed to teach the student to select and administer appropriate assessment instruments to evaluate the skills of severely handicapped students, to utilize evaluation data to identify and set instructional priorities, and to develop Individualized Education Programs (IEPs).

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 3 hours
This course focuses on the specialized equipment, handling skills, curriculum, assessment and instructional techniques which are used in educational programs for the multi-handicapped child who may have physical and/or sensory impairments.

SpEd 455 (G) Psychological Implications of Being Gifted 3 hours
A survey course covering a review of major theories and contemporary research on the nature of giftedness and talent. The course will examine the range and variety of exceptional abilities found in gifted children and, wherever possible, apply a theoretical perspective to explain the origins, facets and cultivation of gifted potential.

SpEd 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 471 (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 microsoftware: cognitive and affective considerations; budgeting; purchasing considerations; methods—analytic, linguistic, synthetic.

SpEd 472 (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 cultural, medical, educational and vocational issues of deafness.

SpEd 489 (G) Alternative, Functional and Life Skills Curriculum 3 hours
Placement and programming for handicapped learners: consideration for the mentally retarded; life centered and functional curriculum; related services parent concerns and career education.

SpEd 492 (G) Manually Coded English 3 hours
This course is designed to provide the learner with knowledge about entry-level skills in the various Manually Coded English systems. Emphasis will be placed on developing the ability to move along the Sign Language Continuum, and understanding of the "Total Communication" philosophy for educational purposes.

GRADUATE COURSES
Courses numbered 471-499 and designated "G" may be taken to graduate credit.

SpEd 503 Thesis or Field Study 3-9 hours
SpEd 506 Special Individual Studies Terms and hours to be arranged
SpEd 507 Seminar Terms and hours to be arranged
SpEd 508 Workshop Terms and hours to be arranged
SpEd 509 Practicum: Field Experience: Deafness 3-15 hours
Mentally Retarded Multifaceted Handicapped Severe Handicapped Handicapped Learners in Field Settings Field Experience: Deafness
SpEd 510 Internship 3-12 hour
Supervised work experience with professional level responsibilities in public school, community college, or higher education. On-site supervision by appropriately trained and certified professionals. Supplementary conferences, readings and reports.

SpEd 513 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 insurance 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 528 Educational Diagnosis and Prescription: Preacademic 3 hours
Examination of and practice in diagnostic techniques in the non-academic skill areas. Includes motor, perceptual, linguistic, cognitive and social skill areas. Emphasis is on early identification of potential learning problems and prevention through use of prescriptive techniques.

SpEd 529 Advanced Programming for the Severely Handicapped 2 hours
This course focuses on the more advanced application of learning theory in the education of the severely handicapped learner. Specifically, it deals with the use of various stimulus control procedures, generalization of behavior and a behavioral approach to generative behaviors.

SpEd 530 Contemporary Issues in Education of Severely Handicapped Learners 3 hours
The focus of this course is on 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 Consultant Processes for Special Education 3 hours
An examination of the consultant model in Special Education and steps for effective implementation.

SpEd 532 Cultural Considerations in Special Education 3 hours
This course focuses on awareness of cultural bias in processes relating to P.L. 94-142: Assessment, program placement, diagnostic conclusions, teaching methods and management techniques will be examined for cultural implications.

SpEd 533 Professional Development in Rural Setting 3 hours
This course is designed to foster continued professional development of the special educator in rural remote settings.

SpEd 534 Rural Resources for the Special Educator 3 hours
This course is designed to assist the rural special educator in the development and use of community resources in providing service for handicapped students.

SpEd 537 Selected topics in the Psychology of Talent and Giftedness 3 hours
In depth examination of psychological issues surrounding the phenomenon of exceptional ability and talent. The course content will vary, providing an opportunity to give extended attention to topics which are otherwise briefly covered in regular survey course offerings.

SpEd 538 Affective and Social Aspects in the Development of the Talented and Gifted 3 hours
The development of a talented and gifted individual's potential is influenced by a variety of emotional and social factors: parental expectations, social class achievement motivation, peer relations, etc. This course will examine the developmental pattern of these affective and social-emotional needs. The implications of these needs for educational guidance and intervention will be explored.
SpEd 539 Final Supervised Field Experience
3-15 hours
Observing and teaching under the direction of a cooperating teacher: opportunity for assuming direct responsibility for the learning activities of handicapped children or youth; developing skill in the techniques of teaching and classroom management; participation in the life of the school. Full-time student teaching will include specific tasks and assignments by the college supervisor in conjunction with the cooperating teacher and/or clinician. Prerequisites according to the major area of study. Consult major area adviser for details.

SpEd 541 Teaching School Subjects to Deaf Students 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 Deaf Students 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 Deaf Students 3 hours
Mathematics, social studies, art 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
Focuses on the learning characteristics and educational provisions for the severely emotionally disturbed individual.

SpEd 545 Educational Assessment for the Severely Handicapped 3 hours
This course covers the need for educational assessment, types of assessment devices available, and selection of criteria. Students will administer selected assessments as part of an educational case study.

SpEd 551 Curricular Materials and Resources for Deaf Students 3 hours
Curriculum resources, methods and materials for programs based on the needs of deaf students.

SpEd 556 Syntax and Semantics: Deafness 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 Elementary Deaf Children 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 examines developmental influences and patterns of creative growth in talented and gifted individuals throughout the life span.

SpEd 583 Infant and Preschool Programs: Deafness 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.

Communication Disorders

UPPER-DIVISION COURSES

CD 370 Phonetics 3 hours
A study of the phonetic symbols which represent the sounds of the English language, including the technical markers used in narrow transcription. A brief introduction to the anatomy and physiology of speech and language and psychoustics is presented along with a limited discussion of the use of distinctive features theory in describing and intelligible speech.

CD 371 Speech Science 3 hours
An introductory study of the anatomy and physiology of speech, language and hearing, including the scientific method and the acoustics of speech.

CD 406 Special Individual Studies
Terms and hours to be arranged.

CD 407 (G) Seminar 3 hours

CD 409 (G) Practicum: Speech Language Pathology 1-9 hours

CD 409 (G) Practicum: Audiology 1-9 hours

CD 440 (G) Introduction to Communication Disorders 3 hours
Fundamental principles in speech and language: pathology and audiometry; symptoms, etiology, assessment, and therapy.
CD 458 (G) Normal Language and Speech Development 3 hours
The readiness, physiologically and psychologically; for the development of speech and language; the structure of language including phonology, morphology, syntax with emphasis on normal development; modern grammar; dialect; cognitive aspects of language and assessment.

CD 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.

CD 478 (G) Diagnostic Methods in Speech-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.

CD 481 (G) Articulation-Phonological Disorders 3 hours

CD 484 (G) Clinical Methods in Speech and Language 2 hours
A study of articulation and language, the theories and procedures of each. The planning and procedures of each. The planning and writing of reports; some clinical interaction is included. Prerequisites: SPA 370, SPA 393 or SPA 580, or consent of instructor.

CD 485, 486 (G) Clinical Intervention: Speech and Language 3 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.

CD 488 (G) Introduction to Audiology 3 hours
A study of basic audiological tests and their interpretation, including pure tone, speech and impedance audiometry. Anatomy and physiology of the ear and the physics of sound will be covered. However, major emphasis will be devoted to the audiological test battery and its interpretation.

CD 489 (G) Hearing Aids and Amplification Systems 4 hours
Design and use of hearing aids and amplification systems, including electrophysiological characteristics and practical applications of individual hearing aids, loop systems, FM systems, etc. A study of the acoustical characteristics of the speech signal and the effects of amplification in reference to the hearing impaired listener. Prerequisite: CD 488G or consent of instructor.

CD 496 (G) Language Disorders 3 hours
A review of etiological factors and symptoms of language disorders, linguistic-cognitive language assessment and intervention strategies. Prerequisites: SPA 370, 450 or consent of instructor.

GRADUATE COURSES
CD 503 Thesis 3-9 hours
The planning and completion of the master's thesis.

CD 506 Special Individual Studies 2 hours
Terms and hours to be arranged.

CD 507 Seminar 1-3 hours

CD 509 Practicum: Speech-Language Pathology 1-9 hours

CD 509 Practicum: Audiology 1-9 hours

CD 530 Educational Audiology 3 hours
Diagnostic and prescriptive techniques for use with hearing impaired children including pediatric audiometric procedures, medical aspects of hearing loss, development of auditory behavior, physiological hearing tests and identification audiometry. Prerequisites: CD 488G and CD 489G or the consent of the instructor.

CD 582 Voice and Organic Disorders 3 hours
Symptoms, etiology and treatment of voice disorders in children and adults, including problems of those with cerebral palsy and cleft palate.

CD 583 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.

CD 584 Organic Disorders of Speech 3 hours
The focus of this course is the etiology, symptomatology and treatment of organically based disorders of speech. Specifically, course discussions will focus on apraxia, dysarthria, cleft palate and cerebral palsy.

CD 585 Organic Disorders of Cognition and Language in Adults 3 hours
This course focuses on acquired organic disorders of cognition and language in adults. Language behaviors of clients with left and right brain lesions, closed head trauma and senile dementia. Differential diagnosis and intervention for each disorder will be discussed. Films, videotapes and role playing will be used to establish student competence.

CD 587 Advanced Anatomy and Physiology of Speech and Language 3 hours
An analytical study of the functional neurology, anatomy, and physiology of speech and language.
Big Leaf Maple
_Acer macrophyllum_

The Big Leaf Maple standing behind Campbell Hall has held up to its tradition as a native Oregon tree. This grandiose tree with the largest leaves of all species of Maples is more than 80 years old.
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Executive Director of College Relations

WILLIAM D. NEFFERT
Dean of Administration

STUART B. TENNANT, M.A.
Dean of Students

President, Faculty Senate

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.

MARK E. ADAMS (1985) Assistant Professor of Physical Education.
B.S. 1979, University of Cincinnati; M.S. 1980, Idaho State University.

JANINE M. ALLEN (1983), Director of Admissions, Assistant Professor.
B.S. 1973, Kearney State College; M.A. 1979 University of Nebraska.

FRANK L. ASHMORE (1976), Assistant Professor of Special Education.
B.S. 1986, Lyndon State College; M.S. 1974, Oregon College of Education.

ROBERT RODGERS AYRES (1973), Associate Professor of Special 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), Professor of Humanities.

LOUIS BALMER (1977), Associate Professor of Education.
B.S. 1958, Oregon State College; M.S. 1960, Portland State University; Ed.D. 1971, University of North Carolina.

NEAL RAYMOND BANDICK (1970), Professor of Biology.
B.S. 1960, University of California, Davis; M.S. 1965, Trinity University; Ed.D. 1970, University of Michigan.

JAMES ALLAN BARNARD (1963), Professor of Mathematics.

ROBERT D. BARK (1982), Dean, ONU-WOSC School of Education; Professor of Education.

JAMES H. BEARD (1962), Professor of Psychology.

DORI BECK (1978), Director, Continuing Education and Summer Programs, Research Associate.

ROY VINCENT BENNETT (1983), Assistant Professor, Library.

MYRA JEAN BRAND (1966), Professor of Creative Arts/Music.
B.M. 1956, Willamette University; M.M. 1971, University of Oregon; D.M.A. 1979, University of Oregon.

JOAN BRANDHORST (1992), Assistant Professor of Health and Physical Education.
B.S. 1960, Concordia Teacher’s College; M.P.E. 1963, University of Nebraska.

LOUIS CARL BRANDHORST (1967), Associate Professor of Geography.
B.S. 1955, Concordia Teachers College; M.A. 1965, Ph.D. 1974, University of Nebraska.

EVERETTE LOWAYNE BREWER (1973), Assistant Professor of Health and Physical Education.

RONALD JOHN BRINEGAR (1969), Associate Professor, Registrar.
B.A. 1964, University of Minnesota; M.S. 1976, Oregon College of Education.

RAY ARLYN BRODERSEN (1962), Professor of Geology.
B.A. 1953, Fresno State College; Ph.D. 1962, University of California, Berkeley.

CLAYTON FRED BROWN (1976), Assistant Registrar, Instructor.

ROBIN R. BROWN (1986), Associate Director of Admissions, Assistant Professor.

GEORGE ALBERT CABRERA (1962), Associate Professor of Education.

JOSEPH RONALD CALIGURE (1966), Assistant Professor of Health and Physical Education.
B.S. 1952, M.S. 1966, University of New Mexico.

JAMES W. CALLENDER (1962), Instructor of Physical Education and Business.

PETER L. CALLERO (1985), Assistant Professor of Sociology.
B.A. 1977, Seattle University; M.A. 1979, Western Washington University; Ph.D. 1983, University of Wisconsin.

DALE WAYNE CANNON (1977), Associate Professor of Humanities.

DANIEL GEORGE CANNON (1967), Professor of Creative Arts/Art.

JON CAREY (1970), 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/Art.
B.A. 1962, University of Oregon; M.F.A. 1962, California College of Arts and Crafts.

RONALD LEWIS CHATHAM (1968-61, 1962), Professor of Geography.
B.A. 1952, University of California, Berkeley; M.A. 1957, Sacramento State College; Ph.D. 1962, Stanford University.

MICHAEL R. CHAK (1986), Director of Financial Aid, Assistant Professor.

MELVIN T. COLLINS JR. (1970), Director of Computing Center, Assistant Professor.
B.A. 1956, University of Washington; M.A. 1960, Oregon State University; Ph.D. 1962, University of Washington.

ERIC JON COOLEY (1976), Associate Professor of Psychology.
B.A. 1972, Claremont Men’s College; Ph.D. 1976, University of Texas.

KEVIN W. COONS (1986), Assistant Professor of Physical Education.

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.

PETER C. COURTNEY (1984), Assistant to the President, Assistant Professor.
B.A. 1965, University of Rhode Island; M.P.A. 1966, University of Rhode Island; D.I. 1989, Boston University.

BILLY F. COWART (1984), Provost, Assistant Professor.
B.S. 1954, Texas A&M University; M.A. 1959, Stephen F. Austin State College; Ph.D. 1963, The University of Texas.

MERLIN DUANE DARBY (1968), Director, Counseling Center, Professor of Counseling and Guidance.

RICHARD ANTHONY DAVIS (1964), Professor of Creative Arts/Theater Arts.

ERHARD KARL DORTMUND (1958-59, 1961), Associate Professor of History.
B.A. 1952, University of Colorado; M.A. 1960, University of California, Berkeley.

STEVEN A. DOUGLASS (1986), Associate Professor of Mathematics.

DONALD HUBBARD DUNCAN (1961-63, 1965), Professor of Special Education.

NORMAN C. EBERNE (1978), Associate Professor of Health and Physical Education.

DENNIS WAYNE EDINSON (1968), Professor of Humanities.

VICTOR JERRY EMBRY (1980), Assistant Professor, Auxiliary Services.


ALLYN LAURENCE LYON (1967), Professor of Creative Arts/Music. B.S. 1958, M.A. 1960, University of Utah; Ph.D. 1965, Eastman School of Music, University of Rochester.


MARGARET M. MANOOGIAN-D'ODLE (1986), Director of Career Development Center, Assistant Professor. B.A. 1981, University of California, Santa Barbara; M.Ed. 1984, The University of Vermont.

ROBERT FRANCIS MARTIN III (1972), Professor of Humanities. Chair, Humanities Division. B.A. 1965, Wabash College; M.A. 1966, Ohio University; Ph.D. 1974, Indiana University.

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 MARSH (1983), Executive Director of College Relations, Assistant Professor. B.A. 1969, Old Dominion University; M.L.S. 1977, San Jose State University.

JAMES THOMAS MATTINGLEY (1968), Professor of Creative Arts/Art. B.A. 1963, M.A. 1966, San Jose State College.

EILEEN T. McCAFFREY (1984), Instructor of Special Education. B.A. 1980, California State University; M.S. 1986, Oregon 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 COWELL McCRAVEY (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; Ph.D. 1985, University of Southern California.


RICHARD ERWIN MEYER (1969), Associate Professor of Humanities. B.A. 1965, Northwestern University; M.A. 1969, University of Washington.

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.

RUTH HATEFIELD MILLION (1966), Associate Professor of Creative Arts/Music. B.A. 1941, Georgetown College; M.M. 1946, American Conservatory.

JOHN P. MINAHAN (1986), Professor, Dean of Liberal Arts and Sciences. B.A. 1965, Canisius College; Ph.D. 1969, Georgetown University.


WANDA C. MOORE (1985), Assistant Professor of Special Education. B.A. 1969, M.Ed. 1973, University of Puget Sound; Ph.D. 1985, Oregon State University.

DENIS MICHAEL MORAN (1968), Associate Professor of Social Science. Chair, Social Sciences Division. B.A. 1966, Immaculate Heart College; M.A. 1967, Ohio State University; Ph.D. 1976, University of Oregon.

RONALD R. MORGAN (1967), Associate Professor of Mathematics. M.S. 1965, Oregon State University; Ph.D. 1979, University of Oregon.

KENNETH HOLLY MYERS (1968), Professor of Education: Associate Dean, OUS/WOSC School of Education. B.S. 1949, Eastern Oregon College; M.Ed. 1956, Ed.D. 1966, Oregon State University.

WILLIAM DEAN NEIFERT (1973), Dean of Administration. Professor. B.S. 1975, West Virginia University.

JUDITH NIESLEIN (1984), Director of Public Information. Instructor. B.S. 1975, University of Arizona.

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.


DAVID OLSON (1984), Assistant Professor of Computer Science. B.S. 1978, Oregon College of Education; M.S. 1982, Western Oregon State College; M.S. 1984, University of Oregon.


LEWIS ARTHUR PENNOCK (1968), Professor of Biology. B.A. 1953, Antioch College; M.S. 1961, Ph.D. 1966, University of Colorado.

SHERIDAN PERRY (1972), Budget Officer, Instructor. B.S. 1972, Eastern Montana College.

RAYMOND W. PETERSON (1985), Assistant Professor of Psychology. B.A. 1967, Western Washington University; M.A. 1976, Western Washington University.

WILLIAM JAMES PLUNKETT (1971), Associate Professor of Creative Arts/Music. B.A. 1953, University of Northern Iowa; M.A. 1959, Ed.D. 1972, University of Northern Colorado.


ALBERT REDDUS (1969), Associate Professor of Education. B.A. 1955, Santa Clara University; M.A.T. 1959, Oregon State College of Education.

LYNN J. REIF (1982), Assistant Professor of Education. B.A. 1964, Oberlin College; M.A. 1966, University of Michigan; Ph.D. 1982, Georgetown University.

JACQUELINE LEE RICE (1966), Professor of Health and Physical Education. B.S. 1962, University of Oregon; M.Ed. 1969, Oregon State University; Ed.S. 1979, Loma Linda University.

RONALD L. RICHMOND (1985), Associate Director of Public Information and Sports Information Director. Instructor. B.S. 1980, Kean State College.

LEON HARVEY ROLAND (1985), Assistant Professor of Mathematics. B.S. 1964, Eastern Montana College; M.S. 1970, Seattle University; Ph.D. 1979, University of Washington.

XAVIER EDUARDO ROMANO (1985), Assistant Director of Admissions/Minority Student Counseling, Instructor. B.S. 1982, University of Oregon.


MARION OLINDO ROSSI (1965), Associate Professor of Humanities. B.A. 1963, Idaho State University; M.A. 1965, University of Illinois.


JACK CLINTON RYER (1970), Professor of Health and Physical Education: Chair, Health and Physical Education. B.S. 1956, M.S. 1963, Eastern Oregon College; Ph.D. 1971, Oregon State University.

MARSHA S. SARGENT (1986), Assistant Professor of Accounting. B.S. 1976, California Polytechnic State University; MBA 1984, Oregon State University.

VICTOR EARL SAVICKI (1971), Professor of Psychology. B.A. 1967, Carroll College; M.S. 1968, Ph.D. 1971, University of Massachusetts.

DEBORAH LYNN SCHOEN (1982), Instructor in Special Education. B.S., M.S. 1981, Western Oregon State College.
LOWELL WAYNE SPRING (1966), Professor of Biology. B.A. 1960, Earlham College; M.S. 1963, University of Washington; Ph.D. 1968, University of Washington.

RONNIE LOUISE STAEBLER (1976), Associate Professor of Special Education. B.S. 1970, Montana State University; M.S. 1976, Oregon College of Education; Ph.D. 1984, Oregon State University.


PETER GORDON STONE (1968), Professor of Creative Arts. B.A. 1955, M.A.T. 1967, Reed College.


JOSEPH M. TERRY (1965), Associate Professor of Computer Science. B.S. 1973, Texas Tech University; M.S. 1985, East Texas State University.

VIRGINIA A. THOMPSON (1967), Instructor, Associate Dean of Development. B.A. 1969, University of Oregon.


JOHN M. TRACY (1984), Assistant Professor of Special Education. B.A. 1971, Whittier College; M.S. 1974, Oregon College of Education; Ph.D. 1983, University of Oregon.

ROBERT S. TURNER (1986), Assistant Professor of Biology. B.S. 1984, Seattle University; Ph.D. 1971, University of Oregon.


EDWARD BANTA WAGGNER (1975), Associate Professor of Humanities. B.A. 1961, Trinity College; M.A. 1964, University of Iowa; Ph.D. 1973, Stanford University.

RICHARD EARL WALKER (1972), Professor of Education. B.S. 1958, Millikan University; M.Ed. 1962, University of Illinois; Ed.D. 1968, University of Northern Colorado.

DAVID EDWARD WALLACE (1960), Professor of Creative Arts. B.M. 1950, West Virginia University; M.M. 1951, Ph.D. 1964, Northwestern University.


DONALD JOSEPH WEISS (1966), Associate Professor of Humanities. B.A. 1953, Amherst College; M.A. 1955, Indiana University.


NEAL W. WERNER (1973), Assistant Director of Auxiliary Services. B.S. 1983, Montana State University; M.Ed. 1985, Montana State University.

DONALD HARVEY WHITE (1971), Professor of Physics. B.S. 1979, University of California; Berkeley, Ph.D. 1970, Cornell University.

WAYNE ROODERS 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.

DENNIS DALE WILLIAMS (1967), Assistant Professor of Mathematics. B.A. 1964, University of Montana; M.A. 1965, Montana State University.


HELEN ELAINE WOODS (1985), Assistant Professor of Science Education. B.S. 1970, Oregon College of Education; M.A.T. 1972, Oregon College of Education.

DAVID M. WRIGHT (1983), Assistant Professor of Elementary Education. B.S. 1963, University of San Francisco; M.A.T. 1971, University of Pittsburgh; Ed.D. 1977, University of North Dakota.

EDWARD WRIGHT (1979), Associate Professor of Mathematics. B.S. 1963, Western Montana State College; M.S. 1967, Western Washington State University; Ph.D. 1977, Pennsylvania State University.

ROBIN WRIGHT-FROMHERZ (1986), Assistant Professor of Special Education. B.S. 1972, Cleveland State University; M.S. 1974, Oregon College of Education; Ph.D. 1983, Oregon State University.

GEORGE LEE WYATT (1977), Professor of Economics. B.A. 1968, University of Miami; M.A. 1969, Ph.D. 1971, University of Kentucky.

RONALD LLOYD WYNNE (1969), Professor of Creative Arts. M.A. 1950, New Mexico Highlands University; M.Mus.Ed. 1956, Ph.D. 1969, University of Colorado.

BONNIE JEAN YOUNG (1969), Professor of Special Education. B.A. 1953, M.A. 1954, Brigham Young University; Ed.D. 1975, University of Oregon.

Sign Language Interpreters

ROBYN BROWN

MELISSA SMITH

JUDI KORPI
TEACHING RESEARCH

Teaching Research is a division of the Oregon State System of Higher Education located on the Western campus. It is directly responsible to the State System's Vice Chancellor for Academic Affairs, whose office is in Eugene.

The division is designed to expand knowledge related to teaching by identifying areas in education in which experimentation and research are needed. It provides the State System of Higher Education with a facility designed to attract and use the financial support which is available in this field through public and private sources.

Academic staff at Teaching Research are fully engaged in program development, dissemination, and evaluation leading to improved teaching procedures at all levels of instruction.

Infant and Child Center

Part of the Special Education Department of Teaching Research, the center was awarded national validation by the U.S. 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 80 students from infancy to age 15 are in center programs, which include:

Parent Training Clinic
Toddler Program
Integrated Preschool
Day Care/Kindergarten
Elementary Classroom for Students with Severe Handicaps
High School Resource Room

A major objective of the center is the development of procedures for teaching preschool handicapped and nonhandicapped children. These procedures form the basis of the training of many teachers from federal states who study at the center each year. A follow-up 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 or 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.

Teaching Research also provides several residential programs for handicapped adolescents and adults. These group homes and apartments provide a positive transition into less restrictive living environments. The populations range from mild to profoundly retarded and may include severe behavior disorders, developmental disabilities, and/or sensory impairments.

Also part of the Infant and Child Center is the WOSC Child Care Center which provides a safe, secure and developmentally appropriate environment for children while their parents attend classes at the college. The program serves children from three to six years of age and focuses on activities which promote social, emotional, physical and cognitive development. The center is also involved with the Preschool in Integrating Handicapped Children into a Normal Handicapped Classroom Setting.

Further information about center programs may be obtained by writing to the Director of the Infant and Child Center, Teaching Research Division, Monmouth, OR 97361.

Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Title</th>
<th>Institution</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>VICTOR BALDWIN</td>
<td>1980</td>
<td>Director, Research Professor</td>
<td>Ed.D. 1966, University of Oregon</td>
<td></td>
</tr>
<tr>
<td>EARLETTA BAILEY</td>
<td>1985</td>
<td>Assistant Research Professor</td>
<td>Ph.D. 1981, University of Oregon</td>
<td></td>
</tr>
<tr>
<td>PATTY BINDER</td>
<td>1985</td>
<td>Instructor, B.S. 1985</td>
<td>Western Oregon State College</td>
<td></td>
</tr>
<tr>
<td>SUE BIRGE</td>
<td>1986</td>
<td>Instructor</td>
<td></td>
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</tr>
<tr>
<td>FRANKIE BLASCH</td>
<td>1975</td>
<td>Instructor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BETTY BRUMMETT</td>
<td>1984</td>
<td>Instructor, B.A. 1959</td>
<td>Oregon State University</td>
<td></td>
</tr>
<tr>
<td>BRUCE BULL</td>
<td>1984</td>
<td>Instructor, MS. 1986</td>
<td>Western Oregon State College</td>
<td></td>
</tr>
<tr>
<td>MICHAEL BULLIS</td>
<td>1984</td>
<td>Associate Research Professor</td>
<td>Ph.D. 1983, Oregon State University</td>
<td></td>
</tr>
<tr>
<td>CAROL BUNSE</td>
<td>1974</td>
<td>Assistant Research Professor</td>
<td>B.A. 1975, Oregon State College</td>
<td></td>
</tr>
<tr>
<td>DARROL COLLINS</td>
<td>1984</td>
<td>Instructor, B.S. 1985</td>
<td>Western Oregon State College</td>
<td></td>
</tr>
<tr>
<td>KELLY CRABTREE</td>
<td>1986</td>
<td>Research Assistant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAURA DANIEL</td>
<td>1985</td>
<td>Instructor, B.A. 1982</td>
<td>Linfield College</td>
<td></td>
</tr>
<tr>
<td>JENNIFER DAVIS</td>
<td>1985</td>
<td>Research Assistant</td>
<td>B.Ed. 1984, Western Baptist College</td>
<td></td>
</tr>
<tr>
<td>KATE DEANE</td>
<td>1983</td>
<td>Instructor, B.A. 1983</td>
<td>Willamette University</td>
<td></td>
</tr>
<tr>
<td>LORI DOFDE</td>
<td>1985</td>
<td>Instructor, B.A. 1978</td>
<td>Brigham Young University</td>
<td></td>
</tr>
<tr>
<td>GLEN FIELDING</td>
<td>1980</td>
<td>Associate Research Professor</td>
<td>Ph.D. 1980, University of Oregon</td>
<td></td>
</tr>
<tr>
<td>H. (BUDD) FREDERICKS</td>
<td>1967</td>
<td>Associate Director</td>
<td>Research Professor, Ed.D. 1969, University of Oregon</td>
<td></td>
</tr>
<tr>
<td>JOHN GALLAGHER</td>
<td>1983</td>
<td>Instructor</td>
<td></td>
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<tr>
<td>DENNIS GIFFORD</td>
<td>1983</td>
<td>Instructor</td>
<td></td>
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</tr>
<tr>
<td>GARY GLASENAP</td>
<td>1984</td>
<td>Instructor, M.S. 1975</td>
<td>University of Oregon</td>
<td></td>
</tr>
<tr>
<td>LINDA HALL</td>
<td>1986</td>
<td>Instructor, B.S. 1986</td>
<td>Eastern Oregon State College</td>
<td></td>
</tr>
<tr>
<td>KIRK HENDRICKSON</td>
<td>1981</td>
<td>Instructor, B.A. 1981</td>
<td>Western Oregon State College</td>
<td></td>
</tr>
<tr>
<td>MOLLIE HYMAN</td>
<td>1985</td>
<td>Instructor, B.S. 1985</td>
<td>University of Washington</td>
<td></td>
</tr>
<tr>
<td>CONNIE JENNINGS</td>
<td>1980</td>
<td>Instructor, B.S. 1983</td>
<td>Oregon State College</td>
<td></td>
</tr>
<tr>
<td>BRIAN JOHNSON</td>
<td>1987</td>
<td>Instructor, M.S. 1974</td>
<td>Pacific University</td>
<td></td>
</tr>
<tr>
<td>KERRI JOHNSON</td>
<td>1986</td>
<td>Research Assistant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NANCY JOHNSON-DORN</td>
<td>1977</td>
<td>Assistant Research Professor</td>
<td>M.S. 1983, Western Oregon State College</td>
<td></td>
</tr>
<tr>
<td>CONNIE KENT</td>
<td>1985</td>
<td>Instructor, B.S. 1975</td>
<td>Brigham Young University</td>
<td></td>
</tr>
<tr>
<td>SANDI ROWALKO</td>
<td>1987</td>
<td>Instructor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DEBORAH Kraus</td>
<td>1981</td>
<td>Assistant Research Professor</td>
<td>B.S. 1980, Oregon State University</td>
<td></td>
</tr>
<tr>
<td>JULIA LIMBIRICK</td>
<td>1985</td>
<td>Research Assistant</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

BARBARA LINDLEY-SOUTHARD (1982), Assistant Research Professor, M.S. 1985, Western Oregon State College.

SANDRA MANNING (1978), Instructor, B.A. 1974, Oregon College of Education.


JOHN MUSHLITZ (1985), Instructor.


ROBERT OLSEN (1974), Associate Research Professor, M.S. 1970, Oregon College of Education.

CINDY OLSON (1986), Instructor, B.A. 1984, Lawrence University.


JOYCE PETERS (1980), Associate Research Professor, M.S. 1970, Oregon College of Education.

H. DEL SCHALOCK (1962), Research Professor, Ph.D. 1964, Oregon State University.

CHARITY ROWLAND (1983), Associate Research Professor, Ph.D. 1980, University of Oklahoma.


PHILIP SCHWEIGERT (1955), Assistant Research Professor, M.S. 1977, Gonzaga University.

ROBERTA SOLOMOU (1986), Research Assistant.

MICHAEL STEWART (1968), Associate Research Professor, B.S. 1967, University of Oregon.

KATHLEEN STREML-KELL (1979), Research Professor, M.A. 1971, Kansas State University.


VICTORIA PIAZZA TEMPLEMAN (1972), Associate Research Professor, M.A. 1975, Oregon College of Education.


JANE WILMERS TOEWS (1978), Assistant Research Professor, M.S. 1977, Indiana University.

KIMBERLY UDILL (1982), Instructor, B.S. 1984, Western Oregon State College.


TINA FARNES Wilson (1976), Assistant Research Professor, A.A. 1976, Clackamas Community College.

Western Oregon State College is a member of the Oregon State System of Higher Education, which was organized in 1922 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 for four years for regular members and two years for student members (terms expire June 30 of the year shown).

- JAMES C. PETERSEN, La Grande, 1988
- RICHARD F. HENSLEY, Medford, 1987
- JOHN W. ALLTUCKER, Oregon, 1989
- GENE CHAO, Hillsboro, 1988
- ROBERT R. ADAMS, Corvallis, 1989
- MARKS. DODSON, Portland, 1989
- MICHAEL M. HERMANS, La Grande, 1988
- JANET S. NELSON, Corvallis, 1988
- LOUIS B. PERRY, Portland, 1987
- GEORGE E. RICHARDSON, J.R., Portland, 1990

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., Chancellors
- W. T. LEMAN JR., B.S., Executive Vice Chancellor for Administration
- JOHN OWEN, Ph.D., Vice Chancellor for OCATE
- LAWRENCE C. PIERCE, Ph.D., Vice Chancellor for Academic Affairs
- WILL H. POST, M.B.A., Vice Chancellor for Public Affairs
- WILMA FOSTER, M.A., Secretary, State Board of Higher Education

Institutional Executives

- RICHARD S. MEYERS, Ph.D., President, Western Oregon State College
- PAUL OLUM, Ph.D., President, Oregon State University
- JOSEPH W. COX, Ph.D., President, Southern Oregon State College

Emeritus Faculty and Administration

- HELEN BLODGETT ADDISON (1958), Assistant Professor Emeritus, Education.
- FRANCES MATTINGLY 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.
- WILLIAM EDWARD BRUCE, Ph.D. (1960-78), 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 CULBERTSON, M.A. (1965-75), Associate Professor Emeritus, Art.
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- ETTA MAE WELLS DETRINGER, B.S. (1963-1979), Assistant Professor Emeritus, Health Service.
- MARY AGNES DONALDSON, M.A. (1921-1927), Associate Professor Emeritus, Education.
- JAMES BRADFORD ELLINGSON (1971), Emeritus Professor, Education.
- HENRY KENT FARLEY, Ed.D. (1947-70), Professor Emeritus, Education.
- FRANCIS D. HAINES, Ph.D. (1951-1964), Emeritus Professor of Social Science.
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- RUTH ELIZABETH LUIJTENBACH, Ed.D. (1940-74), Professor Emeritus, Physical Education.
- GERARD LEHNWAND, Ph.D. (1951-78), Professor Emeritus.
- ROBERT CLARENCE LIVINGSTON, Ed.D. (1951-81), Professor Emeritus, Physical Education.
- MAY FOLSOM LUCAS, M.S. (1951-76), Assistant Professor Emeritus, Education.
- WILLIAM DEAN MCCARTHY, Ed.D. (1947-83), Professor Emeritus, Physical Education.
- ARTHUR ANDREW MCADOO, Ph.D. (1975-1986), Professor Emeritus, Special Education.
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- HORACE BLAKE MORAVSKY, M.S. (1966-1985), Assistant Professor Emeritus, Administration.
- JACK DONALD MORTON, M.A. (1955-83), Dean of Students Emeritus.
- ANTON POSTLE, Ph.D. (1947-81), Professor Emeritus, Chemistry.
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- JOHN NATHAN SPARKS, B.S. (1960-81), Assistant Professor Emeritus, Accounting.
- ELLIS ARNOLD STEBBINS, B.A. (1928-68), Dean Emeritus, Administration.
- MARGARET LILIAN STEINER, B.A. (1947-75), Assistant Professor Emeritus, Library.
- HENRY EVERETT TETZEL, M.S. (1957-70), Assistant Professor Emeritus, Education.
- ERNEST C. TIMPANI, M.S. (1969-81), Professor Emeritus, Corrections.
- LEONA ESTHER TOLLER, Ph.D. (1960-1984), Professor Emeritus, Education.
- KENNETH MERRIAM WALKER, Ph.D. (1937-1986), Professor Emeritus, Biology.
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