OREGON COLLEGE OF EDUCATION
BULLETIN

NUMBER 4  APRIL 21, 1967

Second-class postage paid at Monmouth, Oregon. Issued four times a year, twice in March and twice in April. Published by the Oregon State Board of Higher Education, at Oregon College of Education, Monmouth, Oregon 97361.
Oregon State System of Higher Education

The Oregon State System of Higher Education, organized in 1932, provides educational opportunities to young people and adults throughout the State of Oregon. Member institutions are elements of an articulated system, parts of an integrated whole.

Opportunities for general education are distributed as widely as possible throughout the state, while specialized, professional and technical programs are centered at specific institutions.

Members of the Oregon State System of Higher Education are:

- Oregon State University
  - Corvallis
- University of Oregon
  - Eugene
- Portland State College
  - Portland
- Oregon College of Education
  - Monmouth
- Southern Oregon College
  - Ashland
- Eastern Oregon College
  - LaGrande
- Oregon Technical Institute
  - Klamath Falls

Campuses of the Medical School and the Dental School of the University of Oregon are located in Portland. The Division of Continuing Education represents all the institutions in making college level courses and special programs available to all citizens. The Division has offices in Salem as well as on all OSSHE campuses.

An interinstitutional booklet, Your Education, lists fields of study at all State System institutions, and gives other important information for prospective students. For a free copy, write Your Education, State Board of Higher Education, P. O. Box 5175, Eugene, Oregon 97403.
State Board of Higher Education*

Term Expires

CHARLES R. HOLLOWAY, JR., Portland ............. 1967
ELIZABETH H. JOHNSON, Redmond ................. 1968
JOHN W. SNIDER, Medford ......................... 1969
J. W. FORRESTER, JR., Pendleton ................. 1969
PHILIP A. JOSS, Portland .......................... 1970
GEORGE LAYMAN, Newberg .......................... 1970
RAY T. YASUI, Hood River ......................... 1971
RALPH E. PURVINE, Salem ......................... 1971
ANCIL PAYNE, Portland ............................ 1972

Officers

CHARLES R. HOLLOWAY, JR. ......................... President
J. W. FORRESTER, JR. .............................. Vice President
RALPH E. PURVINE ................................. Member
Executive Committee

ROY E. LIEUALLEN, Chancellor
RICHARD L. COLLINS, Secretary of Board

Office of the State Board of Higher Education
Post Office Box 5175
Eugene, Oregon 97403

* Board members are appointed to six-year terms by the Governor of Oregon, with confirmation by the State Senate.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oregon State System of Higher Education</td>
<td>2</td>
</tr>
<tr>
<td>State Board of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>Academic Calendar 1967-1968</td>
<td>6</td>
</tr>
<tr>
<td>General Information</td>
<td>9</td>
</tr>
<tr>
<td>Requirements for Degrees and Certificates</td>
<td>35</td>
</tr>
<tr>
<td>Academic Procedures and Regulations</td>
<td>37</td>
</tr>
<tr>
<td>Undergraduate Curricula</td>
<td>41</td>
</tr>
<tr>
<td>Honors Program</td>
<td>41</td>
</tr>
<tr>
<td>Air Force ROTC</td>
<td>41</td>
</tr>
<tr>
<td>Teacher Education</td>
<td>41</td>
</tr>
<tr>
<td>Kindergarten Curriculum</td>
<td>46</td>
</tr>
<tr>
<td>Elementary Curriculum</td>
<td>46</td>
</tr>
<tr>
<td>Junior High School Curricula</td>
<td>49</td>
</tr>
<tr>
<td>Senior High School Curricula</td>
<td>54</td>
</tr>
<tr>
<td>Specialized Programs in Art Education, Music Education, and Special Education</td>
<td>64</td>
</tr>
<tr>
<td>Art Education</td>
<td>64</td>
</tr>
<tr>
<td>Music Education</td>
<td>65</td>
</tr>
<tr>
<td>Special Education</td>
<td>66</td>
</tr>
<tr>
<td>General Studies</td>
<td>69</td>
</tr>
<tr>
<td>Lower Division Liberal Arts and Sciences</td>
<td>72</td>
</tr>
<tr>
<td>Preprofessional Curricula</td>
<td>73</td>
</tr>
<tr>
<td>Medical Technology</td>
<td>82</td>
</tr>
<tr>
<td>Summer Session</td>
<td>83</td>
</tr>
<tr>
<td>Inter-Session</td>
<td>84</td>
</tr>
<tr>
<td>Graduate Study</td>
<td>85</td>
</tr>
<tr>
<td>Master of Science in Education</td>
<td>89</td>
</tr>
<tr>
<td>Master of Arts in Teaching</td>
<td>99</td>
</tr>
<tr>
<td>Non-Degree Fifth Year Programs</td>
<td>102</td>
</tr>
<tr>
<td>Description of Courses</td>
<td>107</td>
</tr>
<tr>
<td>Art</td>
<td></td>
</tr>
<tr>
<td>Education and Psychology</td>
<td>111</td>
</tr>
<tr>
<td>Counseling</td>
<td>123</td>
</tr>
<tr>
<td>Educational Administration</td>
<td>123</td>
</tr>
<tr>
<td>Educational Media Specialist</td>
<td>123</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>124</td>
</tr>
<tr>
<td>Home Economics</td>
<td>127</td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>127</td>
</tr>
<tr>
<td>English</td>
<td>128</td>
</tr>
<tr>
<td>Humanities, Philosophy, and Religion</td>
<td>130</td>
</tr>
<tr>
<td>Journalism</td>
<td>131</td>
</tr>
<tr>
<td>Modern Languages</td>
<td>131</td>
</tr>
<tr>
<td>Speech and Drama</td>
<td>133</td>
</tr>
<tr>
<td>Library Science</td>
<td>135</td>
</tr>
<tr>
<td>Music</td>
<td></td>
</tr>
<tr>
<td>Science and Mathematics</td>
<td></td>
</tr>
<tr>
<td>General Science</td>
<td>138</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>139</td>
</tr>
<tr>
<td>Botany</td>
<td>140</td>
</tr>
<tr>
<td>Zoology</td>
<td>141</td>
</tr>
<tr>
<td>Chemistry</td>
<td>142</td>
</tr>
<tr>
<td>Geology</td>
<td>143</td>
</tr>
<tr>
<td>Subject</td>
<td>Page</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Physics</td>
<td>143</td>
</tr>
<tr>
<td>Mathematics</td>
<td>144</td>
</tr>
<tr>
<td>Social Science</td>
<td>147</td>
</tr>
<tr>
<td>General Social Science</td>
<td>147</td>
</tr>
<tr>
<td>Economics</td>
<td>148</td>
</tr>
<tr>
<td>Geography</td>
<td>149</td>
</tr>
<tr>
<td>History</td>
<td>151</td>
</tr>
<tr>
<td>Political Science</td>
<td>152</td>
</tr>
<tr>
<td>Sociology</td>
<td>154</td>
</tr>
<tr>
<td>Business Administration</td>
<td>155</td>
</tr>
<tr>
<td>Graduates 1965-66</td>
<td>156</td>
</tr>
<tr>
<td>Summary of Enrollments and Graduates</td>
<td>159</td>
</tr>
<tr>
<td>Administrative Officers</td>
<td>161</td>
</tr>
<tr>
<td>Faculty</td>
<td>161</td>
</tr>
<tr>
<td>Index</td>
<td>179</td>
</tr>
</tbody>
</table>
### Oregon College of Education

#### Fall Quarter 1967

- **New Student and Registration Week**
  *Tuesday through Saturday, September 19-23*

- **Registration of returning students** *Saturday, September 23*

- **Classes begin** *Monday, September 25*

- **Late registration fee effective** *Monday, September 25*

- **Change of program fee effective** *Monday, September 25*

- **Last day for new registration or addition of new courses**
  *Saturday, October 7*

- **Last day for dropping courses without being responsible for grades**
  *Saturday, October 21*

- **Thanksgiving Holiday** *Thursday-Sunday, November 23-26*

- **Final examinations** *Monday-Saturday, December 11-16*

- **Fall quarter ends** *Saturday, December 16*

#### Winter Quarter 1968

- **Registration** *Tuesday, January 2*

- **Classes begin** *Wednesday, January 3*

- **Late registration fee effective** *Wednesday, January 3*

- **Change of program fee effective** *Wednesday, January 3*

- **Last day for new registration or addition of new courses**
  *Tuesday, January 16*

- **Last day for dropping courses without being responsible for grades**
  *Tuesday, January 30*

- **Final examinations** *Monday-Saturday, March 11-16*

- **Winter quarter ends** *Saturday, March 16*
Academic Calendar

Spring Quarter 1968

Registration ................................. Monday, March 25
Classes begin ................................ Tuesday, March 26
Late registration fee effective ........... Tuesday, March 26
Change of program fee effective ......... Tuesday, March 26
Last day for new registration or addition of new courses .......... Saturday, April 6
Last day for dropping courses without being responsible for grades .......... Saturday, April 20
Memorial Day Holiday ....................... Thursday, May 30
Final examinations ......................... Monday-Saturday, June 3-8
Commencement .............................. Friday, June 7
Spring quarter ends ....................... Saturday, June 8

Summer Session 1968

Registration ................................. Monday, June 17
Classes begin ................................ Tuesday, June 18
Late registration fee effective ........... Tuesday, June 18
Change of program fee effective ......... Tuesday, June 18
Last day for new registration or addition of new courses .......... Monday, June 24
Last day for dropping courses without being responsible for grades .......... Tuesday, July 2
Independence Day Holiday ................ Thursday, July 4
Final examinations ......................... Thursday-Friday, August 8-9
Eight-week Summer Session ends .......... Friday, August 9

Intersession 1968

Undergraduate courses for students who wish to earn additional credit toward graduation .......... August 12-30

Fall Quarter 1968

New Student and Registration Week  
Tuesday through Saturday, September 24-28
Registration of returning students .... Saturday, September 28
Classes begin ................................ Monday, September 30
Thanksgiving Holiday .................... Thursday-Sunday, November 28-December 1
Fall quarter ends ........................... Saturday, December 21

MARCH 1968

S M T W T F S
... .......................... 1 2
3 4 5 6 7 8 9
10 11 12 13 14 15 16
17 18 19 20 21 22 23
24 25 26 27 28 29 30
31 ................................................................

APRIL 1968

S M T W T F S
... 1 2 3 4 5 6
7 8 9 10 11 12 13
14 15 16 17 18 19 20
21 22 23 24 25 26 27
28 29 30 ................................................................

MAY 1968

S M T W T F S
... ........................................... 1 2 3 4
5 6 7 8 9 10 11
12 13 14 15 16 17 18
19 20 21 22 23 24 25
26 27 28 29 30 31 ..........................

JUNE 1968

S M T W T F S
... ........................................... 1
2 3 4 5 6 7 8
9 10 11 12 13 14 15
16 17 18 19 20 21 22
23 24 25 26 27 28 29
30 ................................................................

JULY 1968

S M T W T F S
... ........................................... 1 2 3 4 5 6
7 8 9 10 11 12 13 14 15
16 17 18 19 20 21 22
23 24 25 26 27 28 29
28 29 30 31 ..........................

AUGUST 1968

S M T W T F S
... ........................................... 1 2 3
4 5 6 7 8 9 10
11 12 13 14 15 16 17
18 19 20 21 22 23 24
25 26 27 28 29 30 31
General Information

History and Location

Oregon College of Education was first known as Monmouth University. It was organized in 1856 and opened in 1861. The name was changed to Christian College and the institution was chartered in 1866. In 1882 it became Oregon State Normal School, continuing under that name until 1909. For a period of two years (1909-11) it was deprived of state support. The institution was maintained by combined faculty and community cooperation until re-established as a state normal school in 1910 by vote of the people, opening in 1911 as Oregon Normal School. It continued under that name until 1939, when the legislature designated all the state normal schools colleges of education. The presidents of the institution in the early days of its history were: Thomas W. Haley, L. L. Rowland, and A. D. Butler. Following them were: Thomas Franklin Campbell, 1869-1882; Davis Truman Stanley, 1882-1889; Prince Lucien Campbell, 1889-1902; Edwin De Vore Ressler, 1902-1909; John Henry Ackerman, 1911-1921; Joseph Samuel Landers, 1921-1932; Julius Alonzo Churchill, 1932-1939; Charles Abner Howard, 1939-1947; Henry Martin Gunn, 1947-1950; Roben John Maaske, 1950-1955; Roy Elwayne Lienallen, 1955-1961; Ellis Arnold Stebbins, Administrator in Charge, 1961-1962; Leonard William Rice, 1962-.

The college is in many respects very fortunately situated. Monmouth, a well-administered community with a population of approximately 3,800, is located in the Willamette valley near the state's population center, fifteen miles from Salem, sixty-one miles from Portland, and sixty miles from the Oregon beaches. Exceptional climatic and scenic advantages afford a healthful and delightful place for study and campus life. A chamber of commerce, a civic club of active, enthusiastic women, an active parent-teacher association, several churches, a public park, and library are service features of the community. The campus itself is a beautiful and dignified spot entirely in keeping with the spirit of an institution of higher learning.

Accreditation

Oregon College of Education is a member of the American Association of Colleges for Teacher Education and the Northwest Association for Secondary and Higher Schools and is accredited as a degree-granting college by the National Council for Accreditation of Teacher Education. OCE is authorized by the National Council for Accreditation of Teacher Education to carry the following catalog statement:

"Accredited by the National Council for Accreditation of Teacher Education for the preparation of elementary and secondary teachers with the Master's degree as the highest degree approved."

Facilities

Facilities for instruction include the campus college buildings at Monmouth, with their classrooms, libraries and laboratories, recreation fields, and all equipment, together with cooperating schools in the area. The college campus occupies an area of approximately 85 acres.

Instructional

Administration Building. (1936). A three-story brick structure housing the president's office, personnel offices, general institutional offices, science laboratories, and classrooms.
Campbell Hall (1871, 1889, 1898, 1917). Campbell Hall is named in honor of President T. F. Campbell, who served from 1869 to 1882, and his son, Dr. Prince L. Campbell, president from 1889 to 1902. The historic building has stood as a symbol of the institution for its many years, and until recently held aloft the inspiring tower which fell in the Columbus Day storm, 1962. Other portions of the building were also damaged or destroyed, including that portion of the building which contained the main auditorium, many offices and classrooms.

Education Building (1966). This specialized, multi-purpose structure accommodates research, clinical, instructional and student personnel needs. Housed in the building are the education and psychology department, office of student personnel and staff of the Teaching Research Division of the Oregon State System of Higher Education. The attractive two-story structure is made of concrete and steel and trimmed with brick.

Health and Physical Education Building (1936). A building of brick masonry walls with tapestry brick facings. The gymnasium has a floor of standard size and a seating capacity of 1,000. On the lower floor there are showers, dressing rooms, and two handball courts. The new indoor Wolverton Memorial Pool adjoins the physical education building.

Humanities and Social Science Building (1964). This modern building with three floors replaced a section of Campbell Hall that was destroyed in the October 1962 windstorm. The structure houses 18 classrooms, three laboratories and more than 50 faculty offices.

Library (1951). The library, a two-story building, contains 72,000 books and bound periodicals, and several thousand uncataloged pamphlets and documents. Approximately 700 periodicals and several daily and weekly Oregon newspapers are received regularly.

The curriculum laboratory on the first floor of the OCE library building contains over 4000 elementary and high school texts, latest editions of recommended children's encyclopedias, and about 1200 courses of study from Oregon and other states.

In addition, through unified library administration, all books, now over one and one-half million volumes, in the libraries of the several state institutions of higher education are available to students and faculty members of all institutions through inter-library loan.

Educational Media Center. The educational media center, on the ground level of the library building, serves as a depository for teaching materials and equipment, as an audio-visual center for projection services on campus and in laboratory schools, and an information center for teaching materials and audio-visual techniques. The center is equipped to produce teaching materials, such as motion pictures, slides, charts and graphs which are not available commercially. Closed circuit television, operated by the center, provides opportunity for classroom observation and experimental teaching. Certain campus classes and production and television studios are a part of the center.

Maple Hall (1914). After serving as a student center through the past decade, the building is now used as an activity room for physical education classes.

Memorial Stadium. Includes physical education and athletic fields, and the covered grandstand. It is one of the better small college athletic and physical educational facilities in the Northwest. The stands and bleachers seat more than 2,500 persons.

Campus Elementary School (1916, 1948, 1958). The building houses the student teaching units of the Department of Education and Psychology. The older structure was remodeled in 1948, and two modern wings were constructed in 1948 and 1958.
Music Hall (1958). A modern one-story building, providing facilities for the Music Department, including offices, listening room, teaching studio, practice rooms, a band and choir rehearsal room, and a small recital auditorium.

Physical Plant Building (1960). To replace the old central Heating Plant which became inadequate as the campus grew, a new building was constructed to house central heating facilities, physical plant shops, and storage facilities.

West House (1924). Until 1962 this colonial type building was used as a women's dormitory. Because of crowded office conditions due to the expansion of services by the college, this building is now used by the Training Center for Teachers of Migrant and Disadvantaged Children and the Educational Media Center.

Health Center (1963). This modern facility houses the Student Health Service and includes rooms for examination, treatment, physical therapy, a medical laboratory and other facilities for health care.

Living

Butler Hall (1964), Gentle Hall (1966). These halls, both built in a modern architectural style, provide apartment-like living for men or women. Each dormitory houses 144 students, three resident counselors and a housemother. The three living units in each dormitory are grouped with a fourth that houses a lounge and the housemother's residence. A unique feature of both dormitories is the exterior halls that diffuse noise away from the study areas.

Arnold Arms (1925). Purchased by the state board of higher education in 1946 for use as a women's dormitory, this building is well designed for dormitory purposes and provides comfortable housing for 35 women. All rooms are multiple.

Cottage (1917). A two-story house of red brick and shingled walls is a part of the dormitory group, housing 29 women.

Jessica Todd Hall (1912, 1921). Accommodates 170 women. Single and double rooms are available. Built at two different periods the building has several unusual and attractive features resulting from recent modernization.

Roben J. Maaske Memorial Hall (1956). A modern steel-reinforced concrete structure accommodating 100 men students in 50 double rooms, attractively furnished and decorated. This building provides desirable and comfortable housing for men.

Student Center Building (1960). This beautiful building provides a center for student life on the campus. It includes kitchen and dining room facilities for all dormitory residents, a coffee shop, lounges, offices, and committee rooms for student and other activities. Located in the basement are the college store and a large recreational area for various kinds of games. The dining room doubles as a ballroom.

Village (1946). Consists of 42 apartments for married students. The buildings were provided by the federal government through the Federal Public Housing Authority.

Arbuthnot Hall. Katherine Arbuthnot Hall, a modern, tastefully appointed dormitory for women dedicated January 27, 1963, provides accommodations for 162 women students. The building is named in honor of Miss Katherine Arbuthnot, who was a member of the faculty from 1913 to 1947 when she retired with the rank of assistant professor in geography and head of the geography department.
Teaching Research Division

Oregon State System of Higher Education

The teaching research division was authorized by the Oregon State Board of Higher Education on September 20, 1960, and located on the campus. Formerly administered through the college as an agency of the board, the research group was made a part of the centralized activities for the State System of Higher Education in 1964 and was named the Teaching Research Division.

The purposes of the research division, as listed in the initial proposal to the Board of Higher Education, are the following: (1) to identify areas related to the teaching-learning processes in which experimentation and research are urgently needed, (2) to plan and conduct research projects leading to improved teaching procedures at the various levels of instruction, (3) to provide the State System of Higher Education with an agency designed to expand knowledge related to teaching in a way comparable to that employed in other disciplines, and (4) to provide the State System of Higher Education with a facility designed to attract and wisely use the financial support which is available in this field through both public and private agencies.

The division professional staff is employed full time in research. Opportunity is provided for graduate student research in connection with division projects.

Central offices are located at Monmouth, with branch offices on other campuses as required.

Degrees and Certificate

Oregon College of Education offers curricula leading to junior standing and the associate in arts certificate, on the completion of two years’ work, and to the following baccalaureate and graduate degrees:

Bachelor of Science and Bachelor of Arts: elementary, junior high, and senior high school; general studies, medical technology.

Master of Science: elementary and secondary education, with several areas of educational specialization.

Master of Arts in Teaching.

Admission Requirements

In order to be admitted to Oregon College of Education, a student must be of good moral character and must present evidence of acceptable preparation for work at the college level. The development of character is regarded as a primary aim in education and is emphasized at all the state institutions of higher education. Every person applying for admission to the regular sessions of the college must submit the following records, which become the property of the college:

1. Application for admission
   a. Students with no preparation beyond high school graduation apply on the official form, Application for Admission to Oregon Higher Institutions. These forms may be obtained from the high school principal or superintendent or from the director of admissions, Oregon College of Education.
   b. Application forms for transfer students must be obtained from the director of admissions, Oregon College of Education.

2. Official records
   a. Beginning freshmen must furnish complete (four-year) high school records showing credits earned and graduation certified by the principal or superintendent of the school.
b. Students with previous college work must file complete official records of all school work beyond the eighth grade, including an original transcript from each college or university attended. College records must be certified by the registrar of the institution where the work was undertaken. If the high school record is adequately shown on the college transcripts, another record direct from the high school is not necessary. All records should be filed with the director of admissions at least four weeks prior to the date of registration; if they are filed later, the student's registration may be unavoidably delayed. The registrar will evaluate the records submitted and will notify the applicant of his entrance standing.

Placement Examinations

All beginning freshmen planning to enter Oregon College of Education must complete the following college entrance examination board placement test prior to registration for classes: scholastic aptitude test. For those students majoring in mathematics, completion of the Mathematics Achievement test—Level I—is required. These tests are used for counseling and placement purposes but may be the basis of admission if the required high school GPA has not been achieved.

Arrangements to take these tests during the senior year in high school should be made through the high school principal. Persons without access to such an arrangement must write directly to the college entrance examination board for information about taking the tests. They should be completed as early in the summer as possible.

The results of these tests must be received by the Registrar's Office, Oregon College of Education, Monmouth, Oregon, at least two weeks prior to registration. Special arrangements will be necessary if the tests are not completed prior to arrival on the campus.

Health Requirements

At least six weeks prior to registration freshmen and transfer students are required to submit a health history and physical examination report to the Health Service. It is the responsibility of the student to arrange for this examination by a physician of his own choice. Delay in furnishing this record will delay the student's registration. Forms for this purpose are provided for each student requesting admission.

Evidence of current immunity to smallpox, diphtheria and tetanus and a tuberculin test are required.

Advanced Placement Program

Students who complete examinations under the Advanced Placement Program sponsored by the College Entrance Examination Board and who receive satisfactory scores in these examinations administered by the Board may, on admission to Oregon College of Education, be granted credit and/or placement in comparable college courses toward a bachelor's degree. The amount of credit allowable will be determined on the basis of the curriculum the student follows and the grade received in the examination. Oregon College of Education's participation in this program is supervised by the Office of the Registrar.

Upon receipt of the test material, the acceptable units presented will automatically be credited toward the total hours required for graduation. In some

---

1 Information concerning fees, scheduled examination dates, and examination centers may be obtained from the College Entrance Examination Board, P. O. Box 27896, Los Angeles 37, California. Official scores are submitted by the CEEB upon student request.

2 Credit exempts the student from a specified class and reduces the number of hours required for graduation.

Placement is a substitution for a specified class to avoid duplication of course work, but does not reduce the number of hours required for graduation.
instances the student may be permitted to enter advanced courses not ordinarily open to freshmen. Entering students who receive credit and/or placement in several subjects may be eligible for immediate sophomore standing upon entrance, and may be graduated in three years. Advance Placement credit will be withdrawn if work is subsequently duplicated in college-level courses. No letter grades will be assigned Advanced Placement scores.

Scores of three (3), four (4) and five (5) on the Advanced Placement Examinations will lead, at Oregon College of Education, to the conferring of credit and placement, the amount varying from department to department. A score of two (2) will be reviewed by the department concerned, which will then make recommendations as to the amount of credit and/or placement given, if any. A score of one (1) receives neither credit nor placement.

The fields included in the Advanced Placement Program are: American History, Biology, Chemistry, English, European History, Foreign Languages, and Mathematics.

*American History.* Nine hours of credit will be granted for Hst 201, 202, 203 if a score of 3, 4, or 5 is attained.

*Biology.* Nine hours of credit will be granted for Bi 101, 102, 103 if a score of 3, 4, or 5 is attained.

*Chemistry.* Up to 12 hours of credit may be granted in chemistry, depending upon the student's major field of study.

1. Twelve hours of credit will be granted for Ch 104, 105, 106 if a score of 3, 4, or 5 is attained.
2. Ten hours of credit will be granted for Ch 204, 205 if a score of 3, 4, or 5 is attained.

*English.* Eighteen hours of credit will be granted for Eng 111, 212, 314 (9 hours) and for any lower division literature sequence (9 hours) if a score of 4 or 5 is attained. However, only fifteen hours of credit will be granted if a score of 3 is attained, in which case the student will not get credit for Eng 314. The selection of the particular literature sequence will be made by the student in conjunction with his adviser.

*European History.* Nine hours of credit will be granted for Hst 101, 102, 103 if a score of 3, 4, or 5 is attained.

*Foreign Languages* (Romance Languages). Nine hours of credit will be granted for RL 311, 312, 313 (Survey of French Lit.) or RL 341, 342, 343 (Survey of Spanish Lit.) if a score of 4 or 5 is attained. Eight hours of credit will be granted for RL 102, 103 (last two quarters of 2nd year French), or RL 108, 109 (last two quarters of 2nd year Spanish), if a score of 3 is attained.

*Mathematics.* Up to 12 hours of credit may be granted in mathematics course work, depending upon the student's major field of study. Actual courses and placement to be determined by the departmental staff.

**Freshman Standing**

Oregon residents being admitted to a first-year (freshman) standing must have:

a. Completed the following uniform entrance requirements approved by the institutions of higher education in Oregon: Graduation from a standard high school with 19 required units, including 3 units in English, 2 units in social science, 1 unit in mathematics, 1 unit in the natural sciences, and 2 units in health and physical education.

1 This score must be in that part of the examination entitled "Literature."
b. Achieve one of the following:
   (1) For fall term only, a 2.25 (C plus) grade-point average or above in
       all high school subjects taken toward graduation; for winter and
       spring term, a 2.00 (C) average or
   (2) A combined score of 887 points fall term, (880 points winter and
       spring terms) on the verbal and mathematical sections of the Schol-
       astic Aptitude Test of the College Entrance Examination Board, or
   (3) A minimum grade-point average of 2.00 (C) on 12 term hours of
       college-level course work or on 9 term hours in a prescribed program
       in a regular collegiate summer session, including a course in English
       composition and two or more courses from the areas of humanities,
       social science, or science-mathematics.

Students classified as nonresidents and registering as freshmen must have:
   a. Graduate from an accredited high school and completed the distribution
      of subject matter required for Oregon residents.

b. Achieved one of the following:
   (1) A 2.50 (B–) grade-point average or above in all high school subjects
       taken toward graduation, or
   (2) A score of 950 or higher on the scholastic aptitude test of the college
       entrance examination board, or (See footnote on page 13)
   (3) A minimum grade-point average of 2.00 (C) on 12 term hours of
       college-level course work or on 9 term hours in a prescribed program
       in a regular collegiate summer session including courses specified
       for resident students.

Students who have not graduated from high school, in order to gain ad-
mission, must have:
   a. Obtained the Certificate of Equivalency from the state department of ed-
      ucation based on required scores in the general educational develop-
      ment (GED) tests.

EARLY ADMISSION TO FRESHMAN STANDING. Oregon residents
who have completed seven semesters of high school with a GPA of 2.50 or
higher, or who have earned a combined score of 950 on the college entrance ex-
amination board scholastic aptitude test may be granted admission to the college
prior to their graduation from high school. In order to be granted early ad-
mission at the end of the seventh semester, qualified high school seniors should have
their high school principal complete the first page of the Application for Ad-
mission to State Institutions of Higher Education in Oregon and mail it to the
director of admissions, Oregon College of Education.

Advanced Standing

Transfer students from other colleges, regardless of residence, are required
to present a 2.00 (C) grade-point average and evidence of eligibility to return to
and all colleges previously attended. A student transferring fewer than 12
term hours must satisfy the entrance requirements for both transfers and enter-
ing freshmen.

Advanced standing is granted to students transferring with acceptable rec-
ords from accredited institutions. The amount of credit granted depends on the
nature and quality of the applicant's previous work evaluated according to the
academic requirements of Oregon College of Education.

No advanced standing is granted at entrance for unaccredited work. After
three terms of satisfactory work on the campus a student may receive credit
for work taken in unaccredited collegiate institutions, but the courses must be
equated to the regular courses offered at Oregon College of Education.
Foreign Students

Admission of students from abroad is limited to those who plan to prepare for teaching in their own homeland. Requirements for admission are based on an outstanding background of preparation which would make the student eligible for university admission in his own country. Normally, only students working toward the bachelor's degree in the field of elementary or secondary education will be accepted.

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

Students from abroad will be expected to guarantee financial responsibility because of limited financial assistance available from Oregon College of Education.

Graduate Standing
(See Graduate Study section)

Fees and Deposits

Fees and deposits in all the state institutions of higher education are charged according to a uniform plan, varying on different campuses according to differences in conditions or nature of work offered. The state board of higher education reserves the right to change the schedule of tuition and fees without notice.

In the fee schedule below are listed the regular fees paid by all students under the usual conditions. These registration fees entitle the student to the use of the college library, to the use of laboratory equipment and materials in connection with courses for which the student is registered, to medical attention and advice at the student health service, to the use of the gymnasium equipment (including gymnasium suits and laundry service) and to all other services maintained for the benefit of students. No reduction of fees is made to students who may not desire to use some of these privileges.

Undergraduate students who are residents of Oregon and who are enrolled for a total of 8 term hours of work or more during the regular academic year pay tuition and fees totaling $111.00 per term or $333.00 for the three-term academic year.

Undergraduate students who are not residents of Oregon and who are enrolled for a total of 8 term hours of work or more during the regular academic year pay, in addition, a nonresident fee of $100.00 per term. Total fees and tuition for nonresident students are $211.00 per term or $633.00 for the three-term academic year.

Graduate students enrolled for a total of 8 term hours or more pay tuition and fees totaling $131.00 per term.

Regulations Governing Non-Resident Fee. Under the regulations of the Oregon State Board of Higher Education, a minor whose parent or guardian is a bona fide resident of Oregon is qualified for enrollment under the resident fee; a student whose domicile is independent of his parent or guardian qualifies for enrollment under the resident fee if he presents convincing evidence that he established his domicile in Oregon six months prior to his first registration.

All other students are required to pay the nonresident fee, with the following exceptions:

a. A student who holds a bachelor's degree from an accredited college or university. (However, a nonresident student with a Bachelor's degree enrolled in a curriculum at the University of Oregon Medical or Dental Schools leading to the degree of Doctor of Medicine or Doctor of Dental Medicine is required to pay the nonresident fee.)
b. A student attending a summer session.
c. A student paying part-time fees.

A student who has been classified as a nonresident may be reclassified as a resident:

1) in the case of a minor, if his parent or guardian has moved to Oregon and has established a bona fide residence in the state, or

2) in the case of a student whose domicile is independent of that of his parent or guardian, if the student presents convincing evidence that he has established his domicile in Oregon and that he has resided in the state for at least twelve consecutive months immediately prior to the term for which reclassification is sought, and that he has no intention of moving out of state after completion of his school work.

A student whose official record shows a domicile outside of Oregon is prima facie a nonresident and the burden is upon the student to prove that he is a resident of Oregon. If his scholastic record shows attendance at a school outside of Oregon, he may be required to furnish further proof of Oregon domicile.

If any applicant has questions concerning the rules governing the administration of these policies, he should consult the office of the registrar at OCE.

**Special Fees**

**Part-time Students' and Auditors' Fee.** Part-time students and auditors (7 hours or less) will pay a fee of $15.50 per credit hour per term; the minimum fee is $31.00. Payment of the part-time fee entitles the student to all services maintained by Oregon College of Education for the benefit of students. (This fee is subject to adjustment to reflect total fee changes approved by the State Board of Higher Education.)

**Late-Registration Fee.** Full-time students registering after registration day of any term pay a late-registration fee of $5.00 for the first day and $1.00 for each additional day. Part-time students pay $1.00 a week.

**Return-of-Check Fee.** If institutional charges are met by a check which is returned because of any irregularity for which the student is responsible (NSF, illegible signature, improper bank account number, etc.), a fine of $5.00 will be charged.

**Change-of-Program Fee.** Students are charged a fee of $1.00 per course for each change they may wish to make in their program subsequent to the date changes may be made without charge.

**Application Fee.** A fee of $10.00 is charged for each application for admission. Payment must be included with the application form. The fee is non-refundable and is not transferable between institutions.

**Transcript Fee.** Each order is $1.00 for the first copy and 50 cents for each additional copy.

**Art Charge.** For courses in art the additional charge per term is $2.50.

**Applied Music Fee.** There is no charge for private music instruction when the course is required in the student’s curriculum, except practice room fees which are $2.50 per term (organ, $10.00). Fees for private lessons when the course is taken as an elective are as follows:

- one lesson per week ........................................... $25.00 (organ, $32.50)
- two lessons per week ......................................... $42.50 (organ, $47.50)

**Graduate Qualifying Examination Fee.** Students desiring to take this examination will be charged $1.00 to $15.00.
Fee Refunds

Students withdrawing from the college and who 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 state board of higher education and is on file in the business office. All refunds are subject to the following regulations:

1. Any claim for refund must be made in writing before the close of the term in which the claim originated.
2. Refunds in all cases are calculated from the date of application for refund and not from the date when the student ceased attending classes, except in unusual cases when formal withdrawal has been delayed through causes beyond the control of the student.

Graduation Expenses

Each year students who are graduating will be charged the cost of cap and gown rental and other incidental expenses connected with graduation and commencement exercises. No person may be recommended for graduation until he has paid all fees and charges due the institution.

Living Accommodations

The students and faculty at Oregon College of Education believe in the kind of democratic education fostered in a residence hall program, as opposed to a fraternity and sorority program. All facilities are geared to provide students with living accommodations which promote physical health and which encourage social, educational and spiritual development. To these ends, living conditions are made as comfortable and congenial as possible, and the cost is kept at a minimum.

Housing Regulations. All freshmen and sophomore women and men, except those living at home are required to live in the college operated residences. Exceptions to this regulation are made only upon petition filed with the Housing Committee. Petitions to this committee by freshmen or sophomores are approved only on showing convincing and exceptional reasons of health, financial necessity, or other special circumstances, why the students should not live in the dormitories. All upperclass men and women will live in either the college dormitories, at home, or in approved off-campus houses. Off-campus residences for unmarried students must be approved by petition to the housing committee.

Dormitory Accommodations. Halls of residence are maintained for men and women. Each room is attractively furnished, with each hall having coin-operated laundry facilities, snack areas, lounges, pianos, soft drink dispensers, and many other facilities. Dining facilities are located in the Student Center building for all hall residents.

Dormitory accommodations are for room and board, and are contracted for by the Student for the full school year, unless the student should elect to withdraw from the Institution, when such contract would be considered void.

Application for residency in dormitories must be completed on an official form, to be duly signed by the student, and must be accompanied by a room deposit of fifty dollars ($50.00), all of which will be applied to the first installment of board and room charges of the applicant. No room reservations are held unless all of the above provisions are fully complied with.

Board and room rates per year for dormitories are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Multiple</th>
<th>Single</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arbuthnot, Maaske, Butler, Gentle</td>
<td>$787</td>
<td>$936</td>
</tr>
<tr>
<td>Todd</td>
<td>772</td>
<td>914</td>
</tr>
<tr>
<td>Arnold Arms, Cottage</td>
<td>742</td>
<td>869</td>
</tr>
</tbody>
</table>
When dormitory reservations are cancelled, a full refund of the fifty dollar ($50.00) deposit will be made only if cancellation is made prior to August 15, 1967 on reservations for the fall term; and on reservations for winter and spring term, only when cancellation is made at least 14 days prior to the official opening date of said term. Students found ineligible for admission will have the full deposit refunded to them.

No refunds can be made for meals which are missed, nor are students allowed to transfer their meal tickets. Improper use of meal tickets, or the allowance of unauthorized persons to sleep in the dormitories will result in disciplinary action.

Board-and-room fees are payable in advance, not later than the 10th day of each month.

Students paying board or room charges after the date on which payment is due are assessed a late-payment fee of $1.00 for the first day, and $1.00 for each additional day until a maximum charge of $5.00 is reached. If dormitory charges are not paid within 10 days after the date due, the student’s registration may be cancelled.

At the end of any term, no grades will be issued to students who are in default of payment of any regular, or assessed, dormitory charge.

Room-and-board rates are subject to change at any time, but only by action of the State Board of Higher Education.

The charges for rooms cover the period of the college term with dormitories opening at 2:00 P.M. of the day prior to the first scheduled day of the academic calendar, and closing on the last scheduled day of each term.

Any refunds for charges for periods of less than a month are calculated at a daily rate, based on the monthly rate.

If a student withdraws from the dormitory but does not withdraw from the institution, he must pay all board-and-room charges for the entire school year remaining, unless he provides a substitute occupant, not then presently in dormitories, acceptable to the Dormitory Director.

Housing for Married Students. For married students, Oregon College of Education provides nine buildings containing forty-two apartments. These buildings are the property of the college. The apartments are partially furnished and rent for $36.00 to $45.00 per month with water and garbage disposal furnished.

Off-Campus Houses. A limited number of approved houses in Monmouth offer housekeeping rooms and apartments for junior and senior students under college regulations. Information about the approved houses may be obtained from the office of student personnel in the education building. All off-campus residences must be approved by petition to the housing committee.

Student Expenses

Figuring the cost of a year in college, the student usually thinks of the money he will spend from the time he leaves home until he returns at the close of the year. Such an estimate includes, of course, such personal items as clothing, travel, amusement—items which vary according to the thrift, discrimination, and habits of the individual. The following table gives as nearly as possible the over-all expenses incurred by a student during an academic year. Board-and-room estimates are based on charges commonly paid by students. The inci-
item varies greatly with the individual. Cost of clothing is not included. The expenses of the first term are listed separately since the first term involves expense not incurred during the second and third terms.

<table>
<thead>
<tr>
<th>Items</th>
<th>First Term (13 Weeks)</th>
<th>Year (35 Weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional fees</td>
<td>$111.00</td>
<td>$333.00</td>
</tr>
<tr>
<td>Books and supplies</td>
<td>50.00</td>
<td>125.00</td>
</tr>
<tr>
<td>Board and room</td>
<td>320.00</td>
<td>790.00</td>
</tr>
<tr>
<td>Incidents</td>
<td>100.00</td>
<td>300.00</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>$581.00</strong></td>
<td><strong>$1548.00</strong></td>
</tr>
</tbody>
</table>

Note: Board and room estimates include the cost of a multiple room at Todd Hall and are figured on the rates in effect at the time of publication of this catalog.

Financial Aids

Many opportunities for financial assistance and employment are available for students at Oregon College of Education. A variety of scholarships and loan funds has been established. Part-time work opportunities are available at the college and in the community.

Scholarships

State Scholarships

By action of the state legislature, scholarships in limited number have been established for students attending the institutions of higher learning in the state system of higher education for the year 1967-68. Value of certain scholarships are subject to adjustment to reflect fee changes approved by the State Board of Higher Education.

Scholarships for Oregon Residents. The following scholarships are available to students in the upper third of their high school class who are residents of Oregon and who need financial assistance. They are available also to students with previous college experience who have a current term and a cumulative grade-point average of 2.50. At least 50 percent of the scholarships are awarded to entering freshmen.

Application should be made by March 1 to the Oregon State Scholarship Commission, P. O. Box 5175, Eugene, Oregon. Official application blanks are available from the office of the high school principal and from the Oregon State Scholarship Commission.

Part-Tuition-and-Fee Scholarships. The state scholarship commission awards part-tuition-and-fee scholarships in equal number to 2% of the college's annual enrollment. These awards carry a value of $63.00 per term, or $189.00 for the 1967-68 school year. They are open to students in any curriculum.

District and County Scholarships. The state scholarship commission awards annually throughout the state system of higher education one scholarship for each state legislative seat and one for each county. These scholarships carry a value of $189.00 per year at Oregon College of Education and are awarded for a period not to exceed four years, subject to satisfactory scholastic achievement term by term. They are transferable to other institutions of higher learning in the state system of higher education, but recipients must first attend for one year the institution making the award.

Teacher-Education Scholarships. Full-tuition-and-fee scholarships are available to students in elementary teacher education for the year 1967-68. These awards amount to waiver of all tuition and fees, a total of $294.00 for the year.
Special Cash Scholarships. The state legislature has authorized a very limited number of special cash scholarships to be awarded by the state scholarship commission to residents of Oregon with outstanding academic achievement and financial need for use at any four-year accredited institution of higher learning in Oregon. These awards have a possible annual value of $500.00 (depending upon individual need), with the amount subject to review each year by the commission. They are renewable for a total of four years provided eligibility is maintained. Special application forms are available at the office of the high school principal and must be submitted directly to State Scholarship Commission, Box 5175, Eugene, Oregon, by March 1.

Scholarships for Foreign Students. Scholarships are available in limited number to students from foreign countries and to displaced persons. These awards carry a value in the amount of part- or full-tuition-and-fee costs and include the nonresident fee. Complete information may be obtained by writing the Scholarship Committee, Oregon College of Education, Monmouth, Oregon.

Other Scholarships

Bernard Daly Educational Fund. Under the will of Dr. Bernard Daly of Lakeview, Oregon, worthy young men and women of Lake County, Oregon, may receive a part of their necessary college expenses. The terms of the will provide that the income from this fund be used to pay some of the college expenses of students who attended high school in Lake County. The fund is administered by a board of trustees who select candidates annually from a list of applicants rated on the basis of their academic records and test scores from examinations given in Lake County.

Eastern Star Scholarships. Five scholarships of $100.00 each are awarded annually to women students who are members or daughters of members of the Order of the Eastern Star in Oregon. These scholarships are presented at the end of the junior year to worthy students in need of financial assistance for the senior year.

The Maria C. Jackson Foundation Scholarship. The Jackson Foundation is a testamentary trust of the late Mrs. Maria D. Jackson, widow of C. S. Jackson who was founder of the Oregon Journal. The trustees of the Foundation have granted Oregon College of Education a $1,000 scholarship for the 1967-68 school year. All scholarship applicants are automatically considered for this award.

Burt Snyder Education Foundation. This fund, created by the will of Burt K. Snyder of Lakeview, Oregon, provides money for Lake County college students to do both graduate and undergraduate work. This money can be either loaned or made an outright grant in the discretion of the board of trustees. The trustees who manage the fund are the same as the Bernard Daly Educational Fund trustees.

Oregon College of Education awards

OCE Dads Club awards.

Money is presented to the Scholarship Committee to be used as supplementary awards. All scholarship applicants are automatically considered for these awards.

OCE Mothers Club awards.

1. The scholarship is to be awarded to a student on campus for the purpose of helping him or her in paying board and room.
2. The student may be of either sex.
3. The student should preferably have completed two years of work at Oregon College of Education.

4. The student must have maintained a grade point average of at least 2.40 in order to be eligible for the scholarship.

5. The total amount to be awarded by the Mothers Club each year is not to exceed $150.00 and is to apply toward board and room costs for the winter and/or spring terms.

6. The scholarships shall be awarded by the O.C.E. Scholarship Committee.

O.C.E. Scholarship Committee Awards.

The Oregon College of Education Scholarship Committee offers a limited number of scholarship awards from funds contributed to the Committee by various individuals, groups, and organizations. These scholarships vary in number and amount according to the student's financial need and proven abilities. All scholarship applicants are automatically considered for these O.C.E. awards.

Oregon Congress of Parents and Teachers Scholarships. The Oregon Congress of Parents and Teachers has established a program of tuition scholarship awards available to individuals who plan to prepare for elementary or secondary teaching in the public elementary and/or secondary schools of Oregon. High school seniors or graduates and college students desiring to qualify for elementary or secondary certification may apply for these scholarships. Scholarships are in the amount of $250.00 a year for a period not to exceed four years (12 terms). The awards are limited to Oregon residents. Application forms are available in the high school principal's office and should be filed with the Oregon Congress of Parents and Teachers, 603 Loyalty Building, Portland 4, Oregon, by March 1.

Oregon State Employees Association Scholarships. A number of scholarships and grants-in-aid are awarded annually by the Oregon State Employees Association to students attending institutions in the state system of higher education. The applicant's parent or legal guardian must be a member of OSEA. Selection is based upon scholastic achievement and financial need. Scholarship application forms are available from the high school principal or the scholarship committee, Oregon College of Education, and must be submitted to the O.C.E scholarship committee by March 1. The applicant must also obtain from the president of the OSEA chapter where the required membership is held a form for certification of eligibility to be sent to the OSEA Scholarship Committee, 1515 State Street, Salem, Oregon, by March 1.

P.E.O. Scholarships. Two scholarships in the sum of $250.00 each are awarded annually to girls who are residents of Oregon by the Oregon State Chapter of P.E.O. These awards are to be used during the junior or senior year at a college or university in the state of Oregon. Applications should be obtained from and filed with the Scholarship Chairman of the State Chapter of P.E.O.

Mrs. Roben J. Maaske Scholarship. A $200.00 scholarship to be awarded annually to a sophomore, junior or senior student at O.C.E. Selection is made by the O.C.E scholarship committee based upon achievement and financial need.

Non-resident Scholarships

A limited number of non-resident fee remission scholarships are awarded annually by the State Scholarship commission to residents of the United States who are not residents of Oregon. The scholarships are for study in the institutions of the Oregon State System of Higher Education. At Oregon College of Education the scholarships have a value of $80.00 a term.
Educational Opportunity Grants

The Higher Education Act of 1965 makes Educational Opportunity Grants available to a limited number of undergraduate students with exceptional financial need who require these grants to attend college. To be eligible, the student must also show academic or creative promise. Eligible students who are accepted for enrollment on a full-time basis or who are currently enrolled in good standing, may receive Educational Opportunity Grants for each year of their higher education, although the maximum duration of a grant is 4 years. Grants will range from $200 to $800 a year, and can be no more than one-half of the total assistance given the student. As an academic incentive to students, an additional award of $200 may be given to those students who were in the upper-half of their college class during the preceding academic year. The amount of financial assistance a student may receive depends upon his need—taking into account his financial resources, those of his parents, and the cost of attending the college of his choice.

Loan Funds

As an aid to students in financing a part of their collegiate study, a number of loan funds have been established. These funds are administered by officers of the institution in accordance with provisions specified by the respective donors. Applications for loans should be made to the office of student personnel.

The Ackerman Memorial Loan Fund. Named in memory of the late J. H. Ackerman, former president of the college, the fund has been built up through the contributions of graduating classes, individual contributions from members of the alumni association, and from the faculty.

Sophia Barnum Memorial Loan Fund. Relatives and friends of the late Sophia Barnum, long a member of the teaching staff, have established a loan fund in her memory for deserving men and women interested in preparing for teaching.

Patrick D. Dillian Memorial Student Endowment Fund for Seaside High School Graduates. The annual income from this endowment fund is to be used for an annual award for a selected graduate of Seaside high school if such graduate attends an institution of the system within six months after graduation.

Educational Loan Foundation Fund, IOOF. Provides loans to qualified students who have completed at least one year of college.

The Federation of Women's Clubs Educational Fund. Provides loans to a limited number of students.

Thomas H. Gentle Memorial Student Loan Fund. This loan fund has been established by relatives and friends of the late Thomas H. Gentle, who was at one time a member of the staff and an outstanding leader in teacher education. Loans from this fund are available to selected men and women preparing for teaching.

The Harry L. Holmes and David H. Holmes Scholarship Fund. Loans from the Harry L. Holmes and David H. Holmes scholarship fund are available to able, worthy, and needy male students (except those who propose to pursue the professions of medicine, law, music, and art) of Jackson county. Students to receive loans are selected by a committee of Jackson county residents, including a member of the Harry L. and David H. Holmes family.

Katherine Elle Klein Memorial Loan Fund. Relatives of Katherine Elle Klein have established this memorial. Funds are available to senior men and women in teacher education.
The J. S. Landers Loan Fund. Named in memory of Joseph S. Landers, president of the college 1921-1932, this is an emergency fund to meet immediate needs of students. Loans are made in small amounts and are for a short time only.

The Julia McCulloch Smith Loan Fund. Given to Oregon College of Education by Mr. John E. Smith, of Ames, Iowa, in memory of his wife, Julia McCulloch Smith, a graduate of Oregon College of Education, the fund is loaned to worthy women students.

Roben J. Maaske Memorial Student Loan Fund. This fund has been established in memory of the late Roben J. Maaske, president of the college 1950-55, to provide loans to worthy and deserving students preparing for teaching.

The Virginia Martin Memorial Loan Fund. Established in 1948, the fund makes available to students loans not to exceed $100.00.

Masonic Educational Funds. The Grand Lodge of the State of Oregon has assigned $2,000 to a fund for needy sons and daughters of Master Masons. Loans from this fund are made at the discretion of the trustees of the Grand Lodge, upon recommendation of the president of the institution and the approval of the master and wardens of the lodge located in the same place as the institution. Loans to any one student may not exceed $300.00 in a college year, subject to repayment in full or in installments at the borrowing student’s earliest convenience.

The Knights Templar have a national fund available for the aid of students in the junior and senior years. The student applying need not necessarily have Masonic affiliations as a prerequisite. Loans from this fund are obtained in the manner above described.

Ralph Killham Memorial Loan Fund. Established in 1963 as a memorial to Ralph Killham, by the students, faculty, and staff of Oregon College of Education.

Monmouth Chamber of Commerce Loan Fund. This fund is available to carefully selected students.

Mothers Club and Dads Club Loan Fund. This fund was established in 1951 and is available to young men or young women in attendance at Oregon College of Education.

National Defence Education Act Loan Fund. By act of Congress this fund was established to assure that “no student of ability will be denied an opportunity for higher education because of financial need.” Though not limited to students preparing for teaching, the loan arrangement is especially attractive to such students. Up to one-half the amount borrowed may be cancelled for those who enter the teaching profession in public schools and continue in it for five years. A “superior academic background” is required of applicants.

Oregon Department, Daughters of Union Veterans of the Civil War Student Loan Fund. The Oregon Department has established a loan fund which is designed to give assistance to selected men and women students. Preference is given to descendants of Union veterans.

P.E.O. Educational Loan Fund. Undergraduate or graduate women students in good standing may be eligible for P.E.O. loans in a sum not to exceed $800.00 and for a period not to exceed five years. The interest rate is three percent. The dean of women may assist in bringing about contact between the applicant and a P.E.O. chapter through which the loan is processed.
Rachel Phillips Loan Fund. Oregon College of Education was made beneficiary of one-third of the estate of Mrs. Rachel Phillips, of Oregon City. The amount of the bequest was made available for use as a student loan fund by the board of regents.

OCE Alumni Association Loan Fund established in 1962 by that Association. Regulations are the same as other institutional loans.

Riddell Memorial Student Loan Fund. Relatives and friends of Elizabeth and William Riddell have established this loan fund in their memory. Funds are available to men and women students.

Thomas Roberts Loan Fund. From the estate of Thomas L. Roberts this fund was made available to worthy young men and women of the state of Oregon to encourage spirituality and ability to be of service to others.

Sovereign Grand Lodge Education Loan Fund. This fund is available to candidates approved by the administrators.

The Charles H. Thompson Fund for Girls. Young women in college may apply for loans from the Charles H. Thompson Fund for Girls, which was established by the will of the late Charles H. Thompson.

Ada Murray Memorial Loan Fund. Established in 1962 by the Hood River County O.E.A., this fund is available to all students with preference given to students from Hood River County.

Lee J. Mahoney Memorial Loan Fund. Established in 1964 as a memorial to Lee J. Mahoney, instructor in mathematics. Loans from the fund are limited to students interested in a mathematics teaching career.

George J. Harding Memorial Loan Fund. Relatives and friends of the late George J. Harding, long time faculty member in speech and drama, established a loan fund in his memory.

United Student Aid Funds Loan. The Oregon College of Education Alumni Association has provided this loan fund in conjunction with a National Philanthropic Foundation. Students who are of sophomore, junior, or senior standing and who are progressing toward a degree may be eligible for this loan.

Guaranteed Loans. The education of young people from middle- or upper-income groups frequently places a financial burden on their families, particularly if there are a number of children who want to go to college. In many cases, the student cannot qualify for student employment or a student loan. Even when commercial credit sources are available, repayment generally runs concurrently with the years the student attends college. To help these young people and their families, a Guaranteed Loan Program was established by the Higher Education Act of 1965. Under this program a student may borrow from a bank or other financial institution. A graduate student may borrow as much as $1,500 a year; an undergraduate, as much as $1,000. A student from a family with an adjusted income of less than $15,000 a year pays no interest while he is in an eligible college, university, or technical school. Repayment of principal and interest begins when the student has ceased his course of study. At that time the Federal Government pays approximately one-half the interest and the student the remainder. The major objective of this program is to make loan insurance available to any qualified college student who wants to borrow.

Employment

Many students earn a large part of their expenses by work in the summers and during the academic year. Only those who are in good health and who can maintain a high scholastic standing can expect to succeed in carrying a full col-
lege course and at the same time earn a major part of their expenses. The work available during the academic year consists of such tasks as housework, janitor work, typewriting, reporting, waiting on tables, clerking, gardening, caring for children, etc.

Regular

Organized effort is made to assist those desiring to find work. Applications should be made to the student personnel office. Remunerative employment cannot be guaranteed to all who may desire it. The new student should have sufficient funds to cover the expenses of at least the first term. The attention of new students who intend to earn all or part of their living is called to the following results of experience:

1. Work of any kind is much more readily obtained after the student has had opportunity to familiarize himself with the local conditions.
2. No student should expect to obtain employment by correspondence. Positions for part-time employment are not listed, as a rule, until after the term opens.
3. No student should come expecting to earn money unless he knows how and is willing to work. Only those students who do their work well can expect continued employment.
4. A student earning his board and room or working 20 hours or more a week should not expect to carry a full academic load.

Work-Study

The purpose of the College Work-Study Program, as established by the Economic Opportunity Act of 1964, is to stimulate and promote part-time employment of students who are from low-income families and are in need of the earnings from such employment to continue their education.

To be eligible to work under the College Work Study program a student must be:
1. A citizen of the U. S., or a permanent resident of this country.
2. From a low-income family or has no family.
3. In need of the employment in order to pursue a course of study.
4. In good standing and capable of maintaining good standing while employed.
5. A full-time student, or accepted for enrollment as a full-time student.

A student may be employed a maximum of 15 hours in any week in which classes are in session. Students may work a maximum of 40 hours per week during vacation periods.

Application forms are available in the Student Personnel Office at OCE.

Student Welfare

Every effort is made at Oregon College of Education to promote student welfare. Special personnel services and agencies coordinate the program, and all members of the faculty and staff assist in promoting a personnel program designed to further mental health and educational development.

Student Personnel Program

The dean of students and the associate deans have general responsibility for the personnel program and for student welfare. The deans are available to students at all times for personal guidance and scholastic counseling.

A series of placement and aptitude tests is administered to admitted students and provides students and advisers with information valuable in planning professional work and in general counseling.

An effective counseling program insures personalized help for every student in planning his college course, and in making adjustments to college life. A faculty adviser is assigned to each new student. The student may retain this adviser throughout his college career, or he may change his adviser at any time.
The faculty adviser becomes acquainted with the student and is available for consultation whenever help is desired. The director of counseling services, dean of students and the associate deans are always available to all students for counseling. Specialized individual counseling and testing services are available to any student. A charge of $5 per school year is assessed for these specialized services when tests are involved.

The registrar is always available for planning programs and assisting in evaluation of work completed or work to be done. The dean of instruction, heads of various departments, and faculty members in each field are available to students for academic counseling. The director of teacher education, the coordinator of the secondary education program, and the placement secretary assists students in working out a suitable program of teacher preparation and in obtaining satisfactory placement.

Religious education is fostered on the campus by convocation speakers and by cooperative activities with the local churches. Students also have opportunity for fellowship in several religious organizations which are active on the campus. The college has also participated in a nationwide study of religion and higher education.

**Student Discipline**

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

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

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

When a student is accused of some form of disruptive behavior the following steps will be taken.

**Section I—The Hearing Process:**

1. The student will be informed by the Dean of Students Office of the nature of the accusation, his rights, and the procedure to be followed.

2. The student will choose between a hearing with the Dean of Students or with the Student Conduct Committee, except in the rare case when the Dean of Students considers it advisable for the problem to be heard by the Student Conduct Committee (a joint OCE Faculty-Student Committee which is appointed by the President).

3. The essentially educational nature of disciplinary action at OCE requires that the hearing shall be conducted informally along the procedural guidelines established by the Student Conduct Committee.

---

*Authority for these principles of student conduct is derived from the Administrative Code of the Oregon State System of Higher Education, Sec. G-1D.*
4. The student has the right to be accompanied at the hearing by a person of his choosing such as a fellow student, member of the faculty, parent, or minister.

5. The student may appeal the decision of the Student Conduct Committee or the Dean of Students to the President of OCE.

Section II—Categories of Disruptive Behavior:

1. Academic dishonesty
2. Alcoholic beverages (possession or consumption of alcoholic beverages on the Oregon College of Education campus)
3. Acts of violence
4. Theft
5. Illegal entry
6. Violation of national, state, and local laws
   (Violation of national, state, and local laws makes a student liable not only to prosecution and punishment by civil courts but also to disciplinary action by the College.)

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. When action is considered to be in violation of this goal, appropriate persons will initiate the disciplinary procedure as outlined in Section I.

Section III—Disciplinary Actions:

1. Warning—Disruptive behavior which is of a relatively minor nature has occurred; the student is warned that if this type of behavior is repeated more severe disciplinary action will be taken.
2. Probation—Serious or continuous disruptive behavior has occurred; the student is permitted to continue his enrollment at the Oregon College of Education but is in danger of being terminated as a student.
3. Suspension—Serious disruptive behavior has occurred; the student is excluded from the College.

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

New Student Week

The orientation program for all new students is an important feature of the fall term. During New Student week, social functions, guided campus tours, fire-sides, and assemblies acquaint students with the many aspects of college life, its responsibilities and possibilities. Advisers assist the student in preparing his academic schedule. The students sign the Freshman walk and become familiar with other OCE traditions. Freshman initiation ceremonies are planned. Freshman class government is organized, and general orientation to the college curricular and co-curricular programs takes place.

Campus Store

A self-service campus store is maintained by the college through which students may purchase textbooks, paperbacks, art supplies and miscellaneous items.
Student Health Services

Through the Student Health Services, the college seeks to promote optimal physical and mental health for all its students. It strives to reach this goal by providing a safe, healthful environment, sound health education, health counseling and basic medical and nursing services. Health services are supported by student fees on a non-profit basis.

All regularly enrolled students are entitled to medical consultation and treatment as provided through the Health Service. On the recommendation of the College physician and under his supervision a student is entitled to a maximum of five days hospitalization per term or fifteen days for the three terms. Hospitalization contracts for OCE students for ward care have been arranged with the two Salem hospitals. Expenses connected with surgery, x-rays, medicines, special nurses, and laboratory tests other than routine blood and urine must be met by the student.

A student who is ill at his residence on or off campus may request a call by the college physician at his own expense at the following rates: 7 a.m.-12 midnight: $10.00, 12 midnight-7 a.m.: $15.00.

Health services are not provided for students’ families, faculty or staff.

Accident and Sickness Insurance

A committee from the Associated Students each year selects an insurance plan which it feels will best meet the students’ need to supplement the limited services described above.

Such a plan provides for additional hospitalization, medical and surgical benefits, diagnostic and laboratory tests and coverage for accidental injuries.

This group insurance may be purchased by the student at registration time at considerably less cost than individual coverage and provides protection both on and off campus whether school is in session or not.

An insurance plan of this type is recommended in order to provide reasonably adequate coverage for the college age student.

Placement

The placement office assists students who prepare for teaching to obtain teaching positions. Close relation with the schools and school officials of the state is maintained so as to insure the placing of graduates in the positions suited to their preparation and qualifications. The current year’s graduates receive the placement service without cost; graduates of former years may receive the service of the placement office for an annual registration fee of $5.00. The credentials compiled by the placement secretary are made available to school officials upon request.

Follow-up Services

During their first year of teaching in Oregon, all graduates of the teacher education program are visited by a member of the academic staff. This visitation program serves to assist the graduate in evaluating his personal experiences and make further professional adjustments. The institution uses the follow-up program to evaluate its teacher education program.

Alumni Association

The graduates of Oregon College of Education maintain a permanent alumni organization. The association maintains contact between the institution and its graduates and among the graduates themselves. The college is interested in continuing to serve its graduates in the various fields of endeavor, and they in turn are usually alert to opportunities for building up the work of their alma mater.
One of the very positive assets of the college is its loyal and active Alumni Association, as evidenced by active alumni clubs under the leadership of directors appointed by the executive committee of the association. Through these alumni clubs and the OCEAN (Oregon College of Education Alumni News), alumni are kept informed on matters pertaining to the colleges and its graduates.

The Oregon College of Education Alumni Loan Fund and participation in the National Defense Education Act and United Student Aid Funds loan programs are possible through the financial support of the Alumni Association.

The Carillon, in memory of the Campbell Hall Tower and the Grove, is a gift of alumni and friends of OCE, through the effects of the Alumni Association.

Life membership at $35.00 and annual memberships at $3.00 entitle alumni to the privileges of the Alumni Association, and to the OCEAN, which is published four times during the school year. All inquiries regarding the Alumni Association should be addressed to the Director of Alumni Relations, Oregon College of Education, Monmouth, Oregon.

Mothers and Dads Clubs

The OCE Mothers Club and OCE Dads Club are open to all mothers and fathers of students attending Oregon College of Education. These organizations help to acquaint parents with the philosophy, curricula, trends, and opportunities at Oregon College of Education, and provide a close link between the home and the college.

Dues and contributions of the Mothers Club and Dads Club provide scholarships, loan funds, and special awards. The organizations meet at various times during the year, holding joint meetings during Folks Festival at the OCE campus.

Student Activities

Various activities and organizations of alumni and of students add their incentive and direction to the program and ideals of the college. These activities and organizations not only assist in developing the individual students for further service to their communities, but they also strengthen and enrich the life of the institution.

Focal point of student activities is the Student Center, which is an integral part of the educational life at the college. It serves adequately the needs of students, faculty, alumni and guests for cultural, recreational and social pursuits. The center helps to make free time activity of students a cooperative factor with study.

Participation in any activity program is particularly valuable for students planning a teaching career. A record of such participation will be helpful to the teaching candidate seeking placement and to the teacher after a position is secured.

Social Activities

Through various social activities and organizations, particularly through living groups, students enjoy association with fellow students and members of the faculty. The contacts thus afforded constitute one of the most pleasant features of campus life.

Oregon College of Education fosters, in every way possible, an atmosphere conducive to high social and ethical ideals. A close personal contact between students and faculty, resulting in mutual confidence and inspiration, is sought. All students are encouraged to participate in student activities and to have a part is establishing and maintaining the spirit of the college.
Organizations

Associated Students

All students are members of the Associated Students and are eligible for participation in the many social, educational, and recreational activities. The college recognizes the value of democratic living and fosters in every way student participation and responsibility in all matters of student welfare.

Student Government

A strong student council, through its elected representatives of the student body, and its various appointed officers and committees, shares with the faculty many administrative responsibilities, and coordinates the activities of the various campus clubs and organizations.

Scholastic Honorary Organizations

Election to membership in scholastic honor societies is on the basis of high scholarship and honors students for outstanding academic achievement.

Theta Delta Phi, national honorary fraternity for men, is open to students achieving a 3.0 average for two consecutive terms.

Sigma Epsilon Pi, women’s scholastic honorary, is open to students achieving a 3.25 average for two terms.

Professional Honor Societies

Student interest in professional areas is encouraged through professional honor societies. Election to membership is on the basis of special fitness or attainment in the respective departmental or professional field.

Kappa Pi, the oldest honorary art fraternity, has chapters in forty-seven states. The Oregon College of Education chapter was organized during the year 1946-47. Students elected to membership must be upperclassmen with high scholastic records and outstanding art ability. Candidates must have the approval of the art staff.

Alpha Psi Omega, national dramatics honorary, stimulates interest in dramatics activities. The Kappa Mu chapter was chartered in 1947. Election to membership is on the basis of active participation in dramatic activities.

Service Honorary

Several service honoraries offer selected students an opportunity to work together on worthwhile educational and recreational activities and to perform service functions for the associated students in many ways.

Staff and Key is a women’s service club. To be a member of this organization a girl must have been on campus at least one term and have a 2.5 grade point average. Other qualifications for membership are leadership, loyalty, friendliness, and cooperation.

Collecto-Coeds is a women’s service organization comprised of women exhibiting such attributes as cooperation, character, friendliness, loyalty, and service. This organization promotes interest in student activities and assists in upholding high social standards on the campus. Membership is by invitation.

Intercollegiate Knights, Wolf Knights chapter, is a national men’s service organization of limited membership. The purpose of the club is to keep alive the traditions of the campus and to encourage student leadership and participation in campus activities. Members are selected on the basis of loyalty, character, and willingness to work.
Special Interest Organizations

The special needs and interests of students are effectively served by special interest groups and classes of many types. Student government encourages the organization of special groups to serve particular interests of students.

Classes. Each class (freshman, sophomore, junior, senior, and graduate) is organized in order to better serve the needs of the students. The class organizations participate in student government and in planning worthwhile social and educational activities.

Independent Students is an organization open to all students living in off-campus residences and to commuting students. This group sponsors social and recreational activities for students unable to participate in dormitory living.

Student Oregon Education Association is open to all students in teacher education. It assists the student in his future profession and has a constructive program fostering better teaching and better candidates for the teaching program.

Dormitory Living Groups have their own government for effective democratic living. Each dormitory sponsors social and recreational programs in cooperation with the Associated Students and the Interdormitory Council.

Co-Weds, an organization of student wives and married women students, meets together for social and educational activities of particular interest to young married women.

Upstagers is a drama club for students interested in all areas of play production and drama. One-act plays, dramatic readings, and other dramatic activities are encouraged through this organization.

D’OCE-Do, the square dance club, sponsors campus folk and square dance activities and demonstrations.

International Relations Club sponsors and programs debates on topics of current international affairs. Membership is open to all students.

Outing Club and the Schussmeisters (ski club) sponsor appropriate activities for students.

Young Democrats and Young Republicans sponsor political assemblies, discussions, and other activities for students interested in public affairs.

Varsity “O” is an organization composed of men who have earned their varsity letter in intercollegiate athletic competition.

Hui O Aloha (Hawaiian Students Club is an organization which strengthens the ties between Hawaii and the continent by creating a better understanding of the Hawaiian Islands through group association and other activities. Membership is open to students who have resided in Hawaii for at least one year.

Music Educators National Conference (M.E.N.C.), Student Chapter, is a national organization for students interested in music education. Meetings feature speakers and performers in the field. M.E.N.C. also acts as a service group by assisting in the organization of concerts, receptions, student recitals, and other musical activities.

Wolvettes is the “pep club” for women who are interested in furthering school spirit.

Band is a class available to students with musical ability. The band sponsors concerts, plays at ball games, and conducts other musical activities.

Choir is a class open to students with singing ability and sponsors concerts on campus and in surrounding communities.
The Campus Christian Council coordinates many of the activities of the separate religious and church-affiliated groups on the campus and sponsors an annual Religious Emphasis Week for the campus community. Wesley Foundation, Lutheran Club, Westminster Foundation, Newman Club, Christian Science Club and Inter-Varsity Christian Fellowship provide students and faculty members ample opportunity for many rewarding religious and social activities.

W.R.A., the women's recreational association, coordinates the women's intramural and intercollegiate recreational program. Blazers are awarded to women students who qualify for awards according to the point requirements specified in the WRA constitution.

**Publications**

The Lamron is the weekly newspaper written, edited, and managed by students with the aid of a faculty adviser. It is designed to keep students and faculty in touch with the activities of the campus and the institution and to give student staff members valuable experience in journalistic activities.

The Grove is the annual publication of the associated students which features a review in pictures and words of the year's activities.

The Word is a handbook published each year for new students.

Wolf Calls, the student-faculty directory, is published each year by the associated students.

**Other Student Activities**

In addition to clubs and organizations, a large variety of student activities enhance the cultural atmosphere of the campus and provide educational, recreational, social, and leadership opportunities for interested students.

**Athletics, Sports and Recreation**

*Athletic programs* for men and women supplement the class program of physical education activities. Participation in intercollegiate athletics with colleges of the Pacific coast is an integral part of the physical education program.

*The men's intercollegiate program* includes participation in the Oregon Collegiate conference. Competition on an intercollegiate basis is conducted at the varsity level in football, cross country, basketball, wrestling, baseball, track and field, tennis, golf, swimming and bowling. Freshman and junior varsity schedules are maintained in several of the sports.

*The intramural program* for men includes a flag football, volleyball, basketball, swimming, handball, badminton, table tennis, softball, track and field, tennis, golf, horseshoes, archery, bowling, and wrestling.

*Women participate* in a program of intramural and intercollegiate recreational activities under the sponsorship of the women's recreational association. Their activities include volleyball, basketball, badminton, table tennis, folk and square dancing, swimming, softball, tennis, horseshoes, archery, and bowling.

**Dramatics**

Through classwork and extracurricular activities dramatics are fostered in the college not only for the benefits which such activities bring to those participating but also for the intellectual and cultural value they bring to the campus generally. Experience in dramatics is of great value to any prospective teacher.
Music

Through various means, effort is made on the campus to stress the cultural benefits of music. Many recitals and concerts are given throughout the year, often with no admission charge. Participation in Band, Orchestra, Choir, vocal, instrumental ensembles, operas and musical plays is urged.

Assemblies and Concerts

A variety of assembly programs encourages interest in political, literary, artistic, and other areas. The college sponsors a series of musical concerts either on this campus or in cooperation with other nearby colleges, which provides opportunities for the students to extend their music education by personal attendance at operas, ballet, and other musical programs.

Awards

As an incentive to exceptional achievement in scholarship and activities, or in special fields of endeavor, many honors and awards have been made available to students.

The Julia McCulloch Smith Award is given each year to the outstanding senior woman.

The Delmer Dewey Award is given each year to the outstanding senior man.

The Eloise Buck Memorial Award is given each year to a student for outstanding accomplishment in creative writing.

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

Other Awards. Numerous other awards are presented annually in recognition of outstanding achievement in drama, journalism, leadership, scholarship, intramural and intercollegiate athletics, mathematics, physics, and other areas.
Requirements for Degrees and Certificate

Certificate

Completion of the prescribed program of lower-division work qualifies one for an associate in arts certificate.

General Requirements:

a. Term Hours: Minimum, 93
b. Grade-Point Average: Minimum, 2.00 (C)
c. English Composition: 9 term hours
d. Fundamentals of Speech: 3 term hours
e. Physical Education: 6 term hours in activity courses
f. Personal Hygiene

Group Requirements:

a. A prescribed amount of work selected from three groups representing comprehensive areas of knowledge: humanities, science-mathematics, and social science. The group requirements are: a sequence of at least 9 approved term hours in each of the groups and a second sequence of at least 9 additional approved term hours in courses numbered 200-210 in any one of the same three groups.

Bachelor's Degree

To earn the degree of bachelor of science (B.S.) a student must complete the following institutional requirements. (Curricular and departmental requirements are listed elsewhere in this catalog.)

1. Term Hours: Minimum, 192 including at least 45 in upper-division in the elementary school, junior high school, and general studies curricula, and at least 62 in upper-division in the senior high school curriculum.

2. Grade-Point Average (GPA): Minimum 2.00 (C) on all college work and all work completed in residence at Oregon College of Education. (See Teacher Education curricula for grade point requirements.)

3. Residence: Minimum, 45 of the last 60 term hours. Division of Continuing Education classes taken through Oregon state system of higher education (not including correspondence study) may partially satisfy the residence requirement, but two full terms out of the last 60 hours must be completed on the Oregon College of Education campus. Two 8-week summer sessions of 12 hours each will meet this requirement.

4. Correspondence Study: Maximum, 24 term hours. (Credit earned by correspondence study is not residence credit.)

To earn the degree of bachelor of arts (B.A.) students are required to meet the institutional requirements listed above, and the course requirements in one specified curriculum for the degree of bachelor of science, and in addition to complete two years (normally 24 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.
Application for Degree. All students who intend to receive a degree from Oregon College of Education must make application by filing the proper form in the registrar's office early in the senior year. All college academic and financial obligations must be satisfied before any degree will be conferred.

Graduation with Honors. The faculty at Oregon College of Education recognizes superior scholarship by conferring at the annual commencement ceremony the distinction "Graduation with Honors" on students who have earned a cumulative grade-point average of 3.5 or better in their undergraduate work. Such students must have been in regular attendance at the college their last two years, earning a minimum of 90 term hours. Normally, the determination of grade point averages for honors purposes will be made at the end of winter term of the student's senior year.

Application for Teaching Certificate. All teaching certificates are issued by the superintendent of public instruction in the state department of education, Salem. To be eligible, an applicant (1) must have attained the age of 18 years; (2) shall furnish satisfactory evidence of proper educational preparation; (3) shall furnish satisfactory evidence of United States citizenship; and (4) shall, if the superintendent of public instruction requires such, furnish satisfactory evidence of good moral character, mental and physical health, and such other evidence as may be deemed necessary to establish the fitness of such applicant to serve as a teacher.

Application is made by submitting the required form, which is available in the placement office, to the state department of education, Salem, along with the regular $5.00 fee and an official transcript of college record, which is obtained from the registrar's office for a $1.00 fee.

Advanced Degrees

For advanced degree requirements see Graduate Study section.
Academic Procedures and Regulations

The academic year of Oregon College of Education is divided into three terms of approximately twelve weeks each, exclusive of the summer session, which is eight weeks in length. Students may enter at the beginning of any term but are advised to enter in the fall. It is especially important that first-year or freshman students be present for the opening week. The opening and closing dates for the terms of the current year are given in the academic calendar.

Definitions. Special terms applying to academic procedures of the college are defined as follows:

A SUBJECT is a designated field of knowledge such as history or English.

A COURSE is a subject or an instructional subdivision of a subject offered through a single term.

A CURRICULUM is an organized program of study arranged to provide definite cultural or professional preparation.

A YEAR SEQUENCE consists of three closely articulated courses in a subject extending through the three terms of the academic year.

A TERM HOUR represents three hours of the student’s time each week for one term. This time may be assigned to work in classroom or laboratory or to outside preparation. The number of lecture, recitation, laboratory, studio, or other periods per week for any course may be found in the descriptions in this catalog or in the regular schedule of classes.

Concurrent Registration. A student registered full time at OCE may not register for courses at another institution or in the Division of Continuing Education without specific permission from the academic requirements committee.

Class Standing. Freshmen, 37 or fewer hours; sophomore, 38-95 hours; juniors, 96-141 hours; seniors, within 51 hours of meeting requirements for graduation from a specific curriculum with required scholarship.

Grades and Points. The quality of student work is measured by a system of grades and grade points.

Grades. The grading system consists of five passing grades, A, B, C, D, P; failure, F; course dropped and withdrawal from school, W; incomplete, I. Students ordinarily receive one of the five passing grades or failure. When the quality of the work is satisfactory, but the course has not been completed for reasons acceptable to the instructor, a record of incomplete is made and additional time is granted. Normally, an I becomes an F by the end of the next term of residence unless the instructor has granted additional time.

Points. Grade points are counted on the basis of 4 points for each term hour of A grades, 3 for each term hour of B, 2 for each term hour of C, 1 for each term hour of D, and 0 for each term hour of F. Marks of I, P, and W are disregarded in the computation of points. The grade-point average (GPA) is the quotient of total points divided by total term 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.

37
Course Numbering System

Courses throughout the state system of higher education are numbered as follows:

0-49  Courses which do not carry credit applicable toward an academic degree.
50-99  Courses in the first year of foreign language, elementary algebra, geometry, and other courses of similar level.
100-299  Courses on the lower-division level.
300-399  Courses on the upper-division level.
400-499  Upper-division courses which may be taken for graduate credit.
500-599  Graduate 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 done. These blanket numbers are as follows:

503  Thesis (reading or research reported in writing)
402, 502  Workshop
406, 506  Special Individual Studies
407, 507  Seminar

Class Enrollment. Ordinarily, a student may enroll in a course numbered one year beyond his class standing without special permission provided he has met the prerequisite; for example, a sophomore may enroll in a 300 course under such conditions. Enrollment in a course numbered two years beyond a student’s class standing is permissible only by approval of the Academic Requirements Committee. Enrollment in graduate courses (400 G or g and 500 numbers) by an undergraduate student is permissible only when he is within 12 term hours of completing all institutional and curricular requirements for the bachelor’s degree in a specific curriculum. In such cases, the credit earned is marked “Reserved for graduate credit” on the student’s permanent record and may be considered for application toward a graduate degree.

Dropping a Course. A student may drop from a course (or courses) without being responsible for his grade up to the scheduled date shown on the academic calendar. If a student drops a course at any time after that date, a grade of W will be recorded if a grade of D or better is earned at the time of dropping. A grade of F will be recorded if the student is doing failing work. This grade will be figured into the term grade-point average along with those for courses carried the full term.

Withdrawal from School. A student may withdraw from the college without being responsible for grades up to the scheduled date shown on the academic calendar. If he withdraws after that date, he is responsible for his grades at the time of withdrawal; if he is doing satisfactory work (D or better), he will receive grades of W for all his courses; if not, grades of F will be recorded for all courses in which he is doing unsatisfactory work (F). The student will then be subject to appropriate academic action at the close of the term. It should be noted, however, that in situations of emergency (accidents, prolonged illness, etc.) a student may be permitted to withdraw without penalty at any time upon approval of the academic requirements committee.

Procedures. The form for dropping a course may be obtained in the registrar’s office. It must be completed with instructor’s and adviser’s signatures and returned to the registrar’s office before the action can be considered official. The instructor is then notified to that effect.

In order to have official and clear withdrawal from school, a student must fill out the necessary withdrawal papers, obtain the signatures of instructors, adviser, and dean, and return the forms to the registrar’s office. All obligations to the school must be met in order to receive honorable dismissal. Under no circumstances will the withdrawal be official until this procedure has been completed.
Scholarship Regulations. The administration of the regulations governing scholarship requirements is vested in the academic requirements committee of the faculty.

A student is doing satisfactory work when he maintains a grade-point average of 2.00 (C) or better for all college work, and for all work at OCE, and makes substantial progress toward the completion of other graduation requirements. A student failing to do satisfactory work any one term is placed on scholastic probation. If his grade-point average the following term is 2.00 or better.

(a) he is removed from probation if his cumulative grade-point average is 2.00 or better on load of 12 or more hours.

(b) he is continued on probation if his cumulative grade-point average is below 2.00.

A probationary student whose scholastic average for any term falls below 2.00 will not be permitted to re-register without the consent of the academic requirements committee. Any student not achieving profitable and creditable progress toward graduation may be suspended at the discretion of the academic requirements committee.

Awarding of Degrees. Degrees are awarded by Oregon College of Education once each year only, at the regular commencement exercises held in June. Those persons completing requirements for a degree at the close of the summer, fall, winter, and spring terms receive their degrees and diplomas in June. Persons who complete their final work off the Oregon College of Education campus spring term will be awarded the degree at the June commencement of the subsequent year. Upon request, a statement of degree can be furnished, whenever requirements are completed at a time other than the term degrees are awarded.
Undergraduate Curricula

Honors Program

As a significant part of its various curricula, OCE offers an honors program dedicated to the pursuit of academic excellence. It provides the opportunity for the able and ambitious student to look at himself and his work, both in and out of classes, and to commit himself with dedication to quality in his educational adventure. The very center of this commitment is a readiness on the part of superior students to face up to and explore ideas.

The honors program at OCE was established to offer more challenging work to students who have demonstrated superior scholastic ability.

Freshman Program. Freshmen are selected on the basis of high school rank and performance on certain standardized tests. Participation in OCE's honors program is purely voluntary. Students selected are invited to take some of their work in specialized courses taught in such a way as to integrate basic information in the fields of science, literature and social science. These specialized courses meet the college freshman year requirements in literature and social science.

Sophomore Program. Sophomores who have successfully completed the freshman honors program, or who have otherwise demonstrated superior ability, are invited to participate in the sophomore honors program. Participation in this program is purely voluntary. Emphasis of the sophomore honors program is upon United States history and culture.

Junior-Senior Honors. Students in the junior and senior classes who have demonstrated superior academic achievement and potential as leaders are invited to participate in seminars and to earn credit for research papers written during the course of an academic year. Superior junior and senior students planning a career in teaching may be invited to serve as research, laboratory or teaching assistants.

Air Force ROTC

OCE offers, as a voluntary program, the AF ROTC Advanced Course taken during the junior and senior years. Qualifying exams (physical and mental) are administered during the sophomore year. Three hours of academic classroom work are required each term, with retainer pay of $40 per month provided. A commission as a Second Lieutenant in the USAF Reserve is granted upon successful completion of this program.

Teacher Education

The preparation of teachers for the public schools has long been considered to be one of the major responsibilities of higher education in America. The state board of higher education in Oregon has indicated its recognition of this responsibility by the expansion of its facilities for the accomplishment of this task. Among the institutions comprising the state system of higher education, Oregon College of Education has as its major responsibility offering undergraduate and graduate work in teacher education at the elementary, junior high, and senior high school levels and the provision of leadership in teacher education.
At OCE a four-fold educational objective is sought:
1. To provide a broad general education with academic specialization for the prospective teacher.
2. To develop a well-defined philosophy of education and to provide a professional preparation for effective teaching and administrative services at the elementary, junior high, and senior high school levels.
3. To prepare educational specialist personnel with specialization programs to provide clinical and remedial services to elementary, junior and senior high schools.
4. To exert leadership in research in the teaching-learning process through the work of the Teaching Research Division of the Oregon State System of Higher Education located on the campus.

The college realizes that its obligation to the citizens of Oregon is not discharged solely through developing teaching skill in those who go out to teach. Back of the professional education must be an acquired culture and an integration of personality which will effectively influence the pupils to be taught.

**Levels of Preparation**

Oregon College of Education attempts to meet the second and third objectives stated above by offering curricular programs leading to certification by the State Department of Education. Since October 15, 1965, eligibility to teach at the elementary, junior high, or senior high school level is determined by satisfactory completion of norm requirements for the desired level and teaching areas and the recommendation of the teacher education institution. Curricular programs, at the undergraduate level, prepare teachers to meet the norms for the following areas:

- Kindergarten
- Elementary
- Junior High School
- Senior High School
- Art Education
- Music Education
- Physical Education
- Special Education
  - Teachers of Children with Extreme Learning Problems
  - Teachers of the Deaf
  - Speech Correctionists
  - Teachers of the Mentally Retarded

**The Kindergarten and Elementary Curricula** are designed to prepare teachers for the general classroom, grades kindergarten through six, or kindergarten through eight of an 8-4 plan of organization.

**Major:** Elementary Education

51 quarter hours in professional education.

**First Minor:** A minimum of 36 designated hours in at least one of the following fields and the number of hours indicated in parentheses in the others:

- Art (6)
- Humanities (21)
- Mathematics (12)
- Music (6)
- Physical Education (6)
- Science (21)
- Social Science (18)

**Second Minor (Optional)**

Special Education

- Speech Correction .............................................. 30
- Extreme Learning Problems ................................. 24
- Mental Retardation ........................................... 12
- Library ......................................................... 21
- Foreign Language ............................................. 24
The Junior High School curriculum programs are designed to provide both depth and breadth preparation for teaching in grades 7, 8, and 9 in schools with organized junior high school programs.

Major: Secondary Education (Junior High)  
38 quarter hours in professional teacher education.

1 Minors: An OCE combined minor in Language Arts-Social Science (69 hours) or two OCE minors selected from the following fields:

- Art .............................................. 42
- Combined Language Arts-Social Sciences ............................................ 69
- Foreign Language .............................................. 45
- Health and Physical Education .............................................. 49
- Literature, Writing and Language .............................................. 54
- Mathematics (Elementary Algebra and Geometry ) .............................................. 31
- Physical Education .............................................. 43
- Music .............................................. 42
- Science (Physical Science-General Science) .............................................. 36
- Sociology .............................................. 54
- Speech and Drama .............................................. 24

Optional Minors in Specialized Fields:

Special Education
- Extreme Learning Problems .............................................. 24
- Mental Retardation .............................................. 12
- Speech Correction .............................................. 30

Library .............................................. 21

The Senior High School curricula are designed to prepare teachers for grades 10 through 12 in a senior high school organization (grades 9 through 12 in a four-year high school).

Major: 63 hours, 27 upper division.

- Art Education
- Humanities
- Music Education
- Physical Education
- Science-Mathematics
- Biological Science
- Chemistry
- General Science
- Mathematics
- Physical Science
- Social Science

Minor: Secondary Education  
34 quarter hours in professional teacher education.

1 Teaching Minor (optional second field)

- Advanced Mathematics .............................................. 39
- Art .............................................. 42
- Biological Science .............................................. 40
- Chemistry .............................................. 36
- Elementary Algebra and Geometry .............................................. 31
- Foreign Language (French/Spanish) .............................................. 45
- Health and Physical Education .............................................. 49
- Library .............................................. 21
- Literature, Writing and Language .............................................. 54
- Music .............................................. 42

1 The minors set forth above are designated in terms that comply with titles of teaching areas established by the State Department of Education.
Physical Education ........................................... 43
Physical Science-General Science ......................... 36
Social Science ................................................. 54
Speech and Drama ........................................... 24
Special Education (Optional)
  Extreme Learning Problems ................................ 24
  Mental Retardation ........................................ 12
  Speech Correction ........................................ 30

The Art Education curricular patterns provide for a wide range of teaching opportunities. The teaching majors and minors listed previously in the elementary, junior high and senior high programs may be taken as a part of those curricular patterns. In addition, a baccalaureate program leading to an Art Education Specialist would provide preparation for teaching positions as an elementary classroom teacher or elementary art consultant, a junior high art teacher, a senior high art teacher, or art consultant or any combination of the four.

The Music Education major is designed to prepare public school teachers of music for assignment at both the elementary and secondary levels, and in both vocal and instrumental areas. The teaching majors and minors previously listed in the elementary, junior high and senior high programs may also prepare teachers in those areas with an emphasis on music.

The Physical Education major is designed to qualify students as teachers in this field. The teaching majors and minors previously listed in the elementary, junior high and senior high programs may also prepare teachers in those areas with an emphasis on health and physical education.

The Special Education programs provide preparation for elementary teachers with a minor in either extreme learning problems, mental retardation, or speech correction, or for optional educational specialist minors in mental retardation or speech correction as a part of the curricular programs for junior high or senior high school teachers.

**Admission to Teacher Education**

Students planning to qualify for certification to teach in the public schools of Oregon normally make application to the committee on teacher education during the third term of their sophomore year. Students may not take courses designated as "Professional Teacher Education Courses" until they have been admitted to Teacher Education. The Committee on Teacher Education establishes policies and standards to be completed prior to full admission to Teacher Education courses. Application is made by filing application forms, by completing satisfactorily the required tests and approval forms, and maintaining a 2.0 GPA. Lower-division requirements must also be met before any student can be fully approved for admission.

Transfer students with junior standing interested in teacher preparation should clarify their status during their first term on the campus.

Information and application forms may be obtained from the Education Department Office.

---

1 Any course with the prefix Education or Psychology (except Ed 311, Psy 201, 202, 203, 311 and 312) and specified departmental methods courses.
Admission to Student Teaching and Internship

Application and approval for Teacher Education does not guarantee approval for Student Teaching. The Committee on Teacher Education establishes policies and standards to be completed prior to admission to Student Teaching. Application is made early in the term preceding the quarter in which Student Teaching is planned by filing application forms obtained from the Education Department office. Students must have attained senior standing (within 51 hours of meeting requirements for graduation), completed a substantial portion of the professional education and subject area requirements with approved scholarship, met departmental and Teacher Education Committee screening requirements, and been approved by the Teacher Education Screening Committee.

Transfer Students. In order to be admitted to student teaching, transfer students must have met the following requirements:

1. Attained senior standing and completed the major portion of professional education and subject area requirements.
2. Satisfied all screening requirements of the committee on teacher education.
3. Spent at least one term preceding student teaching as a full-time student on campus at Oregon College of Education.

Any transfer student with previous work in education, either undergraduate or graduate, who desires to be admitted to student teaching at OCE, may be required to furnish a statement of eligibility from the department of education in the institution from which he transferred.

Internship

Through a cooperative program with local school districts, a year-long internship is provided for selected students in elementary, junior high, and senior high schools. An early expression of interest during the junior year, or fall term of the senior year, will permit the Director of Student Teaching and Interns to plan an individual program for interested students.

The following information describes briefly the salient concepts of the internship program:

1. The regular curricular programs in elementary, junior high, and senior high are completed during a five-year program, rather than a four-year program.
2. Selected candidates serve a full year as a paid intern in a school district under special certification provisions of the State Department of Education, and under a reduced teaching load with the school district.
3. Supervisory assistance is provided during the intern year by the cooperating teacher from the public school and the college supervisors.
4. Weekly college seminars for college credit, and the opportunity during summer sessions and during the internship year to complete college requirements toward the Standard Teaching Certificate and/or the Master's Degree.
5. The opportunity, if appropriate to the student's degree program, to carry graduate credit in lieu of the fifteen-hour requirement for Student Teaching during the senior year. Such credit would be reserved until completion of the required hours of Intern Teaching during the intern year, and subsequently recorded as graduate credit.
6. Awarding of the bachelor's degree at the completion of 192 hours of college credits, if all other degree requirements are met, but with the reservation of institutional recommendation for certification until completion of the internship program.

Eligibility:

1. Be eligible to attain senior standing (within 51 hours of meeting requirements for graduation with required scholarship) within the year of application.

2. Complete all the prerequisite hours in Professional Teacher Education Courses (excepting Student Teaching, or with petition approval of exceptions) during the year of application.

3. Satisfy all screening requirements of the committee on teacher education, and graduate committee as appropriate, during the year of application.

**Teacher Education Programs**

**Kindergarten Curriculum**

Students who complete the requirements in the elementary school curriculum for the degree of bachelor of science or bachelor of arts and receive elementary certification issued by the superintendent of public instruction are eligible to teach in kindergartens that are established as part of a public school system. [See Requirements for the Bachelor's Degree (Elementary School).]

1. Students should have a genuine interest in young children, and it is important that they have the ability to play simple tunes on the piano.

2. It is recommended that students interested in the education of young children qualify themselves as kindergarten-primary teachers by including in their degree program Preprimary Education (Ed 451) and Student Teaching: Kindergarten (Ed 413), 3-5 hours.

**Elementary School Curriculum**

Students who complete satisfactorily the requirements in the elementary school curriculum for the degree of bachelor of science or bachelor of arts become eligible for certification to teach in the elementary schools of Oregon. All certificates are issued by the superintendent of public instruction upon recommendation of the teacher education institution. Since October 15, 1965, eligibility to teach at a specific level is determined by the satisfactory completion of norm requirements for the desired level.

Requirements for the Bachelor's Degree (Elementary School).

1. B.S. Degree:
   a. Grade-Point Average: a 2:00 cumulative in all college work, in all work taken at OCE, in major area, and in each minor.
   
   b. Major: Elementary Education
      Minimum of 24-upper division hours in addition to the education core required of all teacher candidates
   
   c. Minor: Minimum of 36 designated hours in one of the following fields:
      Art
      Humanities
      Mathematics
      Music
      Physical Education
      Science
      Social Science
d. Second Minors (optional)
   Special Education
   Extreme Learning Problems
   Mental Retardation
   Speech Correction

2. B.A. Degree:
   Completion of all requirements given under 1, plus two years of college
   work in a modern foreign language.1

<table>
<thead>
<tr>
<th>I Lower Division General Education Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate preparation to meet the Basic certificate for elementary teachers. (Work taken in undergraduate general education in the field selected may be applied toward a minor in that field.)</td>
</tr>
</tbody>
</table>

| Humanities                                      | 21 |
| Including composition, literature, and speech  |

| Social Science                                 | 18 |
| History of Western Civilization                | 9  |
| Introductory Geography                          | 6  |
| History of the Pacific Northwest                | 3  |

| Science                                        | 21 |
| Biological Science                             | 9  |
| Physical Science                               | 12 |

| Mathematics                                    | 12 |
| Essentials of Mathematics                      | 9  |
| Mathematics for Elementary Teachers            | 3  |

| Art                                            | 6  |
| Introductory Materials Survey and Lettering Processes |

| Music                                          | 6  |
| Music Fundamentals                             |

| Physical Education                             | 6  |
| Designated activity courses                    |

| Psychology                                     | 9  |
| General Psychology, Human Development through Adolescence |

<table>
<thead>
<tr>
<th>II Professional Teacher Education Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major: Elementary Education</td>
</tr>
<tr>
<td>Historical Foundations of Education</td>
</tr>
<tr>
<td>Learning and Instruction in the Elementary School (9 hours per term)</td>
</tr>
<tr>
<td>Children’s Literature or Literature for Adolescents</td>
</tr>
<tr>
<td>School Health</td>
</tr>
<tr>
<td>Specialized methods in art, music and physical education</td>
</tr>
<tr>
<td>Student Teaching and Seminar</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III Specialized Undergraduate Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minors:</td>
</tr>
<tr>
<td>At least one minor of 36 quarter hours (which may include the general education hours in the selected field, see general education requirements, page ... ) selected from the following fields:</td>
</tr>
</tbody>
</table>

1 One year of this requirement may be satisfied by two or more years of the same language in high school.
2 This 9 hour sequence may be taken as a part of a correlated program, called the sophomore block.
3 This integrated two-term sequence of nine hours each term, Junior Block I and Junior Block II, consists of Educational Psychology (learning and evaluation), Methods and Materials of Reading, Language Arts, Social Studies, Science, Mathematics, and AV Aids.
Art

<table>
<thead>
<tr>
<th>General Elementary Art Requirements</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Materials Survey</td>
<td>(4)</td>
</tr>
<tr>
<td>Lettering Processes</td>
<td>(2)</td>
</tr>
<tr>
<td>Art Education (Elementary)</td>
<td>(3)</td>
</tr>
<tr>
<td>Crafts</td>
<td>12</td>
</tr>
<tr>
<td>Design and Lettering</td>
<td>4</td>
</tr>
<tr>
<td>Drawing and Painting</td>
<td>5</td>
</tr>
<tr>
<td>Specialized Professional Courses in Art Education</td>
<td>3</td>
</tr>
<tr>
<td>History and Appreciation</td>
<td>3</td>
</tr>
</tbody>
</table>

Humanities

<table>
<thead>
<tr>
<th>Composition (Wr 111, 212 and 314 or 414g)</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any 9 hour lower division literature sequence</td>
<td>9</td>
</tr>
<tr>
<td>Speech</td>
<td>3</td>
</tr>
<tr>
<td>Nature of the English Language</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Electives</td>
<td>12</td>
</tr>
</tbody>
</table>

Mathematics

<table>
<thead>
<tr>
<th>Essentials of Mathematics</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics for Elementary Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics for Secondary Teachers: Mth 491, 492 (Arithmetic and Algebra)</td>
<td>6</td>
</tr>
<tr>
<td>Elements of Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>Electives in Mathematics</td>
<td>12</td>
</tr>
</tbody>
</table>

Music

<table>
<thead>
<tr>
<th>Music Theory (Exempt from Mue 381, 382)</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music Literature</td>
<td>6</td>
</tr>
<tr>
<td>Professional</td>
<td>6</td>
</tr>
<tr>
<td>Performance (Band (3), Orchestra (3), or Choir (3): Conducting (2))</td>
<td>5</td>
</tr>
<tr>
<td>Applied Music</td>
<td>7</td>
</tr>
<tr>
<td>Private Instruction (1)</td>
<td>7</td>
</tr>
<tr>
<td>Class Piano or Voice (3)</td>
<td>7</td>
</tr>
<tr>
<td>Brass, Woodwinds, Strings &amp; Percussion (3)</td>
<td>7</td>
</tr>
</tbody>
</table>

Physical Education

<table>
<thead>
<tr>
<th>Activity Courses</th>
<th>17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhythms (3), Gymnastics and Self Test (2), Aquatics (2), Individual and Dual Sports (5), Team Sports (5)</td>
<td>17</td>
</tr>
<tr>
<td>Theory Courses</td>
<td>19</td>
</tr>
<tr>
<td>First Aid (2), Methods (3), Principles (3), Organization and Administration (3), Kinesiology or Anatomy and Physiology (3), Officiating or Coaching (2), Student Teaching in Physical Education (3)</td>
<td>19</td>
</tr>
</tbody>
</table>

Science

<table>
<thead>
<tr>
<th>A sequence in Biological Science</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>GS 202, 203, Physical Science</td>
<td>9</td>
</tr>
<tr>
<td>Earth Science Sequence</td>
<td>9</td>
</tr>
<tr>
<td>Electives in Science</td>
<td>9</td>
</tr>
<tr>
<td>Natural History (GS 441)</td>
<td>9</td>
</tr>
</tbody>
</table>

Social Science

<table>
<thead>
<tr>
<th>History of the Pacific Northwest</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of the United States</td>
<td>3</td>
</tr>
<tr>
<td>History of Western Civilization</td>
<td>9</td>
</tr>
<tr>
<td>Geography</td>
<td>9</td>
</tr>
<tr>
<td>Six hours of electives from the fields of history, political science, sociology, anthropology, or economics</td>
<td>6</td>
</tr>
</tbody>
</table>

IV Second Minors: (Optional)

Special Education

<table>
<thead>
<tr>
<th>Extreme Learning Problems</th>
<th>24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 470. Education of the Exceptional Child (G)</td>
<td>3</td>
</tr>
<tr>
<td>Ed 465. Diagnostic and Remedial Techniques in the Basic Skills</td>
<td>3</td>
</tr>
<tr>
<td>Ed 463. The Maladjusted Child (G)</td>
<td>3</td>
</tr>
<tr>
<td>Ed 480. Psychology of Reading Instruction (G)</td>
<td>3</td>
</tr>
<tr>
<td>Ed 462. General Intelligence Testing (G)</td>
<td>3</td>
</tr>
<tr>
<td>Ed 468. Diagnostic and Remedial Techniques in Reading (G)</td>
<td>3</td>
</tr>
<tr>
<td>Ed 409. Practicum: Remedial Reading</td>
<td>6</td>
</tr>
</tbody>
</table>
The Mentally Retarded .......................................................... 12
Ed 464. The Mentally Retarded Child (G) ................................ 3
Ed 489. Curriculum for the Mentally Retarded (G) .................... 3
Ed 491. Practicum: The Mentally Retarded ............................... 3
Ed 497. Seminar: Arts and Crafts for the Mentally Retarded ........ 3

Speech Correction
1. Minor: Speech Correction ..................................................... 30
Sp 370. Phonetics ..................................................................... 3
Sp 484, 485, 486. Clinical Speech Therapy (g) ......................... 6
Sp 478. Diagnostic Methods in Speech Pathology and Audiology
(g) ......................................................................................... 3
Sp 480. Speech Pathology (Introduction) (g) ........................... 3
Sp 487, 488, 489. Audiology (g) ............................................ 9
Ed 393. Speech Correction in the Schools ................................. 3
Sp 481, 482 or 483. Speech Pathology (g) ............................... 3

Library ....................................................................................... 21
Lib 486. Introduction to Cataloging and Classification (g) ......... 3
Lib 490. Children’s Literature (g) .......................................... 3
Lib 483. Book Selection and Reference Materials (g) ............... 3
Lib 484. School Library Administration (g) ............................. 3
Lib 489. Literature for Adolescents (g) ................................. 3
Ed 435. Audio-Visual Aids (G) ............................................ 3
Ed 389. Reading and Telling Children’s Stories ....................... 3

Foreign Language .................................................................... 36
Three years of Spanish or French ............................................ 33
Methods in Teaching a Foreign Language ............................... 3

Choice of minor will vary the number of free elective hours to make the total program of 192 hours ....
Total hours undergraduate work ............................................. 192

Junior High School Curricula

Students who complete satisfactorily the requirements of a junior high school curriculum in the degree programs of bachelor of science or bachelor of arts become eligible for certification to teach in the junior high schools of Oregon. Since October 15, 1965, students meet the requirements for the Basic Teaching Certificate valid for three years, and must complete an additional 24 quarter hours of upper-division or graduate credit within three years applicable to a planned fifth year of a five-year standard teacher education program. Eligibility to teach in the junior high school will be determined by satisfactory completion of requirements for the desired level and teaching areas. All certificates are issued by the superintendent of public instruction upon recommendation of the teacher education institution.

Students would be well advised to select their two fields with care. Junior high school organizations provide limited opportunity for single area or field specialization, e.g., Literature, Writing, and Language with a second field of Speech and Drama. Many teachers in the area of English will also teach Social Science, and teachers of science will also teach mathematics. Careful planning with an advisor should be undertaken early in the program.

Requirements for the Bachelor’s Degree (Junior High School)

1. B.S. Degree:
   a. Grade-Point Average: a 2:00 cumulative in all college work, in all work taken at OCE, in major area, and in each teaching area.
   b. Major: Secondary Education (junior high school)
      Minimum of 13 hours upper-division in addition to the education core required of all teacher candidates.
c. Minors: A combined teaching minor in Language Arts-Social Science, or two teaching minors selected from the following fields:

- **Art**
- **Health and Physical Education**
- **Literature, Writing and Language**
- **Speech and Drama**
- **Music**
- **Science** (Physical Science-General Science)
- **Mathematics** (Elementary Algebra and Geometry)
- **Social Studies**

**Minimum:** Meeting the teaching minor requirements in the combined language arts-social science norm, or in two teaching minors in a program planned and approved by an advisor.

2. **B.A. Degree:**

Completion of all requirements given under 1, plus two years of college work in a modern foreign language.

**I Lower Division General Education Requirements**

Undergraduate preparation to meet the Basic Certificate for secondary teachers. (Undergraduate work taken in the minor field may be applied toward meeting the requirements for the minor.)

- **Humanities** .................................................. 21
  - Including composition, literature, and fundamentals of speech.
- **Social Science** ............................................... 9
  - One nine hour sequence selected from the fields of history, geography, economics, political science, sociology or anthropology.
- **Science-Mathematics** ........................................ 12
  - A planned 12 hour sequence in science and/or mathematics.
- **Art** .............................................................. 4
  - Introductory Materials Survey.
- **Music** ............................................................ 3
  - Introduction to Music and its Literature.
- **Physical Education** .......................................... 6
- **Psychology** .................................................... 9
  - General psychology, human development through adolescence.

**II Professional Teacher Education Requirements**

**Major: Secondary Education**

- **Historical Foundations of Education** ........................................ 3
- **Psychological Foundations of Education** .................................... 4
- **Teaching in the Junior High School** ........................................... 4
- **Special Methods in Teaching Fields** ......................................... 6
- **Teaching Reading in the Secondary Schools** .................................... 3
- **Audio-Visual Aids** .................................................. 3
- **Student Teaching and Seminar** ............................................. 15

---

1 One year of this requirement may be satisfied by two or more years of the same foreign language in high school.

2 This 9 hour psychology sequence may be taken as a part of a correlated program called the sophomore block program.

3 Students should have academic experience in both the biological and physical sciences, as well as an introduction to mathematics. The college sequence should be selected to complement the high school background.
III Specialized Undergraduate Preparation

Junior High School teachers must complete the combined minor in Language Arts-Social Science or two minors from those listed below. Students whose interests are in the field of science or mathematics are encouraged to select these two fields as their minors.

In addition to the required minors students may complete an optional minor in special education or library.

(1) Field from which required minors must be selected by students preparing for Junior High School teaching

- Art ........................................... 42
- Physical Education .......................... 43
- Health and Physical Education ............. 49
- Combined Language Arts-Social Science ... 69
- Music ........................................... 42
- Literature, Writing and Language .......... 54
- Speech and Drama ............................ 24
- Foreign Language ............................ 45
- Combined Science & Mathematics .......... 70
- Mathematics (Elementary Algebra and Geometry) .................................................. 34
- Science (Physical Science-General Science) ....................................................... 42
- Social Science ................................ 54

(2) Optional minors in specialized fields

- Special Education
  - Mental Retardation .......................... 12
  - Speech Correction .......................... 30

- Library ...................................... 21

Courses Constituting the Required Minors for Junior High School Teachers

Art

A 223, 224, 230, 254, 255, 312, 315, 319, 331, 447, 448. Basic crafts (Including ceramics and sculpture, general crafts, metal and printmaking) ........ 12
A 228, 238, 424, 425, 434g. Design and lettering ................. 6
A 115, 237, 426g. Art Education ................................. 9
A 127, 251, 252, 253, 352, 453g. History and Appreciation ....... 9

Physical Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE 252</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Ed 344</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>PE 447</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>PE 343</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>PE 371</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Z 334</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>HE 151</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>PE 359</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>PE 363</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>PE 337</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>PE 111</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>PE 112</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>PE 113</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>PE 114</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>PE 115</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>PE 443</td>
<td>46</td>
<td>46</td>
</tr>
</tbody>
</table>

42
### Health and Physical Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Z 334-355</td>
<td>Anatomy and Physiology</td>
<td>6</td>
</tr>
<tr>
<td>PE 343</td>
<td>Organization and Administration of Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PE 447</td>
<td>Principles of Physical Education (g)</td>
<td>3</td>
</tr>
<tr>
<td>Ed 344</td>
<td>Physical Education in the Grades</td>
<td>6</td>
</tr>
<tr>
<td>PE 371</td>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>PE 339 or 337, 338, 339</td>
<td>Athletic Training and Conditioning or Officiating Sports</td>
<td>2</td>
</tr>
<tr>
<td>PE 445</td>
<td>The Physical Education Curriculum (g)</td>
<td>3</td>
</tr>
<tr>
<td>PE 111, 211</td>
<td>Rhythms</td>
<td>3</td>
</tr>
<tr>
<td>PE 212</td>
<td>Gymnastics and Self Testing Activities</td>
<td>3</td>
</tr>
<tr>
<td>PE 113, 213</td>
<td>Aquatics</td>
<td>2</td>
</tr>
<tr>
<td>PE 114, 214</td>
<td>Individual and Dual Sports</td>
<td>3</td>
</tr>
<tr>
<td>PE 115, 215</td>
<td>Team Sports</td>
<td>3</td>
</tr>
<tr>
<td>HE 252</td>
<td>Nutrition</td>
<td>2</td>
</tr>
<tr>
<td>HE 151</td>
<td>Personal Hygiene</td>
<td>2</td>
</tr>
<tr>
<td>Ed 351</td>
<td>School Health Programs</td>
<td>3</td>
</tr>
</tbody>
</table>

### Foreign Language

#### French

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1'RL 50, 51, 52</td>
<td>First Year French</td>
<td>12</td>
</tr>
<tr>
<td>1RL 101, 102, 103</td>
<td>Second Year French</td>
<td>12</td>
</tr>
<tr>
<td>RL 311, 312, 313</td>
<td>Survey of French Literature</td>
<td>9</td>
</tr>
<tr>
<td>RL 314, 315, 316</td>
<td>Intermediate French Composition and Conversation</td>
<td>9</td>
</tr>
<tr>
<td>RL 331</td>
<td>French Pronunciation and Phonetics</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Spanish

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1'RL 60, 61, 62</td>
<td>First Year Spanish</td>
<td>12</td>
</tr>
<tr>
<td>RL 107, 108, 109</td>
<td>Second Year Spanish</td>
<td>12</td>
</tr>
<tr>
<td>RL 341, 342, 343</td>
<td>Survey of Spanish Literature</td>
<td>9</td>
</tr>
<tr>
<td>RL 347, 348, 349</td>
<td>Intermediate Spanish Conversation and Composition</td>
<td>9</td>
</tr>
<tr>
<td>RL 350</td>
<td>Spanish Pronunciation and Phonetics</td>
<td>3</td>
</tr>
</tbody>
</table>

### Literature, Writing and Language

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wr 111, 212, 314 or 414</td>
<td>English Composition</td>
<td>9</td>
</tr>
<tr>
<td>Eng 101, 102, 103</td>
<td>Survey of English Literature</td>
<td>9</td>
</tr>
<tr>
<td>Eng 107, 108, 109</td>
<td>World Literature</td>
<td>9</td>
</tr>
<tr>
<td>Eng 366</td>
<td>Development of the English Novel</td>
<td>3</td>
</tr>
<tr>
<td>Eng 362</td>
<td>Development of the American Novel</td>
<td>3</td>
</tr>
<tr>
<td>Eng 490</td>
<td>Development of the English Language (g)</td>
<td>3</td>
</tr>
<tr>
<td>Eng 494</td>
<td>Nature of the English Language (g)</td>
<td>3</td>
</tr>
<tr>
<td>Eng 253, 254, 255</td>
<td>Survey of American Literature (one only)</td>
<td>3</td>
</tr>
<tr>
<td>Eng 489</td>
<td>Literature for Adolescents (g)</td>
<td>3</td>
</tr>
<tr>
<td>Eng 490</td>
<td>Development of the English Language (g)</td>
<td>3</td>
</tr>
<tr>
<td>Ed 469</td>
<td>Teaching Reading in the Secondary School (G)</td>
<td>(3) 36</td>
</tr>
</tbody>
</table>

### Combined Language Arts, Social Science

#### Humanities

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wr 111, 212, 314 or 414</td>
<td>English Composition</td>
<td>9</td>
</tr>
<tr>
<td>Sp 111</td>
<td>Fundamentals of Speech, or an approved substitute</td>
<td>3</td>
</tr>
<tr>
<td>Eng 107, 109, 109</td>
<td>World Literature</td>
<td>9</td>
</tr>
<tr>
<td>Eng 362</td>
<td>Development of the American Novel</td>
<td>3</td>
</tr>
<tr>
<td>Eng 494</td>
<td>Nature of the English Language (g)</td>
<td>3</td>
</tr>
<tr>
<td>Eng 253, 254, 255</td>
<td>Survey of American Literature (one only)</td>
<td>3</td>
</tr>
<tr>
<td>Eng 489</td>
<td>Literature for Adolescents (g)</td>
<td>3</td>
</tr>
<tr>
<td>Eng 490</td>
<td>Development of the English Language (g)</td>
<td>3</td>
</tr>
<tr>
<td>Ed 469</td>
<td>Teaching Reading in the Secondary School (G)</td>
<td>(3) 36</td>
</tr>
</tbody>
</table>

#### Social Science

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hst 101, 102, 103</td>
<td>History of Western Civilization</td>
<td>9</td>
</tr>
<tr>
<td>Hst 201, 202, 203</td>
<td>History of the United States</td>
<td>9</td>
</tr>
<tr>
<td>Geog 105, 106, 107</td>
<td>Introductory Geography</td>
<td>9</td>
</tr>
<tr>
<td>PS 301, 302</td>
<td>American Governments</td>
<td>6</td>
</tr>
</tbody>
</table>

### Notes

1. Those who have completed two or more years of the same language in high school will enter the second year class and complete the four half-hour requirement from approved electives. Students preparing for a teaching norm in a language are also required to complete Ed 336. Methods in Teaching Foreign Language.
2. Courses listed with an Ed prefix do not apply to the 34 or 69 hour minor.
Speech and Drama

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sp 111</td>
<td>Fundamentals of Speech</td>
<td>3</td>
</tr>
<tr>
<td>Sp 120</td>
<td>Voice and Diction</td>
<td>3</td>
</tr>
<tr>
<td>Sp 239</td>
<td>Oral Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>Sp 251</td>
<td>Elements of Acting</td>
<td>3</td>
</tr>
<tr>
<td>Sp 357</td>
<td>Play Production</td>
<td>3</td>
</tr>
<tr>
<td>Sp 344, 345, 346</td>
<td>Stagecraft</td>
<td>2</td>
</tr>
<tr>
<td>Sp 255</td>
<td>Make-up</td>
<td>1</td>
</tr>
<tr>
<td>Sp 364</td>
<td>Play Direction</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Upper division electives in speech</td>
<td>3</td>
</tr>
</tbody>
</table>

Combined Science and Mathematics

**Biology Sequence (Select one)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bi 101, 102, 103</td>
<td>General Biology</td>
<td>9</td>
</tr>
<tr>
<td>Bot 201, 202, 203</td>
<td>General Botany</td>
<td></td>
</tr>
<tr>
<td>Z 201, 202, 203</td>
<td>General Zoology</td>
<td></td>
</tr>
<tr>
<td>Ch 104, 105, 106</td>
<td>General Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>Ph 101, 102, 103</td>
<td>Essentials of Physics</td>
<td>9</td>
</tr>
</tbody>
</table>

**Earth Science Sequence**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GS 351</td>
<td>Elements of Astronomy</td>
<td>9</td>
</tr>
<tr>
<td>G 351</td>
<td>Elements of Geology</td>
<td></td>
</tr>
<tr>
<td>Ph 390</td>
<td>Meteorology</td>
<td></td>
</tr>
<tr>
<td>Mth 101, 102, 103</td>
<td>College Algebra Sequence</td>
<td>4</td>
</tr>
<tr>
<td>Mth 201</td>
<td>Differential &amp; Integral Calculus</td>
<td>4</td>
</tr>
<tr>
<td>Mth 314</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Mth 344</td>
<td>Geometry</td>
<td>3</td>
</tr>
<tr>
<td>Mth 492</td>
<td>Algebra</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Upper division electives in mathematics</td>
<td>6</td>
</tr>
</tbody>
</table>

**Science (Physical Science-General Science)**

**Biology Sequence (Select one)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bi 101, 102, 103</td>
<td>General Biology</td>
<td>9</td>
</tr>
<tr>
<td>Bot 201, 202, 203</td>
<td>General Botany</td>
<td></td>
</tr>
<tr>
<td>Z 201, 202, 203</td>
<td>General Zoology</td>
<td></td>
</tr>
<tr>
<td>Ch 104, 105, 106</td>
<td>General Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>Ph 101, 102, 103</td>
<td>General Physics</td>
<td>9</td>
</tr>
</tbody>
</table>

**Earth Science Sequence**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GS 351</td>
<td>Astronomy</td>
<td>9</td>
</tr>
<tr>
<td>G 351</td>
<td>Elements of Geology</td>
<td></td>
</tr>
<tr>
<td>Ph 390</td>
<td>Meteorology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mth 101, 102, 103</td>
<td>College Algebra Sequence</td>
</tr>
<tr>
<td></td>
<td>Mth 201</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mth 314</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mth 344</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mth 492</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper division electives in mathematics</td>
<td>6</td>
</tr>
</tbody>
</table>

**Mathematics (Elementary Algebra and Geometry)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mth 101</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Mth 102</td>
<td>Trigonometry</td>
<td>3</td>
</tr>
<tr>
<td>Mth 105</td>
<td>Analytic Geometry</td>
<td>4</td>
</tr>
<tr>
<td>Mth 201</td>
<td>Differential &amp; Integral Calculus</td>
<td>4</td>
</tr>
<tr>
<td>Mth 314</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Mth 344</td>
<td>Geometry</td>
<td>3</td>
</tr>
<tr>
<td>Mth 492</td>
<td>Mathematics for Secondary Teachers</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Upper division electives in mathematics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Music**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mus 121, 122, 123</td>
<td>Music Theory</td>
<td>12</td>
</tr>
<tr>
<td>Mus 202, 203</td>
<td>Introduction to Music and its Literature</td>
<td>6</td>
</tr>
<tr>
<td>Mus 290</td>
<td>Applied Music</td>
<td>1</td>
</tr>
<tr>
<td>Mus 181, 182, 183 or Mus 192, 193, 194</td>
<td>Class Voice or Piano</td>
<td>3</td>
</tr>
<tr>
<td>Mus 195 or Mus 196 or Mus 197</td>
<td>Band, Orchestra or Choir</td>
<td>3</td>
</tr>
<tr>
<td>Mus 235, 236, 237</td>
<td>Brass, Woodwinds, Percussion, and Strings</td>
<td>3</td>
</tr>
<tr>
<td>Mus 314, 315, 316</td>
<td>Harmonic and Structural Analysis</td>
<td>6</td>
</tr>
<tr>
<td>Mus 383</td>
<td>Music Education</td>
<td>3</td>
</tr>
<tr>
<td>Mus 347 or Ed 410G</td>
<td>Band and Orchestra Management or Methods and Research Materials: Music</td>
<td>3</td>
</tr>
<tr>
<td>Mus 433</td>
<td>Conducting</td>
<td>2</td>
</tr>
</tbody>
</table>

1 Mth 492 is designated as the special methods course for the mathematics areas.
Social Science

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hist 101, 102, 103</td>
<td>History of Western Civilization</td>
<td>9</td>
</tr>
<tr>
<td>Hist 201, 202</td>
<td>History of the United States</td>
<td>6</td>
</tr>
<tr>
<td>Geog 105, 106, 107</td>
<td>Introductory Geography</td>
<td>9</td>
</tr>
<tr>
<td>Ec 201, 202, 203</td>
<td>Principles of Economics</td>
<td>9</td>
</tr>
<tr>
<td>Soc 307 and 2 electives</td>
<td>Principles of Sociology</td>
<td>9</td>
</tr>
<tr>
<td>Hist 140</td>
<td>Introduction to History</td>
<td>3</td>
</tr>
<tr>
<td>PS 206</td>
<td>Introduction to Political Science</td>
<td>3</td>
</tr>
<tr>
<td>PS 301</td>
<td>National Government</td>
<td>3</td>
</tr>
<tr>
<td>PS 302</td>
<td>State and Local Government</td>
<td>3</td>
</tr>
</tbody>
</table>

Courses Comprising the Optional Minors in Specialized Fields

Special Education

1. Teachers of the Mentally Retarded
   To meet the basic certificate
   
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 464</td>
<td>The Mentally Retarded Child (G)</td>
<td>3</td>
</tr>
<tr>
<td>Ed 480</td>
<td>Curriculum for the Mentally Retarded (G)</td>
<td>3</td>
</tr>
<tr>
<td>Ed 509</td>
<td>Practicum: The Mentally Retarded</td>
<td>3</td>
</tr>
<tr>
<td>Ed 597</td>
<td>Seminar: Arts and Crafts for the Mentally Retarded</td>
<td>3</td>
</tr>
</tbody>
</table>

2. Speech Correction
   To meet the basic certificate
   
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sp 487</td>
<td>Audiology (g)</td>
<td>3</td>
</tr>
<tr>
<td>Sp 371</td>
<td>Speech Science</td>
<td>3</td>
</tr>
<tr>
<td>Sp 370</td>
<td>Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>Sp 484, 485, 486</td>
<td>Clinical Speech Therapy (g)</td>
<td>6</td>
</tr>
<tr>
<td>Sp 482</td>
<td>Speech Pathology</td>
<td>3</td>
</tr>
<tr>
<td>Sp 483</td>
<td>Speech Pathology</td>
<td>3</td>
</tr>
<tr>
<td>Sp 478</td>
<td>Diagnostic Methods in Speech Pathology and Audiology</td>
<td>3</td>
</tr>
<tr>
<td>Sp 488, 489</td>
<td>Audiology (g)</td>
<td>6</td>
</tr>
<tr>
<td>Ed 393</td>
<td>Speech Correction in the Schools</td>
<td>3</td>
</tr>
</tbody>
</table>

Library (To be completed in the four year program)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lib 486</td>
<td>Introduction to Cataloging and Classification (g)</td>
<td>3</td>
</tr>
<tr>
<td>Lib 490</td>
<td>Children’s Literature (g)</td>
<td>3</td>
</tr>
<tr>
<td>Lib 483</td>
<td>Selection and Reference Materials (G)</td>
<td>3</td>
</tr>
<tr>
<td>Lib 484</td>
<td>School Library Administration (G)</td>
<td>3</td>
</tr>
<tr>
<td>Lib 489</td>
<td>Literature for Adolescents (g)</td>
<td>3</td>
</tr>
<tr>
<td>Ed 435</td>
<td>Audio-Visual Aids (G)</td>
<td>3</td>
</tr>
<tr>
<td>Lib 491</td>
<td>Storytelling</td>
<td>3</td>
</tr>
</tbody>
</table>

Senior High School Curricula

Students who complete satisfactorily the requirements of a senior high school curriculum in the degree programs of bachelor of science or bachelor of arts become eligible for certification to teach in the three and four year senior high schools of Oregon. Since October 15, 1965, students meet the requirements for the Basic Teaching Certificate valid for three years, and must complete 24 quarter hours of upper-division or graduate credit within three years applicable to a planned fifth year of a five-year standard teacher education program. Eligibility to teach in the senior high school will be determined by satisfactory completion of requirements for the desired level and teaching areas. All certificates are issued by the superintendent of public instruction upon recommendation of the teacher education institution.

Majors for senior high school teaching are offered in the areas of art education, humanities, music education, physical education, science-mathematics, and social science, one of which must be selected by the student. It is possible for students to meet additional teaching minors established by the state department of education in other subjects taught in high schools.
Requirements for the Bachelor’s Degree (Senior High School)

1. B.S. Degree:
   a. Grade-Point Average: a 2:00 cumulative in all college work, in all work taken at OCE, in major area, and in each minor.
   b. Major: One to be selected from the following:
      Art
      Education
      Humanities
      Music
      Education
      Physical Education
      Science-Mathematics (Optional fields of concentration)
      Biological Science
      Physical Science-General Science
      Chemistry
      Mathematics
      Social Science
   c. Minor: Secondary Education
   d. Teaching Minors: (Optional second teaching fields)
      Art
      Foreign Languages
      Physical Education
      Health and Physical Education
      Literature, Writing and Language
      Speech and Drama
      Elementary Algebra and Geometry
      Advanced Mathematics
      Music
      Chemistry
      Biological Science
      Physical Science-General Science
      Social Science
      Library
      Special Education
      Mentally Retarded
      Speech Correction

2. B.A. Degree
   Completion of all requirements given under item 1, plus two years of college work in a modern foreign language.¹

I Lower Division General Education Requirements

Undergraduate preparation to meet the certificate for secondary teachers. (Undergraduate work taken in the major field may be applied toward meeting the requirements for the major.)

<table>
<thead>
<tr>
<th>Humanities</th>
<th>21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Including composition, literature, and fundamentals of speech</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Science</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>One nine hour sequence selected from the fields of history, geography, economics, political science, sociology or anthropology.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science-Mathematics</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>A planned 12 hour sequence in science and/or mathematics.²</td>
<td></td>
</tr>
</tbody>
</table>

¹ One year of this requirement may be satisfied by two or more years of the same foreign language in high school.
² Students should have academic experience in both the biological and the physical sciences, as well as an introduction to mathematics. The college sequence should be selected to complement the high school background.
Art ................................................................. 4
  Introductory Materials Survey.
Music ............................................................ 3
  Introduction to Music and Its Literature.
Physical Education .............................................. 6
  Selected activity courses (Golf, swimming, dance, etc.)
Psychology ...................................................... 9
  General Psychology, Human Development through Adolescence.

II Professional Teacher Education Requirements

Minors: Secondary Education
  Historical Foundations of Education ..................... 3
  Psychological Foundations of Education .................. 4
  Audio-Visual Aids ........................................... 3
  Teaching Reading in the Secondary School (required as of Sept. 1, 1971) (3)
  Principles of Secondary Teaching ......................... 3
  Special Methods in the Major Field ....................... 3
  Student Teaching and Seminar ............................. 15

          Majors: One to be selected ......................... 63-72
          Teaching Minors (Optional second field) ........... 21-54
          Choice of major and minor will vary the number of electives

          Total ................................................. 192

III Specialized Undergraduate Preparation in Teaching Fields

First teaching field consists of a minimum of 63 quarter hours of work. In
addition, students are encouraged to meet the basic norm requirements in a second
field listed on pages 57 to 60.

ART EDUCATION

63 quarter hours including lower division work. This area of concentration
will meet the basic subject matter norm in Art for secondary teachers. Secondary
majors in Art Education will be required to select courses to comply with the
indicated required credit hours from each of the five listed areas. With the as-
assistance of an art department advisor a planned program will be developed.
Deviation from the program or substitution of courses must be approved by the
department chairman.

Crafts .......................................................... 22

  a. Ceramics and Sculpture ................................ 6
    A 254. Introduction to ceramics .......................... 2
    A 255. Ceramics ........................................... 2
    A 319. Ceramic Sculpture .................................. 2
    A 331. Sculpture ........................................... 2
    A 447. Crafts (Mosaics) ..................................

  b. General Crafts ........................................... 6
    A 230. Basic Crafts ....................................... 2
    A 261. Bookbinding ....................................... 2
    A 312. Puppetry ............................................

  c. Metal ...................................................... 4
    A 315. Jewelry ............................................. 2
    A 316. Smithing ............................................ 2
    A 448. Crafts (Enameling) ................................ 2

  d. Printmaking ............................................... 6
    A 223. Graphic Processes .................................. 2
    A 224. Silk-screen Techniques ............................ 2
    A 449. Crafts (Design on Fabrics) ...................... 2

1 This 9 hour psychology sequence may be taken as a part of a correlated program called
the sophomore block.
### Design and Lettering
A 228. Design ......................................................... 2
A 238. Lettering ..................................................... 2
A 424. Layout and Design .......................................... 2
A 425. Advertising Design .......................................... 2
A 434. Visual Techniques (g) ...................................... 3

### Drawing and Painting
A 225. Watercolor .................................................. 2
A 226. Drawing ...................................................... 2
A 317. Figure Drawing .............................................. 2
A 318. Painting ..................................................... 2
A 351. Sketching ................................................... 2

### Specialized Professional Courses in Art Education
A 115. Introductory Materials Survey ............................ 4
A 237. Lettering Processes ......................................... 2
A 324. Art Education ............................................... 3
A 426. Individual Studies in Art (g) ............................. 2

### History and Appreciation
A 127. Art Appreciation ........................................... 3
A 251. Art History .................................................. 3
A 252. Art History .................................................. 3
A 253. Art History .................................................. 3
A 352. Art in Environment ......................................... 2
A 453. Appreciative Aspects in Art (g) ......................... 3

Total quarter hours ............................................... 63

### HUMANITIES

The courses listed below constitute the teaching major in humanities at Oregon College of Education and lead to recommendation as a teacher of literature, writing and language. Deviation from this program or substitution of courses must be approved by the department chairman.

- **Wr 111. English Composition** ................................ 3
- **Wr 212. English Composition** ................................ 3
- **Wr 414. Advanced Composition (g)** ......................... 3
- **Sp 111. Fundamentals of Speech** ............................. 3
- **Eng 101. English Literature (450 to 1600)** ................ 3
- **Eng 102. English Literature (1600 to 1798)** ............... 3
- **Eng 103. English Literature (1798 to present)** .......... 3
- **Eng 107. World Literature (Prose Fiction)** ............... 3
- **Eng 108. World Literature (Drama)** ........................ 3
- **Eng 109. World Literature (Poetry)** ........................ 3
- **Eng 201. Shakespeare (The Tragedies) or** ................. 3
- **Eng 202. Shakespeare (The Comedies) or** ................. 3
- **Eng 203. Shakespeare (The Histories)** ...................... 3
- **Phil 201. Introduction to Philosophy or** .................. 3
- **Phil 202. Problems of Ethics or** ............................ 3
- **Sp 239. Oral Interpretation** ................................ 3
- **Eng 233. American Literature (beginning to 1855)** ....... 3
- **Eng 234. American Literature (1855 to 1910)** ......... 3
- **Eng 235. American Literature (1910 to present)** .... 3
- **Eng 366. Development of English Novel** ................. 3
- **Eng 367. Development of American Novel** ............... 3
- **Eng 368. Development of Contemporary Novel** ........ 3
- **Eng 361. Contemporary Literature** ........................ 3
- **Ed 469. Reading in Secondary School (g)** ............... (3)
- **Eng 489. Literature for Adolescents (g)** ................. 3
- **Eng 490. Development of the English Language (g)** .... 3
- **Eng 494. Nature of the English Language (g)** .......... 3

---

1 Courses listed with an education prefix do not apply to the 63 hour major.
2 To be taken before and not with Eng 490 (g).
MUSIC EDUCATION

The courses listed below constitute the 63 hour major in music education for secondary students. Those completing the program and meeting the requirements for the general norm as a secondary teacher will be eligible for the basic norm as a high school teacher of music. Deviations from the program or substitution of courses must be approved by the department chairman.

Mus 121, 122, 123. Music Theory (4 hours each term) .................. 12
Mus 202, 203. Introduction to Music and its Literature ................. (6)
Mus 221, 222, 223. Music Theory (3 hours each term) ................. 9
Mus 224, 225, 226. Keyboard Harmony (1 hour each term) ............. 3
Mus 190, 290. Applied Music (1 or 2 hours each term) ................. 6
Mus 195. Band (1 hour each term)

or

Mus 196. Orchestra (1 hr. ea. term) ....................................... 6

or

Mus 197. Chorus (1 hour each term)
Mus 347. Band and Orchestra Management .................................. 3

Ed 410g. Methods and Research Materials .................................. 3

Mus 384. Music Education ..................................................... 3

Mus 390. Applied Music (1 or 2 hours each term) ......................... 5
Mus 391. Applied Music (1 or 2 hours each term) ......................... 5
Mus 490. Applied Music (1 or 2 hours each term) ......................... 5
Mus 313, 316. Harmonic and Structural Analysis ......................... 4
Mus 202. Introduction to Music and its Literature ....................... (3)
Mus 320. Conducting ......................................................... 2

Mus 395. Band (1 hour each term) or
Mus 396. Orchestra (1 hour each term) or
Mus 397. Chorus (1 hour each term) or
Approved electives ............................................................. 5

Total quarter hours .................................................................. 63

PHYSICAL EDUCATION

The courses listed below constitute the 63 hour major in physical education for secondary students. Those completing the program and meeting the requirements for the general norm as a secondary teacher will be eligible for the basic norm as a secondary teacher of physical education. Deviations from the program or substitution of courses must be approved by the department chairman. Every student enrolling in the program is advised and urged to concentrate his electives in a second norm field in order to take advantage of placement opportunities.

a. Professional Activities PE 100 P/200P 1 hour courses ................. 18

PE 111P Basic Rhythms
PE 112P Gymnastics and Self Testing
PE 113P/213P Aquatics
PE 114P Badminton
PE 114P Archery
PE 114P Golf
PE 114P/214P Track and Field
PE 114P/214P Tennis
PE 114P/214P Bowling
PE 114P/214P Wrestling (M)
PE 115P Soccer-Speedball
PE 115P Games and Relays
PE 115P/215P Hockey (W)
PE 115P/215P Basketball
PE 115P/215P Volleyball
PE 115P/215P Soft or Baseball
PE 211P Folk and Square Dance
PE 211P Social or Modern Dance
PE 212P Body Mechanics

1 Not a part of the 63 hour major since it is a general education requirement.
b. Theory Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE 151.</td>
<td>Personal Hygiene</td>
<td>2</td>
</tr>
<tr>
<td>HE 252.</td>
<td>First Aid</td>
<td>2</td>
</tr>
<tr>
<td>HE 325.</td>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Ed 344.</td>
<td>P. E. in the Grades (Elementary)</td>
<td>3</td>
</tr>
<tr>
<td>Ed 344.</td>
<td>P. E. in the Grades (Secondary)</td>
<td>3</td>
</tr>
<tr>
<td>Ed 351.</td>
<td>School Health Program</td>
<td>3</td>
</tr>
<tr>
<td>PE 337, 338, 339</td>
<td>Officiating (W)</td>
<td>2</td>
</tr>
<tr>
<td>PE 343.</td>
<td>Organization and Administration of P. E.</td>
<td>3</td>
</tr>
<tr>
<td>PE 359.</td>
<td>Athletic Training and Conditioning (M)</td>
<td>2</td>
</tr>
<tr>
<td>PE 371.</td>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>PE 445.</td>
<td>The Physical Education Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>PE 447.</td>
<td>Principles of Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PE 473.</td>
<td>Physiology of Exercise</td>
<td>3</td>
</tr>
<tr>
<td>Z 334, 335.</td>
<td>Anatomy and Physiology</td>
<td>6</td>
</tr>
</tbody>
</table>

Planned Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
</table>

59

63

**SCIENCE-MATHEMATICS**

There are four options in the field of science-mathematics available for students preparing for high school teaching. They appear below. The courses making up the program in each are listed. Deviations from these programs or substitution of courses must be approved by the department chairman.

**CHEMISTRY**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ch 204, 205, 206</td>
<td>General Chemistry</td>
<td>15</td>
</tr>
<tr>
<td>Ch 312, 313</td>
<td>Quantitative Analysis</td>
<td>4-8</td>
</tr>
<tr>
<td>Ch 334, 335, 336</td>
<td>Organic Chemistry</td>
<td>8-12</td>
</tr>
<tr>
<td>Ch 340.</td>
<td>Elementary Physical Chemistry</td>
<td>3</td>
</tr>
</tbody>
</table>

Mth 101. College Algebra  4
Mth 102. Trigonometry  4
Mth 103. Analytic Geometry  4
Ph 201, 202, 203. General Physics  12
Upper division electives in science or mathematics  3

Total quarter hours  36

**PHYSICAL SCIENCE-GENERAL SCIENCE**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ch 104, 105, 106</td>
<td>General Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>Biological Science (One sequence to be selected)</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Bi 101, 102, 103</td>
<td>General Biology</td>
<td></td>
</tr>
<tr>
<td>Bot 201, 202, 203</td>
<td>General Botany</td>
<td></td>
</tr>
<tr>
<td>Z 201, 202, 203</td>
<td>General Zoology</td>
<td></td>
</tr>
<tr>
<td>GS 351.</td>
<td>Elements of Astronomy</td>
<td>3</td>
</tr>
<tr>
<td>G 351.</td>
<td>Elements of Geology</td>
<td>3</td>
</tr>
<tr>
<td>Ph 390.</td>
<td>Basic Meteorology</td>
<td>3</td>
</tr>
<tr>
<td>Ph 201, 202, 203</td>
<td>General Physics</td>
<td>12</td>
</tr>
<tr>
<td>Upper division electives in science</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>
| Mth 101. College Algebra  4
| Mth 102. Trigonometry  4
| Mth 103. Analytic Geometry  4

Total quarter hours  72
### BIOLOGY

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bot 201, 202, 203</td>
<td>General Botany</td>
<td>9</td>
</tr>
<tr>
<td>Z 201, 202, 203</td>
<td>General Zoology</td>
<td>9</td>
</tr>
<tr>
<td>Bi 374, 375, 376</td>
<td>Natural History of Oregon</td>
<td>9</td>
</tr>
<tr>
<td>Bot 331</td>
<td>Plant Physiology</td>
<td>3</td>
</tr>
<tr>
<td>Bot 371</td>
<td>Structure of Seed Plants</td>
<td>3</td>
</tr>
<tr>
<td>Z 334, 335</td>
<td>Human Anatomy &amp; Physiology</td>
<td>6</td>
</tr>
<tr>
<td>Z 326</td>
<td>Comparative Vertebrate Embryology</td>
<td>4</td>
</tr>
<tr>
<td>Bi 341</td>
<td>Genetics</td>
<td>3</td>
</tr>
<tr>
<td>Bi 446</td>
<td>Evolution (g)</td>
<td>3</td>
</tr>
<tr>
<td>Bi 460</td>
<td>Preparation of Biological Materials (g)</td>
<td>3</td>
</tr>
</tbody>
</table>

Ch 104, 105, 106 | General Chemistry 12 or 12-15

Mth 100 | Intermediate Algebra                           | 4             |

Mth 101 | College Algebra                                | 4             |

**Total quarter hours**

**66-69**

### MATHEMATICS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mth 101</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>Mth 102</td>
<td>Trigonometry</td>
<td>4</td>
</tr>
<tr>
<td>Mth 103</td>
<td>Analytic Geometry</td>
<td>4</td>
</tr>
<tr>
<td>Mth 201, 202, 203</td>
<td>Differential and Integral Calculus</td>
<td>12</td>
</tr>
<tr>
<td>Mth 314</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Mth 344</td>
<td>Geometry</td>
<td>3</td>
</tr>
<tr>
<td>Mth 491, 492, 493</td>
<td>Mathematics for Secondary Teachers (g)</td>
<td>9</td>
</tr>
</tbody>
</table>

Approved upper division electives in mathematics 12

Ph 201, 202, 203 | General Physics or 12

Ph 205, 206, 207 | General Physics 12

**Total quarter hours**

**63**

### SOCIAL SCIENCE

The courses listed below constitute the teaching major in social science at Oregon College of Education. Deviations from this program or substitution of courses must be approved by the department chairman.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hst 101, 102, 103</td>
<td>History of Western Civilization</td>
<td>9</td>
</tr>
<tr>
<td>Hst 201, 202</td>
<td>History of the United States</td>
<td>6</td>
</tr>
<tr>
<td>Hst 140</td>
<td>Introduction to History</td>
<td>3</td>
</tr>
<tr>
<td>Geog 105, 106, 107</td>
<td>Introductory Geography</td>
<td>9</td>
</tr>
<tr>
<td>PS 206</td>
<td>Introduction to Political Science</td>
<td>3</td>
</tr>
<tr>
<td>PS 301</td>
<td>National Government</td>
<td>3</td>
</tr>
<tr>
<td>PS 302</td>
<td>State and Local Government</td>
<td>3</td>
</tr>
<tr>
<td>Ec 201, 202, 203</td>
<td>Principles of Economics</td>
<td>9</td>
</tr>
<tr>
<td>Soc 307</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Soc 480</td>
<td>Cultural Anthropology (g)</td>
<td>3</td>
</tr>
<tr>
<td>Hst 478</td>
<td>History of the Pacific Northwest (g)</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives in Sociology 3

**Total quarter hours**

**63**

---

1 Bi 460 is the special methods course for students preparing for secondary teaching in Biology.

2 Math 492 is the special methods course for students preparing for Secondary Teaching in Mathematics.

3 One of the following courses may be substituted for World Problems: Hst 480; Hst 481; Hst 482 (g); PS 303; Ec 450 (g); Geog 433 (g); PS 492 (g); PS 493 (g).
IV Course Requirements in Undergraduate Teaching Minors
(Optional second fields)

**Art**
A 223, 224, 230, 254, 255, 312, 315, 319, 331, 447, 448. Basic Crafts (including ceramics and sculpture, general crafts, metal and printmaking) ........................................ 12
A 228, 238, 424, 425, 434g, 434h. Design and Lettering ........................................ 6
A 225, 226, 317, 318, 351. Drawing and Painting ........................................ 6
A 115, 237, 426h. Art Education ........................................ 9
A 127, 251, 253, 332, 435g. History and Appreciation ........................................ 9

**Physical Education**

<table>
<thead>
<tr>
<th>Course</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE 252. First Aid</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Ed 344. Physical Education in the Grades (Elementary and secondary)</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>PE 447. Principles of Physical Education (g)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>PE 343. Organization and Administration of Physical Education</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>PE 371. Kinesiology</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Z 334, 335. Anatomy and Physiology</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>HE 151. Personal Hygiene</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>PE 339. Athletic Training and Conditioning</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>PE 337, 364, 365, 366, 367, 368. Coaching Courses</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>PE 337, 338, 339. Officiating Sports</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>PE 111, 211. Rhythms</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>PE 112, 212. Gymnastics and Self Testing Activities</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>PE 113, 213. Aquatics</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>PE 114, 214. Individual and Dual Sports</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>PE 115, 215. Team Sports</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>PE 445. The Physical Education Curriculum (g)</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

46 46

**Health and Physical Education**

<table>
<thead>
<tr>
<th>Course</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Z 334, 335. Anatomy and Physiology</td>
<td>6</td>
</tr>
<tr>
<td>PE 343. Organization and Administration of Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PE 447. Principles of Physical Education (g)</td>
<td>3</td>
</tr>
<tr>
<td>Ed 344. Physical Education in the Grades</td>
<td>6</td>
</tr>
<tr>
<td>PE 371. Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>PE 339 or 337, 338, 339. Athletic Training and Conditioning or Officiating Sports</td>
<td>2</td>
</tr>
<tr>
<td>PE 445. The Physical Education Curriculum (g)</td>
<td>3</td>
</tr>
<tr>
<td>PE 111, 211. Rhythms</td>
<td>3</td>
</tr>
<tr>
<td>PE 112, 213. Gymnastics and Self Testing Activities</td>
<td>3</td>
</tr>
<tr>
<td>PE 113, 213. Aquatics</td>
<td>3</td>
</tr>
<tr>
<td>PE 114, 214. Individual and Dual Sports</td>
<td>3</td>
</tr>
<tr>
<td>PE 115, 215. Team Sports</td>
<td>3</td>
</tr>
<tr>
<td>HE 151. Personal Hygiene</td>
<td>2</td>
</tr>
<tr>
<td>Ed 351. School Health Program</td>
<td>3</td>
</tr>
</tbody>
</table>

49

**Literature, Writing and Language**

<table>
<thead>
<tr>
<th>Course</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Wr 111, 212. English Composition</td>
<td>6</td>
</tr>
<tr>
<td>Sp 111. Fundamentals of Speech, or an approved substitute</td>
<td>3</td>
</tr>
<tr>
<td>Eng 101, 102, 103. Survey of English Literature</td>
<td>9</td>
</tr>
<tr>
<td>Eng 356. Development of the English Novel</td>
<td>3</td>
</tr>
<tr>
<td>Eng 357. Development of the American Novel</td>
<td>3</td>
</tr>
<tr>
<td>Eng 490. Development of the English Language (g)</td>
<td>3</td>
</tr>
<tr>
<td>Eng 494. Nature of the English Language (g)</td>
<td>3</td>
</tr>
<tr>
<td>Wr 314. English Composition</td>
<td></td>
</tr>
<tr>
<td>Wr 414. English Composition (g)</td>
<td>3</td>
</tr>
<tr>
<td>Eng 233, 234, 255. Survey of American Literature</td>
<td>any two</td>
</tr>
<tr>
<td>Ed 469 Teaching Reading in the Secondary Schools (G)</td>
<td>any two</td>
</tr>
<tr>
<td>Eng 291, 292, 293. Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>Eng 489. Literature for Adolescents (g)</td>
<td>3</td>
</tr>
</tbody>
</table>

54

1 Courses listed with an Ed prefix do not apply to the 54 hour teaching minor.
<table>
<thead>
<tr>
<th>Foreign Language¹</th>
<th>French</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL 50, 51, 52. First Year French</td>
<td>12</td>
</tr>
<tr>
<td>RL 101, 102, 103. Second Year French</td>
<td>12</td>
</tr>
<tr>
<td>RL 311, 312, 313. Survey of French Literature</td>
<td>9</td>
</tr>
<tr>
<td>RL 314, 315, 316. Intermediate French Composition and Conversation</td>
<td>9</td>
</tr>
<tr>
<td>RL 331. French Pronunciation and Phonetics</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL 60, 61, 62. First Year Spanish</td>
</tr>
<tr>
<td>RL 107, 108, 109. Second Year Spanish</td>
</tr>
<tr>
<td>RL 341, 342, 343. Survey of Spanish Literature</td>
</tr>
<tr>
<td>RL 347, 348, 349. Intermediate Spanish Conversation and Composition</td>
</tr>
<tr>
<td>RL 350. Spanish Pronunciation and Phonetics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mus 121, 122, 123. Music Theory</td>
</tr>
<tr>
<td>Mus 202, 203. Introduction to Music and its Literature</td>
</tr>
<tr>
<td>Mus 290. Applied Music</td>
</tr>
<tr>
<td>Mus 181, 182, 183 or Mus 192, 193, 194. Class Voice or Piano</td>
</tr>
<tr>
<td>Mus 195 or Mus 196 or Mus 197. Band, Orchestra or Choir</td>
</tr>
<tr>
<td>Mus 235, 236, 237. Brass, Woodwinds, Percussion, and Strings</td>
</tr>
<tr>
<td>Mus 314, 315, 316. Harmonic and Structural Analysis</td>
</tr>
<tr>
<td>Mus 384. Music Education</td>
</tr>
<tr>
<td>Mus 347 or Ed 410g. Band and Orchestra Management or Methods and Research Materials: Music</td>
</tr>
<tr>
<td>Mus 320. Conducting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Biological Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bot 201, 202, 203. General Botany</td>
</tr>
<tr>
<td>Z 201, 202, 203. General Zoology</td>
</tr>
<tr>
<td>Bi 400. Preparation of Biological Materials (g)</td>
</tr>
<tr>
<td>GS 441. Natural History</td>
</tr>
<tr>
<td>Bi 341. Genetics</td>
</tr>
<tr>
<td>Z 334, 335, or Bot 331, 332. Physiology and Anatomy</td>
</tr>
<tr>
<td>Bi 446. Evolution (g)</td>
</tr>
<tr>
<td>Z 326. Embryology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chemistry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ch 204, 205, 206. General Chemistry</td>
</tr>
<tr>
<td>Ch 312, 313. Quantitative Analysis</td>
</tr>
<tr>
<td>Ch 334, 335, 336. Organic Chemistry</td>
</tr>
<tr>
<td>Ch 340. Physical Chemistry</td>
</tr>
<tr>
<td>Upper Division Electives, Chemistry</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Science-General Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ch 104, 105, 106. General Chemistry</td>
</tr>
<tr>
<td>Biological Science (Biology, Botany or Zoology. One sequence to be selected)</td>
</tr>
<tr>
<td>Ph 201, 202, 203. General Physics</td>
</tr>
<tr>
<td>G 351. Elements of Geology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hst 101, 102, 103. History of Western Civilization</td>
</tr>
<tr>
<td>Hst 201, 202. History of the United States</td>
</tr>
<tr>
<td>Geog 105, 106, 107. Introductory Geography</td>
</tr>
<tr>
<td>Ec 201, 202, 203. Principles of Economics</td>
</tr>
<tr>
<td>Soc 307. Principles of Sociology (and two electives)</td>
</tr>
<tr>
<td>Hst 140. Introduction to History</td>
</tr>
<tr>
<td>PS 206. Introduction to Political Science</td>
</tr>
<tr>
<td>PS 301. National Government</td>
</tr>
<tr>
<td>PS 302. State and Local Government</td>
</tr>
</tbody>
</table>

¹Those who have completed two or more years of the same languages in high school will enter the second year class and complete the norm requirement from approved electives. Students preparing for a teaching norm in a language are also required to complete Ed 336. Methods in Teaching Foreign Languages.
Journalism
J 211. Introduction to Journalism .......................................... 3
J 212. Reporting ..................................................................... 3
J 213. Copy Editing and Make-up .......................................... 3

Speech and Drama
Sp 111. Fundamentals of Speech ........................................... 3
Sp 120. Voice and Diction ...................................................... 3
Sp 239. Oral Interpretation .................................................... 3
Sp 251. Elements of Acting .................................................... 3
Sp 244, 245, 246, or Sp 344, 345, 346. Stagecraft (any two) .... 2
Sp 255. Make-up .................................................................. 1
Sp 357. Play Production ......................................................... 3
Sp 364. Play Direction ........................................................... 3
Upper-Division Speech Electives ................................. 3

Elementary Algebra and Geometry
Mth 101, 102, 103. College Algebra Sequence ....................... 12
Mth 201. Calculus ................................................................ 4
Mth 492. Mathematics for Secondary Teachers ....................... 3
Mth 314 and 344. Advanced Algebra and Geometry .............. 6
Electives in Mathematics ....................................................... 9

Advanced Mathematics
Mth 101, 102, 103. College Algebra Sequence ....................... 12
Mth 201, 202, 203. Differential and Integral Calculus ............ 12
Mth 491, 492, 493. Mathematics for Secondary Teachers ....... 9
Mth 314. Advanced College Algebra .................................... 3
Mth 344. Advanced College Geometry ................................ 3

V Course Requirements for Optional Minors in Specialized Fields

Library
Lib 486. Introduction to Cataloguing and Classification (g) .......... 3
Lib 490. Children's Literature (g) ............................................. 3
Lib 483. Book Selection and Reference Materials (g) ............. 3
Lib 484. School Library Administration (g) .......................... 3
Lib 489. Literature for Adolescents (g) ............................... 3
Ed 435. Audio-Visual Aids (G) .............................................. 3
Lib 491. Storytelling ............................................................. 3

Special Education
1 Teachers of the Mentally Retarded
To meet the Basic certificate
Ed 464. The Mentally Retarded Child (g) ............................ 3
Ed 489. Curriculum for the Mentally Retarded (G) ................ 3
Ed 509. Practicum: The Mentally Retarded ......................... 3
Ed 507. Seminar: Arts and Crafts for the Mentally Retarded .... 3

2 Speech Correction
To meet the Basic norm
Sp 371. Speech Science or
Sp 487. Audiology (g) .......................................................... 3
Sp 370. Phonetics ............................................................... 3
Sp 484, 485, 486. Clinical Speech Therapy (g) ....................... 6
Sp 481. Speech Pathology: Articulation (g) ............................ 3
Sp 478. Diagnostic Methods in Speech Pathology and Audiology .. 3
Sp 488, 489. Audiology (g) ..................................................... 6
Ed 393. Speech Correction in the Schools ............................ 3
Sp 482. Speech Pathology: Organic or
Sp 483. Speech Pathology: Stuttering
Specialized Programs in Art Education, Music Education, and Special Education

Art Education

A Specialized Five Year Program in Art Education preparing Teachers at both the Elementary and Secondary Levels leading to the B.S. degree and the Standard Norm in Art

Upon satisfactory completion of the first four years of the program the student will be awarded a B.S. degree. However, institutional recommendation for state certification will be withheld until completion of the full five year program. Upon satisfactory completion of the five year program the student will be recommended for: (1) a basic Oregon teaching certificate qualifying the student as an elementary classroom teacher, (2) a standard general norm as an elementary teacher, and a standard norm as a secondary teacher, (3) a standard subject matter norm in art. Upon completion of two years of successful teaching experience the student will be eligible for the standard certificate in Oregon.

I. General Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition, Wr 111, 212, 314</td>
<td>9</td>
</tr>
<tr>
<td>Fundamentals of Speech, Sp 111 (or other approved speech course)</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education (rhythms, games and relays, gymnastics and self-testing, individual and dual sports, aquatics, and team sports)</td>
<td>6</td>
</tr>
<tr>
<td>Any 9-hour lower division literature sequence</td>
<td>9</td>
</tr>
<tr>
<td>History of Western Civilization, Hst 101, 102, 103</td>
<td>9</td>
</tr>
<tr>
<td>Introductory Geography, Geog 105, 106</td>
<td>6</td>
</tr>
<tr>
<td>History of the Pacific Northwest, Hst 478</td>
<td>3</td>
</tr>
<tr>
<td>Music Fundamentals, Mus 361</td>
<td>3</td>
</tr>
<tr>
<td>Essentials of Mathematics, Mth 121, 122, 123</td>
<td>9</td>
</tr>
<tr>
<td>Mathematics for Elementary Teachers, Mth 311</td>
<td>3</td>
</tr>
<tr>
<td>Foundations of Physical Science, GS 104, 105, 106, or other approved sequence in science</td>
<td>9-12</td>
</tr>
<tr>
<td>General Psychology, Psy 201</td>
<td>3</td>
</tr>
<tr>
<td>Human Development, Psy 311</td>
<td>3</td>
</tr>
<tr>
<td>Adolescent Psychology, Psy 312</td>
<td>3</td>
</tr>
</tbody>
</table>

II. Professional Teacher Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical Foundations of Education, Ed 311</td>
<td>3</td>
</tr>
<tr>
<td>Learning and Instruction in Elementary Education, Ed 361</td>
<td>9</td>
</tr>
<tr>
<td>Learning and Instruction in Elementary Education, Ed 362</td>
<td>9</td>
</tr>
<tr>
<td>School Health Program, Ed 351</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education in the Grades, Ed 344</td>
<td>3</td>
</tr>
<tr>
<td>Children's Literature, Eng 480, or Literature for Adolescents, Eng 489</td>
<td>3</td>
</tr>
<tr>
<td>Music Education, Mus 383</td>
<td>3</td>
</tr>
<tr>
<td>Student Teaching (Elementary), Ed 413</td>
<td>5</td>
</tr>
</tbody>
</table>

III. Specialized Preparation in Art

Art, approved courses                                                  | 50-64 |

IV. Free Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours required for a bachelor's degree</td>
<td>192</td>
</tr>
<tr>
<td>(Degree granted without recommendation for teaching certificate at this point.)</td>
<td></td>
</tr>
</tbody>
</table>

FIFTH-YEAR PROGRAM IN ART EDUCATION

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Secondary Teaching, Ed 314, or Teaching in the Junior High School</td>
<td>3-4</td>
</tr>
<tr>
<td>Student Teaching and Seminar, Ed 411, 413, Secondary Art</td>
<td>15-29</td>
</tr>
<tr>
<td>Art, approved courses, upper division</td>
<td>15-29</td>
</tr>
<tr>
<td>Free electives</td>
<td>0-14</td>
</tr>
<tr>
<td>Hours required for completion of fifth year</td>
<td>48</td>
</tr>
</tbody>
</table>
Music Education

A Specialized four year Program in Music Education
preparing Teachers at both the Elementary and Secondary Levels

The curriculum in Music Education is a four year program designed for
students who wish to prepare themselves for teaching or consulting in vocal and
instrumental music in both elementary and secondary schools. Upon satisfactory
completion of the program the student will be recommended for a basic certificate
as a teacher of music at both the elementary and secondary levels.
Teaching Major: Music Education 77
Minor: Education 37

I Lower Division General Education Requirements ........................................... 76

Art ......................................................... 4
A 115. Introductory Materials Survey ........................................... 4

Humanities ............................................. 36
Wr 111, 212, 314. English Composition ........................................... 9
Sp 111. Speech, or approved substitute ........................................... 3
Any 9 hour lower division literature sequence ........................................... 9
Mus 201, 202, 203. Intro. to Music & Its Literature ................................... 9
Sp 251. Elements of Acting or Sp 356. Theory of Acting ......................... 3
Sp 354. Play Direction or Sp 357. Play Production ................................... 3

Physical Education ............................................. 6

Science-Mathematics ............................................. 12
GS 201, 202, 203. Fundamentals of Physical Science ................................ 12
or approved sequence in science or mathematics

Social Science ............................................. 9
Hst 101, 102, 103. History of Western Civilizations, or an approved sequence in social science ........................................... 9

Psychology ............................................. 9
General Psychology, Human Development through Adolescence

II Professional Teacher Education Requirements

Minor: Education ............................................. 37

Ed 311. Historical Foundations of Education ........................................... 3
Ed 316. Psychological Foundations of Education ........................................... 4
Ed 314. Principles of Secondary Teaching ........................................... 3
Ed 435. Audio-Visual Aids ........................................... 3
Mus 383. Music Education: Elementary ........................................... 3
Mus 384. Music Education: Secondary ........................................... 3
Ed 410. Methods and Research Materials: Music ........................................... 3
Student Teaching: Elementary (5-10 hours) ........................................... 15
Student Teaching: Secondary (5-10 hours) ........................................... 

III Music Requirements

In addition to courses listed below, certain basic performance requirements
give the graduate sufficient skill for artistic self-expression in school and community. Students are expected to have a major performance area in voice, piano, brass, woodwind, string, or percussion. He also should develop a second area of performance and do some work in all areas, including conducting. An advisor from the music department will help a student plan this important phase of his education.

Placement tests in piano and theory are given before registration each term to insure proper placement of new and transfer students.

1 This 9 hour psychology sequence may be taken as part of a corralated program called the sophomore block.
At the end of his junior year a student must demonstrate a piano proficiency adequate for his professional duties as a music educator. Minimum requirements are: a sonatina by Clementi, Haydn, or Beethoven; a Bach Little Prelude, or two-part invention; a composition from the romantic or contemporary period; and sight reading of community songs and hymns, and accompaniment material appropriate to the field of major interest.

Before student teaching, a qualifying examination reflects the profile of a student's proficiency in performance, and helps to place him in a student teaching assignment appropriate for his growth.

A senior comprehensive examination is taken the last term before graduation. This summarizes what he has learned in the field of methods and materials necessary for successful teaching.

Upon recommendation of his performance instructor, a senior will give a partial or full recital. All students when qualified, and approved by their instructor, are urged to appear each term in a recital with other students.

Music Education Major

Mus 121, 122, 123. Music Theory I .............................................. 12
Mus 221, 222, 223. Music Theory II ........................................... 9
Mus 224, 225, 226. Keyboard Harmony ........................................ 3
Mus 334, 335, 336. Harmonic and Structural Analysis .................. 6
Mus 320, 322. Conducting ......................................................... 4
Mus 190, 200, 390, 490. Applied Music ...................................... 11
Mus 181, 182, 183. Class Lessons in Voice or ............................... 3
Mus 192, 193, 194. Class Lessons in Piano or ............................... 3
Mus 195, 295, 395, 495. Band or ................................................ 11
Mus 196, 296, 396, 496. Orchestra or .......................................... 11
Mus 197, 297, 397, 497. Choir or ................................................ 11
Mus 233, 236, 237. Brass, Woodwinds, String and Percussion Instruments ......................................................... 3
Mus 347. Band and Orchestra Management ................................... 3
Mus 360, 361, 362. History of Music .......................................... 9
Mus 332, 333, 334. Class Strings ............................................... 3

Electives .................................................................................. 2

Total for B.S. degree .............................................................. 192

Special Education

Oregon College of Education is authorized by the State Board of Higher Education to offer work in the following fields of special education: Teachers of the Deaf, Teachers of Children with Extreme Learning Problems, Teachers of the Mentally Retarded, Speech Correctionists. The content of programs available to undergraduate students are listed below (see graduate study section also):

THE PROGRAM FOR ELEMENTARY TEACHERS WITH A MINOR IN EXTREME LEARNING PROBLEMS

Satisfactory completion of this program leads to the Oregon basic certificate with a general norm as an elementary teacher and a basic norm as a teacher of children with extreme learning problems.

I. Lower Division General Education Requirements

Humanities ................................................................. 21
Wr 111, 212, 314. English Composition ................................... 9
Any 9 hour lower division literature sequence ................................. 9
Sp 111. Fundamentals of Speech ........................................... 3

Social Science .......................................................... 18
History of Western Civilization ........................................... 9
Introductory Geography .................................................. 6
History of the Pacific Northwest ...................................... 5
Science
  Biological Science ........................................... 21
  Physical Science ........................................... 12
Mathematics
  Essentials of Mathematics ................................... 12
  Mathematics for Elementary Teachers ....................... 3
Art
  Introductory Materials Survey and Lettering Processes .... 6
Music
  Music Fundamentals ........................................... 6
Physical Education
  Designated activity courses ................................ 6
\textsuperscript{1}Psychology
  General Psychology, Human Development through Adolescence: 9

II. Professional Teacher Education Requirements

Major: Elementary Education .................................... 51
  Ed 311. Historical Foundations of Education ................ 3
  Ed 361, 362. Learning and Instruction in the Elementary School 18
  Ed 344. Physical Education in the Grades ................. 3
  Eng 480. Children's Literature (G) ......................... 3
  Ed 351. School Health Program ................................ 3
  A 322. Art Education (Elementary) ......................... 3
  Mus 383. Music Education (Elementary) .................... 3
  Student Teaching and Seminar (Elementary) ............... 13

III. Specialized Undergraduate Preparation

1. Minor: Extreme Learning Problems ......................... 24
   Ed 479. Education of the Exceptional Child (G) ........... 3
   Ed 465. Diagnostic and Remedial Techniques in the Basic Skills (G) 3
   Ed 463. The Maladjusted Child (G) ........................ 3
   Ed 480. Psycholology of Reading Instruction (G) .......... 3
   Ed 483. General Intelligence Testing (G) ................ 3
   Ed 468. Diagnostic and Remedial Techniques in Reading (G) 6
   Ed 409. Practicum: Remedial Reading ..................... 6

2. Minor
   Additional work in one of the areas of humanities, social science, science, mathematics, art, music, or P. E. to constitute a 36 quarter hour minor. See pages .......... for the courses required in the minor. Electives ............... 18

Total hours in the B.S. Program ................................ 192

THE PROGRAM FOR ELEMENTARY TEACHERS WITH A MINOR IN MENTAL RETARDATION

Satisfactory completion of this program leads to the Oregon basic certificate with a general norm as an elementary teacher and a basic norm as a teacher of the mentally retarded.

I. Lower Division General Education Requirements

Humanities
  Wr 111, 212, 314. English Composition .................... 9
  Any 9 hour lower division literature sequence ............ 9
  Sp 111. Fundamentals of Speech ............................ 3
Social Science .................................................. 18
  History of Western Civilization .......................... 9
  Introductory Geography ..................................... 6
  History of the Pacific Northwest .......................... 3
Science
  Biological Science ........................................... 21
  Physical Science ........................................... 12

\textsuperscript{1}This 9 hour sequence may be taken as a part of a correlated program called the sophomore block.
\textsuperscript{2}This integrated two-term sequence of nine hours each term, Junior Block I and Junior Block II, consists of Educational Psychology (learning and evaluation), Methods and Materials of Reading, Language Arts, Social Studies, Science, Mathematics, and A-V Aids.
Mathematics ........................................................................................................ 12
  Essentials of Mathematics ................................................................................ 9
  Mathematics for Elementary Teachers .......................................................... 3

Art ......................................................................................................................... 6
  Introductory Materials Survey and Lettering Processes ................................... 6

Music ....................................................................................................................... 6
  Music Fundamentals ......................................................................................... 6

Physical Education .............................................................................................. 6
  Designated activity courses ............................................................................. 6

Psychology .......................................................................................................... 9
  General Psychology, Human Development through Adolescence ........... 9

II. Professional Teacher Education Requirements

Major: Elementary Education ........................................................................... 51
  Ed 311. Historical Foundations of Education .................................................. 3
  Ed 361, 362. Learning and Instruction in the Elementary School ............... 18
  Ed 344. Physical Education in the Grades ...................................................... 3
  Eng 480. Children’s Literature (g) ................................................................. 3
  Ed 371. School Health Program ..................................................................... 3
  Mus 383. Music Education (Elementary) ....................................................... 3
  A 323. Art Education (Elementary) ............................................................... 3

III. Specialized Undergraduate Preparation

1. Minor: The Mentally Retarded .................................................................... 12
   Ed 464. The Mentally Retarded Child (G) .................................................... 3
   Ed 489. Curriculum for the Mentally Retarded (G) .................................... 3
   Ed 407. Practicum: The Mentally Retarded ................................................ 3

2. Minor ........................................................................................................... 15–30
   Additional work in one of the areas of humanities, social science, science, mathematics, art, music, or PE to constitute a 36 quarter hour minor. (See page ....... for the courses required in the minor.)
   Electives ................................................................................................... 25

Total hours in the B.S. Program ..................................................................... 192

THE PROGRAM FOR ELEMENTARY TEACHERS WITH A MINOR
IN SPEECH PATHOLOGY AND AUDIOLOGY

Satisfactory completion of this program leads to the Oregon basic certificate with a basic norm as a speech correctionist but does not permit the student to serve as a regular classroom teacher.

I. Lower Division General Education Requirements

Humanities ........................................................................................................... 21
  Wr 111, 212, 314. English Composition ..................................................... 9
  Any 9 hour lower division literature sequence ....................................... 9
  Sp 111. Fundamentals of Speech ............................................................... 3

Social Science .................................................................................................... 18
  History of Western Civilization .................................................................. 9
  Introductory Geography .............................................................................. 6
  History of the Pacific Northwest .............................................................. 3

Science ................................................................................................................ 18
  Z 334, 335. Human Anatomy and Physiology ......................................... 6
  GS 201, 202, 203. Foundations of Physical Science .............................. 12

Mathematics ...................................................................................................... 12
  Essentials of Mathematics ......................................................................... 9
  Mathematics for Elementary Teachers ..................................................... 3

3 This 9 hour psychology sequence may be taken as part of a correlated program called the sophomore block.
2 This integrated two-term sequence of nine hours each term, Junior Block I and Junior
Block II, consists of Educational Psychology (learning and evaluation), Methods and Materials
Art
Introductory Materials Survey ........................................ 4
Lettering Processes .................................................... 2

Music
Mus 381. Music Fundamentals ......................................... 3

Physical Education .................................................. 6
Designated activity courses

Psychology
General Psychology, Human Development through Adolescence .................................................. 9

II. Professional Teacher Education Requirements ....................... 31

Ed 311. Historical Foundations of Education ....................... 3
Ed 316. Psychological Foundations of Education .................. 4
Ed 352. Methods and Materials: Reading ......................... 3
Mus 383. Music Education (Elementary) .......................... 3
A 323. Art Education (Elementary) ................................ 3
Ed 331. School Health Program ...................................... 3
Ed 435. Audio-Visual AIDS (G) ...................................... 3
Ed 409. Practicum: Elementary Speech Correction ............... 9

III. Specialized Undergraduate Preparation ............................

1. Minor: Speech Correction ......................................... 30
Sp 370. Phonetics .................................................. 3
Sp 484, 485, 486. Clinical Speech Therapy (G) ............... 6
Sp 478. Diagnostic Methods in Speech Pathology and Audiology (g) .................................................. 3
Sp 480. Speech Pathology (Introduction) (g) ................. 3
Sp 487, 488, 489. Audiology (g) .................................. 9
Ed 393. Speech Correction in the Schools ................. 3
Sp 481. Speech Pathology: Articulation (g) ..................... 3
or
Sp 482. Speech Pathology: Organic (g) ......................... 3
or
Sp 483. Speech Pathology: Stuttering (g) ...................... 3

2. Minor .......................................................... 15–30
Additional work in one of the areas of humanities, social science, science, mathematics, art, music, or physical education to constitute a 36 hour minor. (See pages .......... for the content of the minor.)
Electives ................................................... 32

Total hours in the B.S. Program .................................. 192

General Studies Degree in the Arts and Sciences

The general studies program consists of four years of work leading to the Bachelor of Arts or the Bachelor of Science degree. It provides the student an opportunity to investigate broad areas of knowledge while probing with depth into an academic discipline or a series of closely related disciplines. The program, thus, is an intellectual exploration in both breadth and depth.

Requirements for the Bachelor’s Degree in General Studies

1. BA degree: Minimum 192 term hours including 62 upper division
   a. Grade point average: a 2:00 cumulative in all college work and in all work taken at OCE.
   b. Two years 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.

   (Students not wishing to meet the language requirement but meeting all other requirements may be awarded the B.S. degree.)

1 This 9 hour psychology sequence may be taken as a part of a correlated program called the sophomore block.
c. General Education Requirements

1. Humanities ................................................. 21
   English Composition .................................. 9
   Speech ............................................... 9
   A one year sequence in literature .................. 9

2. Physical Education .................................. 6

   A one year sequence in biological science, physical science, or mathematics

4. Social Science ............................................. 9
   A one year sequence in social science

5. A one term course selected from three of the following areas and a one year (3 term) sequence in the remaining area ................. 18
   Art—Introductory Materials Survey or
   Art History .......................................... 4–9
   Music—Music Literature or
   Music History ....................................... 3–9
   Philosophy ......................................... 3–9
   Psychology .......................................... 3–9

6. Major: To be chosen from one of the broad fields of social science, science-mathematics, or humanities. 72 hours of work must be completed in the major area, 36 of which shall be upper division. General education (see c above) work in the selected area will apply toward the 72 hours where appropriate. The student must complete upper division sequences in at least two subject matter fields in the major.

7. Minor: A concentration in a field other than the major consisting of 27 hours of work selected under departmental guidance from the following areas: philosophy, psychology, art, humanities, music, science-mathematics or social science. 12 of the 27 hours must be upper division.

8. Eighteen approved hours in a third field other than the major or minor selected from the seven areas listed in e above.

Social Science-Corrections

Increasingly, correctional agencies and institutions are faced with the need for professionally educated personnel. Corrections personnel’s ability to prevent and control crime and delinquency and to improve rehabilitative programs, would seem to be directly proportionate to the degree of education and skill they bring to their tasks. Usage of modern correctional administration processes demands personnel knowledgeable about offender’s treatment, retraining and the attendant operations and services; pre-sentence investigations; intake procedures; work release; presentation of cases; screening and classification; orientation procedures; counseling and guidance; group therapy; case supervision; progress evaluation; pre-release preparation; parole planning; case referral, etc.

In designing this curriculum professionals in corrections in the State of Oregon have been consulted. Reference has also been made to the Report of the Committee on Personnel Standards of the American Correctional Association and to the 1966 Report of the National Council on Crime and Delinquency for the Oregon State Board of Control.

The curriculum rests on a broad base provided by the various disciplines of the Social Science Department. The special courses in correctional administration emphasize the application of the knowledge, procedures, and theories contributed by them. The skills and technical information needed by correctional workers are also covered. Successful completion of this curriculum leads to a B.A. or B.S. in General Studies, Social Science-Corrections.
Requirements for the Bachelor’s Degree

1. BA degree: Minimum 192 hours including 62 upper division
   a. Grade point average: a 2.00 cumulative in all college work and in all work taken at OCE.
   b. Two years 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.
      (Students not wishing to meet the language requirement but meeting all other requirements may be awarded the B.S. degree)
   c. General Education Requirements
      1) Humanities .................................................. 21 hours
         English Composition .................................... 9
         Speech ..................................................... 3
         A one year sequence in literature ...................... 9
      2) Physical Education (including first aid) .................. 6 hours
      3) Science-Mathematics ...................................... 9-12 hours
         A one year sequence in biological science, physical science, or mathematics
      4) Social Science ............................................. 9 hours
         A one year sequence in social science
      5) A one term course selected from three of the following areas and a one-year (3 term) sequence in the remaining area .................................................. 18 hours
         Art—Introductory Materials Survey or
         Art History .............................................. 4-9
         Music—Music Literature or Music History ............... 3-9
         Philosophy ................................................ 3-9
         Psychology ................................................. 3-9
   d. Social Science Major¹
      Minimum, 72 hours, 36 upper division
      1) History .................................................. 9 hours
         Hist 201, 202, 203. History of the United States
      2) Political Science and Economics ....................... 12 hours
      3) Geography ............................................... 18 hours
         Geog 105, 106, 107. Introductory Geography ............ 9
         Geog 221. Field Geography ................................ 3
         Geog 240. Cartography .................................... 3
         Geog 411. Cultural Geography (g) ....................... 3
      4) Sociology and Anthropology .............................. 24 hours
         Soc 307. Principles of Sociology ....................... 3
         Soc 309. American Society ................................ 3
         Soc 338. Marriage and the Family ....................... 3
         Soc 410. Criminology and Delinquency (g) .............. 3
         Soc 437. Sociology of Race Relations (g) .............. 3
         Soc 491. Corrections Processes .......................... 3
         Soc 492. Penology ....................................... 3
         Soc 495. Parole and Probation .......................... 3
   e. Psychology Minor: Minimum of 27 hours, 12 upper division .... 27 hours
      1) Psy 201, 202, 203. General Psychology ................. 9
      2) Psy 311. Human Development ............................ 3
      3) Psy 312. Psychology of Adolescence ................... 3
      4) Psy 423. Case Study Procedures (G) .................... 3
      5) Psy 450. Abnormal Psychology (G) ....................... 3
      6) Psy 472. Individual Differences (G) ................... 3
      7) Psy 436. Character and Personality (G) ............... 3
   f. Eighteen approved hours in a third area selected from Art, Humanities, Music or Science-Mathematics ............... 18 hours
   g. Approved electives to be chosen in consultation with the Department Chairman ............................... 15 hours

¹ Courses chosen for the major must be approved by the Major Department.
Work in Law to Apply toward a Social Science Major

Students who complete three years of a planned undergraduate program at Oregon College of Education and who complete the first year of law in an accredited and approved College of Law, are eligible for a bachelor's degree in general studies from Oregon College of Education at the end of their fourth year. OCE will accept the 45 hours of work done in the first year of law school as applying toward a social science major and the institutional requirement that 72 quarter hours of work must be in the major field. Students are not required to complete the formalized pattern for a general studies major as shown in the college catalog, but will be required to take specific courses as selected by the Law Advisor.

In order to be eligible for the degree under this program the student must, before entering the law school, have attained senior standing at OCE, the last 45 quarter hours of which shall have been done in residence. He must also have:
1. completed a total of 192 quarter hours of collegiate credit in the four year program.
2. completed 30 semester hours (45 quarter hours) of prescribed courses in the approved college of law.
3. a written recommendation from the college of law upon completion of the above 45 quarter hours.
4. met the institutional GPA requirement for graduation from OCE.

Lower-Division Liberal Arts and Sciences

The primary purpose of the lower-division organization in the state system of higher education, as established by the state board of higher education, is as follows:

1. Basic Education. Insuring to all students the elements of a sound general education during their first two years, delaying specialization until the junior and seniors years, and then encouraging it to a high degree.

2. Orientation. Providing students with a period of exploratory contact which will enable the institution to assist them in making a wise selection of specialization on the basis of their abilities and aptitudes.

Associate in Arts Certificate. Intended for students whose aim is to round out a general education in two years of college and granted on completion of the lower-division curriculum in liberal arts and sciences.

Group Requirements. Courses selected from these groups representing comprehensive areas of knowledge are required for these certificates. The three groups are: social science, humanities, and science-mathematics. The group requirements are: one sequence of at least nine term hours in each of the three groups and one additional sequence of nine term hours or more in any one of the same three groups. At least one sequence must be numbered 200-210.

Year sequences applicable in meeting group requirements are:

Social Science Group
Hst 101, 102, 103. History of Western Civilization, 3 hours each term.
Geog 105, 106, 107. Introductory Geography, 3 hours each term.
Hst 201, 202, 203. History of the United States, 3 hours each term.
Ec 201, 202, 203. Principles of Economics, 3 hours each term.
Ps 201, 202, 203. General Psychology, 3 hours each term.
PS 201, 202, 203. American Governments, 3 hours each term.
Soc 214, 215, 216. Anthropology, 3 hours each term.

**HUMANITIES GROUP**
Eng 101, 102, 103. English Literature.
Eng 107, 108, 109. World Literature, 3 hours each term.
Eng 201, 202, 203. Shakespeare, 3 hours each term.
Eng 253, 254, 255. American Literature.

**SCIENCE-MATHMATICS GROUP**
Bi 101, 102, 103. General Biology, 3 hours each term.
Bot 201, 202, 203. General Botany, 3 hours each term.
Z 201, 202, 203. General Zoology, 3 hours each term.
GS 201, 202, 203. Foundations of Physical Science, 4 hours each term.
Ch 104, 105, 106. General Chemistry, 4 hours each term.
Ch 204, 205, 206. General Chemistry, 5 hours each term.
Ph 101, 102, 103. Essentials of Physics, 3 hours each term.
Ph 201, 202, 203. General Physics, 4 hours each term.
G 201, 202, 203. Geology, 4 hours each term.

Three consecutive terms of Mth 100, 101, 102, 103. Intermediate Algebra, College Algebra, Trigonometry, Analytic Geometry, 4 hours each term.
Mth 201, 202, 203. Differential and Integral Calculus, 4 hours each term.

**LOWER-DIVISION CURRICULUM IN LIBERAL ARTS AND SCIENCES**

<table>
<thead>
<tr>
<th>First Year</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 111)</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111)</td>
<td>3</td>
</tr>
<tr>
<td>Sequence in social science</td>
<td>9</td>
</tr>
<tr>
<td>Sequence in science-mathematics</td>
<td>12</td>
</tr>
<tr>
<td>Personal Hygiene (HE 151)</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>15–18</td>
</tr>
<tr>
<td>Electives</td>
<td>48</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 212)</td>
<td>3</td>
</tr>
<tr>
<td>Sequence in humanities</td>
<td>9</td>
</tr>
<tr>
<td>Second sequence in one of three groups</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>18–21</td>
</tr>
</tbody>
</table>

**Preprofessional Curricula**

Oregon College of Education offers opportunity for preprofessional preparation leading to later specialization. Two types of programs are included in the following suggested study plans:

1. One- or two-year curricula in lower-division courses planned to prepare students for later specialization within a four-year degree program in the major field indicated.

2. One-, two-, or three-year curricula including prerequisites for admission to a professional school leading to a professional degree after more than four years.

1 See requirements page 25.
It is suggested that the student planning such a program work closely with his adviser and consult with his major school before he is ready to transfer.

### AGRICULTURE

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 111)</td>
<td>3</td>
</tr>
<tr>
<td>College Algebra (Mth 101)</td>
<td>4</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111)</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Journalism (J 211)</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Economics (Ec 201, 202, 203)</td>
<td>9</td>
</tr>
<tr>
<td>General Botany (Bot 201, 202, 203) or General Zoology (Z 201, 202, 203)</td>
<td>9</td>
</tr>
<tr>
<td>General Chemistry (Ch 104, 105, 106)</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>12</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>49</strong></td>
</tr>
</tbody>
</table>

### ART

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 111)</td>
<td>3</td>
</tr>
<tr>
<td>Sequence in social science</td>
<td>9</td>
</tr>
<tr>
<td>General Psychology (Psy 201, 202, 203)</td>
<td>9</td>
</tr>
<tr>
<td>Sequence in humanities</td>
<td>9</td>
</tr>
<tr>
<td>Art Appreciation (A 127)</td>
<td>3</td>
</tr>
<tr>
<td>Introductory materials survey (A 115)</td>
<td>4</td>
</tr>
<tr>
<td>Lettering (A 216)</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

### BIOLOGY

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 111)</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111)</td>
<td>3</td>
</tr>
<tr>
<td>General Botany (Bot 201, 202, 203)</td>
<td>9</td>
</tr>
<tr>
<td>General Chemistry (Ch 204, 205, 206)</td>
<td>15</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

#### Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 212)</td>
<td>3</td>
</tr>
<tr>
<td>Sequence in social science</td>
<td>9</td>
</tr>
<tr>
<td>Organic Chemistry (Ch 334, 335)</td>
<td>8</td>
</tr>
<tr>
<td>Math 100 or 101 or 102</td>
<td>4</td>
</tr>
<tr>
<td>French (RL 50, 51, 52 or 101, 102, 103)</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

### BOTANY

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 111)</td>
<td>3</td>
</tr>
<tr>
<td>General Botany (Bot 201, 202, 203)</td>
<td>9</td>
</tr>
<tr>
<td>General Chemistry (Ch 204, 205, 206)</td>
<td>15</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>
## Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 212)</td>
<td>3</td>
</tr>
<tr>
<td>French (RL 50, 51, 52 or 101, 102, 103)</td>
<td>12</td>
</tr>
<tr>
<td>Upper-Division Botany and Genetics</td>
<td>9</td>
</tr>
<tr>
<td>General Zoology (Z 201, 202, 203)</td>
<td>9</td>
</tr>
<tr>
<td>Organic Chemistry (Ch 334, 335)</td>
<td>8</td>
</tr>
<tr>
<td>Math 100 or 101 or 102</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
</tbody>
</table>

**BUSINESS ADMINISTRATION**

### First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 111)</td>
<td>3</td>
</tr>
<tr>
<td>Sequence in social science</td>
<td>9</td>
</tr>
<tr>
<td>Any 9 hour lower division literature sequence</td>
<td>9</td>
</tr>
<tr>
<td>College Algebra, Trigonometry, Analytic Geometry (Mth 101, 102, 103)</td>
<td>16</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>9</td>
</tr>
</tbody>
</table>

Total: 49

### Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Eng 212)</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Economics (Ec 201, 202, 203)</td>
<td>9</td>
</tr>
<tr>
<td>Fundamentals of Accounting (BA 211, 212, 213)</td>
<td>9</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111, 112)</td>
<td>6</td>
</tr>
<tr>
<td>Elements of Statistical Methods (Mth 325)</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology (Ph 201, 202, 203)</td>
<td>9</td>
</tr>
<tr>
<td>Electives</td>
<td>9</td>
</tr>
</tbody>
</table>

Total: 48

## BUSINESS ADMINISTRATION AND TECHNOLOGY

### First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 111)</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111)</td>
<td>3</td>
</tr>
<tr>
<td>Intermediate Geography (Geo 106, 107) or Principles of Economics (Ec 201, 202, 203)</td>
<td>9</td>
</tr>
<tr>
<td>Fundamentals of Accounting (BA 211, 212, 213)</td>
<td>9</td>
</tr>
<tr>
<td>Sequence in science</td>
<td>9-12</td>
</tr>
<tr>
<td>Intermediate Algebra (Mth 101, 102, 103)</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 43-46

## CHEMISTRY

### First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 111)</td>
<td>3</td>
</tr>
<tr>
<td>General Chemistry (Ch 204, 205, 206)</td>
<td>9</td>
</tr>
<tr>
<td>College Algebra, Trigonometry, Analytic Geom. (Mth 101, 102, 103)</td>
<td>15</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

Total: 48

### Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 212)</td>
<td>3</td>
</tr>
<tr>
<td>Sequence in humanities or social science</td>
<td>9</td>
</tr>
<tr>
<td>General Physics (Ph 201, 202, 203)</td>
<td>12</td>
</tr>
<tr>
<td>Organic Chemistry (Ch 334, 335, 336)</td>
<td>12</td>
</tr>
<tr>
<td>Differential and Integral Calculus (Mth 201, 202, 203)</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 51

1 Specific course to be determined by field of specialization.
## ENGINEERING

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 111)</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics Sequence (Mth 200, 201, 202)</td>
<td>12</td>
</tr>
<tr>
<td>General Physics (Ph 207, 208, 209)</td>
<td>12</td>
</tr>
<tr>
<td>General Chemistry (Ch 204, 205, 206)</td>
<td>15</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

## FORESTRY

### First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 111)</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111)</td>
<td>3</td>
</tr>
<tr>
<td>Elem. or Gen. Chemistry (Ch 104, 105, 106)</td>
<td>12</td>
</tr>
<tr>
<td>General Botany (Bot 201, 202)</td>
<td>6</td>
</tr>
<tr>
<td>College Algebra, Trigonometry, Analytic Geom. (Mth 101, 102, 103)</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Economics (Ec 201, 202, 203)</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

## GEOLOGY

### First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 111)</td>
<td>3</td>
</tr>
<tr>
<td>General Chemistry (Ch 104, 105, 106)</td>
<td>12</td>
</tr>
<tr>
<td>Geology (G 201, 202, 203)</td>
<td>12</td>
</tr>
<tr>
<td>Principles of Economics (Ec 201, 202, 203)</td>
<td>9</td>
</tr>
<tr>
<td>College Algebra, Trigonometry, Analytic Geom. (Mth 101, 102, 103)</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>51</strong></td>
</tr>
</tbody>
</table>

## HOME ECONOMICS

### First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 111)</td>
<td>3</td>
</tr>
<tr>
<td>History of Western Civilization (Hst 101, 102, 103)</td>
<td>9</td>
</tr>
<tr>
<td>General Chemistry (Ch 104, 105, 106)</td>
<td>12</td>
</tr>
<tr>
<td>General Psych. (Psy 201, 202)</td>
<td>6</td>
</tr>
<tr>
<td>Nutrition (HE 325)</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111)</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Music and its Lit. (Mus 201)</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

## INDUSTRIAL-ARTS EDUCATION

### First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 111)</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111)</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology (Psy 201, 202)</td>
<td>6</td>
</tr>
<tr>
<td>History of the United States (Hst 201, 202, 203)</td>
<td>9</td>
</tr>
<tr>
<td>Foundations of Physical Science (GS 201, 202, 203)</td>
<td>12</td>
</tr>
<tr>
<td>Intermediate Algebra (Mth 100)</td>
<td>4</td>
</tr>
<tr>
<td>Personal Hygiene (HE 151)</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>
### JOURNALISM

**First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 111)</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111)</td>
<td>3</td>
</tr>
<tr>
<td>History of Western Civilization (Hst 101, 102, 103) or any lower</td>
<td>9</td>
</tr>
<tr>
<td>division literature sequence</td>
<td>9</td>
</tr>
<tr>
<td>History of the United States (Hst 201, 202, 203)</td>
<td>9</td>
</tr>
<tr>
<td>General Biology (Bi 101, 102, 103)</td>
<td>9</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>12</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

**Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 212)</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Journalism (J 211)</td>
<td>3</td>
</tr>
<tr>
<td>Reporting (J 212)</td>
<td>3</td>
</tr>
<tr>
<td>Copy Editing and Makeup (J 213)</td>
<td>3</td>
</tr>
<tr>
<td>American Governments (PS 201, 202, 203)</td>
<td>9</td>
</tr>
<tr>
<td>Sequence in anthropology, geography, or psychology</td>
<td>9</td>
</tr>
<tr>
<td>Humanities sequence</td>
<td>9</td>
</tr>
<tr>
<td>Foundations of Physical Science (GS 201, 202, 203)</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>51</strong></td>
</tr>
</tbody>
</table>

### MATHEMATICS

**First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 111)</td>
<td>3</td>
</tr>
<tr>
<td>Sequence in humanities</td>
<td>9</td>
</tr>
<tr>
<td>Sequence in biology</td>
<td>9</td>
</tr>
<tr>
<td>College Algebra, Trigonometry, Analytic Geom. (Mth 101, 102, 103)</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

**Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 212)</td>
<td>3</td>
</tr>
<tr>
<td>Sequence in social science</td>
<td>9</td>
</tr>
<tr>
<td>General Physics (Ph 201, 202, 203)</td>
<td>12</td>
</tr>
<tr>
<td>Differential and Integral Calculus (Mth 201, 202, 203)</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

### MICROBIOLOGY

**First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 111)</td>
<td>3</td>
</tr>
<tr>
<td>Sequence in humanities or social science</td>
<td>9</td>
</tr>
<tr>
<td>General Zoology (Z 201, 202, 203)</td>
<td>9</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

### PHYSICAL EDUCATION

**First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 111)</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111)</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology (Pay 201, 202)</td>
<td>6</td>
</tr>
<tr>
<td>World Literature (Eng 107, 108, 109)</td>
<td>9</td>
</tr>
<tr>
<td>General Biology (Bi 101, 102, 103) or General Chemistry (Ch 201, 202, 203)</td>
<td>9–12</td>
</tr>
<tr>
<td>Personal Hygiene (HE 151)</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>41–44</strong></td>
</tr>
</tbody>
</table>
# PHYSICS

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 111)</td>
<td>3</td>
</tr>
<tr>
<td>General Physics (Ph 201, 202, 203)</td>
<td>12</td>
</tr>
<tr>
<td>Sequence in biology</td>
<td>9</td>
</tr>
<tr>
<td>Calculus (Mth 200, 201)</td>
<td>8</td>
</tr>
<tr>
<td>Sequence in social science</td>
<td>9</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>4</td>
</tr>
</tbody>
</table>

Total: 48

# SECOND YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 212)</td>
<td>3</td>
</tr>
<tr>
<td>General Chemistry (Ch 204, 205, 206)</td>
<td>15</td>
</tr>
<tr>
<td>Introduction to Modern Physics (Ph 311, 312, 313)</td>
<td>9</td>
</tr>
<tr>
<td>Calculus (Mth 202, 203)</td>
<td>8</td>
</tr>
<tr>
<td>Sequence in humanities</td>
<td>9</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>4</td>
</tr>
</tbody>
</table>

Total: 51

# ZOOLOGY

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 111)</td>
<td>3</td>
</tr>
<tr>
<td>General Zoology (Z 201, 202, 203)</td>
<td>9</td>
</tr>
<tr>
<td>General Chemistry (Ch 204, 205, 206)</td>
<td>15</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
<tr>
<td>French (RL 50, 51, 52 or 101, 102, 103)</td>
<td>12</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

Total: 48

# SECOND YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 212)</td>
<td>3</td>
</tr>
<tr>
<td>College Algebra, Trigonometry, Analytic Geom. (Mth 101, 102, 103)</td>
<td>12</td>
</tr>
<tr>
<td>General Botany (Bot 201, 202, 203)</td>
<td>9</td>
</tr>
<tr>
<td>Comparative Vertebrate Anatomy (Z 324, 325)</td>
<td>8</td>
</tr>
<tr>
<td>Organic Chemistry (Ch 334, 335)</td>
<td>8</td>
</tr>
<tr>
<td>Comparative Vertebrate Embryology (Z 326)</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>4</td>
</tr>
</tbody>
</table>

Total: 51

The pre-professional curricula which follow include those offered at Oregon College of Education to meet prerequisite requirements for admission to a professional school leading to a professional degree, which in almost all cases calls for more than four years of study. Wherever a three-year preprofessional program is required or desired, it is possible to qualify for a bachelor of science or bachelor of arts degree in general studies as well as the professional degree, provided required courses and electives are carefully selected as indicated in the curricular patterns.

All students should work carefully from the beginning of their study at OCE with the appropriate faculty adviser in order to become informed about the professional schools in which they may be interested and to assure study programs that meet all requirements. The name of the adviser for each program can be obtained in the registrar's office.
ARCHITECTURE

Preprofessional First Year
(Two years required)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 111)</td>
<td>3</td>
</tr>
<tr>
<td>Sequence in social science</td>
<td>9</td>
</tr>
<tr>
<td>Sequence in humanities (literature)</td>
<td>9</td>
</tr>
<tr>
<td>College Algebra, Trigonometry, Analytic Geometry (Mth 101, 102, 103)</td>
<td>12</td>
</tr>
<tr>
<td>Drawing (A 226), Design (A 228)</td>
<td>6</td>
</tr>
<tr>
<td>Lettering (A 217)</td>
<td>2</td>
</tr>
<tr>
<td>Personal Hygiene (HE 151)</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>46</strong></td>
</tr>
</tbody>
</table>

LAW

Preprofessional Program

The minimum requirement for admission to the School of Law, University of Oregon, is three-fourths of the total credit required for a bachelor's degree from the institution in which the student completes his prelegal work—but not less than 140 term hours.

The prelegal program should include courses satisfying all lower-division requirements of the university and a minimum of 36 term hours of credit in courses in the general area of social science. The first-year basic college course in accounting is desirable. It is suggested that the student follow the first three years of the general studies degree program with a major in social science. (See General Studies, page 69.)

For admission to the school of law, a student must have, for all prelegal work, a cumulative grade-point average of at least 2.25. Applicants must take such entrance or aptitude examinations as may be required by the faculty of the school. All students seeking admission to the school of law must file formal application for admission with the dean of the school. Official forms may be obtained from the school of law.

HEALTH SCIENCES

PREDENTISTRY

It is strongly recommended that predental students devote at least three years to their predental education. Although the minimum period required by the Council of Dental Education of the American Dental Association is two years, only those students who have completed a two-year program with a superior grade-point average will be considered for admission to dental school. It is improbable that any student with a grade-point average of less than 2.25 will be accepted for admission.

Students at Oregon College of Education who plan to enter dental school before receiving a baccalaureate degree should arrange their study program so that they may qualify for the bachelor of science or bachelor of arts degree in general studies after satisfactory completion of one or two years in dental school. This will be possible only if their three-year predental program includes not less than 144 term hours and meets all requirements for the degree, except for upper-division science courses which can be transferred from dental school to apply on the major in science-mathematics and complete the total number of hours needed for graduation. (See General Studies, page 69.)

The following three-year curriculum includes all subjects required for admission to the University of Oregon Dental School or other approved dental schools, elective courses recommended for broad background preparation in both cultural and scientific fields, and the basic pattern established for the bachelor's degree in general studies.
First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 111)</td>
<td>3</td>
</tr>
<tr>
<td>General Zoology (Z 201, 202, 203)</td>
<td>9</td>
</tr>
<tr>
<td>General Chemistry (Ch 204, 205, 206)</td>
<td>15</td>
</tr>
<tr>
<td>College Algebra, Trigonometry, Analytic Geom. (Mth 101, 102, 103)</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 212)</td>
<td>3</td>
</tr>
<tr>
<td>First Sequence in social science (history, economics, anthropology)</td>
<td>9</td>
</tr>
<tr>
<td>First sequence in humanities (literature)</td>
<td>9</td>
</tr>
<tr>
<td>Quantitative Analysis (Ch 312)</td>
<td>4</td>
</tr>
<tr>
<td>Organic Chemistry (Ch 334, 335)</td>
<td>8</td>
</tr>
<tr>
<td>General Physics (Ph 201, 202, 203)</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 314)</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111)</td>
<td>3</td>
</tr>
<tr>
<td>Second sequence in social science (psychology, sociology)</td>
<td>9</td>
</tr>
<tr>
<td>Second sequence in humanities (literature, foreign language)</td>
<td>9-12</td>
</tr>
<tr>
<td>Comparative Vertebrate Anatomy (Z 324, 325)</td>
<td>8</td>
</tr>
<tr>
<td>Comparative Vertebrate Embryology (Z 326)</td>
<td>4</td>
</tr>
<tr>
<td>Electives</td>
<td>6-9</td>
</tr>
<tr>
<td>Jewelry or Sculpture (A 315 or 331)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45-51</strong></td>
</tr>
</tbody>
</table>

PREMEDICINE

Oregon College of Education offers a premedical curriculum which meets the general criterion of a program planned to include not only adequate scientific preparation but also the type of broad education which leads to an understanding of the world in which we live. Admission to medical school is based upon two types of qualifications: the applicant must present evidence of good character, proper attitude, and sincere interest in the study of medicine; he must also have demonstrated sufficient intellectual ability to undertake satisfactorily the study of medicine, as determined by his premedical scholastic record and scores on the Medical College Admissions Test. Admission is on a competitive basis.

Students must have completed satisfactorily not less than three years of college work (at least 144 hours) before entering medical school and must qualify for the bachelor's degree before being eligible to begin the third year of professional preparation. The following three-year premedical curriculum leads to a bachelor of science or bachelor of arts degree in general studies with a major in science-mathematics and includes all requirements other than those which can be met by transfer of credit from medical school. (See General Studies, page 69.)

First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 111)</td>
<td>3</td>
</tr>
<tr>
<td>General Zoology (Z 201, 202, 203)</td>
<td>9</td>
</tr>
<tr>
<td>General Chemistry (Ch 204, 205, 206)</td>
<td>15</td>
</tr>
<tr>
<td>College Algebra, Trigonometry, Analytic Geom. (Mth 101, 102, 103)</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111)</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

1 Courses required by the Council on Dental Education of the American Dental Association. The science courses indicated by course number and the suggestions for sequences are elective courses recommended by the council.

2 Courses required for admission to the professional program.
Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 212)</td>
<td>3</td>
</tr>
<tr>
<td>First sequence in social science</td>
<td>9</td>
</tr>
<tr>
<td>First sequence in humanities (literature)</td>
<td>9</td>
</tr>
<tr>
<td>Quantitative Analysis (Ch 312, 313)</td>
<td>8</td>
</tr>
<tr>
<td>General Physics (Ph 201, 202, 203)</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>4</td>
</tr>
</tbody>
</table>

48

Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 314)</td>
<td>3</td>
</tr>
<tr>
<td>Second sequence in social science</td>
<td>9</td>
</tr>
<tr>
<td>Second sequence in humanities (literature, foreign language)</td>
<td>9–12</td>
</tr>
<tr>
<td>Comparative Vertebrate Anatomy (Z 324, 325)</td>
<td>8</td>
</tr>
<tr>
<td>Comparative Vertebrate Embryology (Z 326)</td>
<td>4</td>
</tr>
<tr>
<td>Organic Chemistry (Ch 334, 335, 336)</td>
<td>12</td>
</tr>
<tr>
<td>Genetics (Bi 341)</td>
<td>3</td>
</tr>
</tbody>
</table>

48–51

PRENURSING

The School of Nursing of the University of Oregon offers a four-year curriculum which leads to the bachelor of science degree and prepares for state examinations for nurse registration. The student may take one year of prenursing study at Oregon College of Education. The nursing curriculum is completed at the University of Oregon School of Nursing in three years and one summer session.

First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 111, 112, 113)</td>
<td>9</td>
</tr>
<tr>
<td>Fundamentals in Speech (Sp 111)</td>
<td>3</td>
</tr>
<tr>
<td>Sequence in social science</td>
<td>9</td>
</tr>
<tr>
<td>World Literature (Eng 107, 108, 109)</td>
<td>9</td>
</tr>
<tr>
<td>General Chemistry (Ch 104, 105, 106)</td>
<td>12</td>
</tr>
<tr>
<td>Nutrition (HE 325)</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
</tbody>
</table>

48

PREPHARMACY

Oregon College of Education offers a one-year prepharmacy curriculum which prepares a student for admission to Oregon State University School of Pharmacy or any other accredited pharmacy school. The pharmacy curriculum at Oregon State University is four years of professional study during which time courses in the humanities and social sciences are also taken. Transfer students enter the pharmacy program as sophomores. A total of five academic years, with 240 quarter hours, is required for the bachelor's degree.

First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition 111</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 101, 102, 200</td>
<td>12</td>
</tr>
<tr>
<td>Zoology 201, 202, 203</td>
<td>9</td>
</tr>
<tr>
<td>Chemistry 204, 205, 206</td>
<td>15</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

48

¹ Courses required for admission to the professional program.
OREGON COLLEGE OF EDUCATION

PREVETERINARY

Oregon College of Education offers a two-year preparatory curriculum for students planning to enter a professional school of veterinary medicine. This curriculum is designed to meet the minimum requirements necessary to be considered for admission into the schools of veterinary medicine at Colorado State University, Ft. Collins; Washington State University, Pullman; or the University of California, Davis. Since specific admission requirements vary, the student should become informed about these schools early in his preprofessional study. A limited number of Oregon residents may attend without paying out-of-state fees under the compact which the state of Oregon has through the Western Interstate Commission for Higher Education.

Although the minimum requirement for admission is two years, it is highly desirable that the preveterinary student plan an additional year of study at OCE in order to qualify for the bachelor of science or bachelor of arts degree as well as the professional degree. A three-year preprofessional program of not less than 144 term hours can be planned to include all the requirements for the general studies degree except for upper-division science courses transferable from the professional school to complete the major in science-mathematics and the total number of hours required for graduation. (See General Studies, page 69, and similar suggested curricula under Pre dental and Premedicine in this section of the catalog.)

<table>
<thead>
<tr>
<th>First Year</th>
<th>Quarter hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 111)</td>
<td>3</td>
</tr>
<tr>
<td>General Zoology (Z 201, 202, 203)</td>
<td>9</td>
</tr>
<tr>
<td>General Chemistry (Ch 204, 205, 206)</td>
<td>15</td>
</tr>
<tr>
<td>Mathematics Sequence</td>
<td>9</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>42</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year</th>
<th>Quarter hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 212)</td>
<td>3</td>
</tr>
<tr>
<td>Sequence in social science</td>
<td>9</td>
</tr>
<tr>
<td>Three biology courses selected from:</td>
<td>3</td>
</tr>
<tr>
<td>Comparative Vertebrate Anatomy &amp; Embryology (Z 324, 325, 326),</td>
<td></td>
</tr>
<tr>
<td>Botany (Bot 201, 202, 203), or</td>
<td></td>
</tr>
<tr>
<td>Bacteriology (Bi 221)</td>
<td>12</td>
</tr>
<tr>
<td>Quantitative Analysis (Ch 312)</td>
<td>4</td>
</tr>
<tr>
<td>Organic Chemistry (Ch 334, 335)</td>
<td>8</td>
</tr>
<tr>
<td>General Physics (Ph 201, 202, 203)</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>51</td>
</tr>
</tbody>
</table>

Medical Technology

Oregon College of Education offers a four-year curriculum in medical technology. The program consists of three years of work on the campus at Oregon College of Education and one year of prescribed work at the University of Oregon Medical School in Portland. Upon satisfactory completion of the four-year program the student receives the Bachelor of Science degree from Oregon College of Education and a certificate from the American Society of Medical Technologists. In addition to the general college requirements the student must com-
complete the following courses in science and mathematics at Oregon College of Education before enrolling for the specialized fourth year at the Medical School.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Zoology (Z 201, 202, 203)</td>
<td>9</td>
</tr>
<tr>
<td>General Chemistry (Ch 104, 105, 106)</td>
<td>12</td>
</tr>
<tr>
<td>Quantitative Analysis (Ch 312)</td>
<td>4</td>
</tr>
<tr>
<td>Organic Chemistry (Ch 334, 335)</td>
<td>8</td>
</tr>
<tr>
<td>Human Anatomy and Physiology (Z 334, 335)</td>
<td>6</td>
</tr>
<tr>
<td>Genetics (Bi 341)</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (Mth 101 and 102) or Mth 104</td>
<td>4-8</td>
</tr>
<tr>
<td>General Physics (Ph 101, 102, 103)</td>
<td>7</td>
</tr>
<tr>
<td>Bacteriology (Bi 221, 222)</td>
<td>66</td>
</tr>
</tbody>
</table>

For an outline of the fourth year program, see the University of Oregon Medical School catalog or your OCE adviser.

**Summer Session, 1967**

Oregon College of Education has been authorized by the state board of higher education to offer two summer sessions in 1967. The regular summer session consists of eight weeks beginning on Monday, June 19, and closing on Friday, August 11. This session is followed by an intersession of three weeks opening on August 14 and closing on September 1. A variety of workshops of varying lengths occur during this eleven week period for which special tuition fees are charged.

Students who carry a full load (8 quarter hours or more) in the regular session may carry six quarter hours in the intersession without paying the additional tuition fee charged to new enrollees for the three week session. By combining 12 quarter hours of work in the regular session with 6 quarter hours in the intersession a student can complete a full term's work.

**Admission Requirements.** Admission to either of the summer sessions is granted to persons of sufficient maturity and academic background to do college work. Students who wish to become candidates for graduation from Oregon College of Education, however, must eventually satisfy regular entrance requirements. Those wishing to work toward graduation should file with the registrar complete official transcripts covering all school work above the eighth grade.

**Student Load.** Thirteen term hours of work will be considered a maximum student load in the regular eight-week session. Those enrolling in the intersession may earn an additional 6 quarter hours.

**Expenses.** Detailed information regarding tuition, fees, board and room, and other expenses will be available in the summer session catalog.

**Regular Session, June 19-August 11**

Courses offered during the regular summer session include undergraduate and graduate work for students working toward the bachelor's or master's degrees and refresher courses for teachers in service who wish to take advantage of new developments in their fields. The courses to be offered will be announced in the summer session catalog to be available in March, 1967. They will be chosen from the courses listed in this catalog, supplemented by special courses designed to meet the needs of experienced teachers and administrators.

**Admission to Elementary Student Teaching.** Since enrollment in student teaching must be limited, application should be made not later than May 1,
1967. To be eligible for student teaching in the summer laboratory school, a student must have met one or more of the following conditions:

1. Earned a baccalaureate degree from a college or university with 12 quarter hours cataloged as Education.
2. Attained senior standing and completed at least one year of teaching experience.
3. Received credit in student teaching at the elementary or secondary level from an accredited college or university and attained senior standing at OCE.

Additional requirements include a grade average of C or better, evidence of good health, speech proficiency, and desirable character and personal attributes.

Intersession, August 14-September 1

The intersession is planned especially for undergraduate students and experienced teachers working for bachelor’s degrees. It includes lower division work in the humanities, social science, and science-mathematics. During the intersession students may enroll for not to exceed 6 quarter hours in the fields listed above.

No campus food service facilities are available during the intersession. Dormitory accommodations will be available on campus.

Workshops

A variety of workshops is offered during the eleven weeks planned primarily for experienced teachers. The summer catalog will give full details of all such offerings.
Graduate Study

Oregon College of Education offers study beyond the bachelor's degree for both elementary and secondary levels of specialization. Special programs are offered to meet the State Department of Education requirements for the appropriate teaching level and the teaching and administrative service areas requiring a planned fifth-year program. Cooperative programs with other institutions in the Oregon State System of Higher Education provide the opportunity for those showing superior potential to develop programs leading toward a sixth-year and a standard norm at an approved institution.

Planned Graduate study programs beyond the bachelor's degree consist of: the Master of Science in Education degree; the Master of Arts in Teaching degree; a planned fifth-year non-degree program; and a program to satisfy the requirements for selected norms for educational specialists.

Objectives of the Graduate Study Programs

The specific objectives in these programs are:

1. To continue the professional preparation of teachers by expanding and intensifying their knowledge and understanding of students, of subject matter, of school problems, and of effective teaching procedures.
2. To provide opportunities for breadth of educational and cultural experiences designed to produce professional teachers who are likewise well-educated citizens.
3. To provide an opportunity to combine some undergraduate professional courses in education with those in the master's degree program as a means of qualifying for certification and/or the master's degree.
4. To offer opportunity for specialization in depth in an academic area at the master's degree level.
5. To offer opportunity for specialization in a selected area of special education.
6. To exert leadership in research in the teaching-learning process through the work of the teaching Research Division of the Oregon State System of Higher Education located on the campus.

Graduate Degree Programs

Oregon College of Education offers study beyond the bachelor's degree for both elementary and secondary teachers which includes work leading to the degree of master of science in education or master of arts in teaching. The master of science degree will appeal chiefly to elementary teachers wishing to develop further competency in the fields of education and psychology or to teachers at either level who plan to enter some area of special education or later become administrators or supervisors.

The master of arts in teaching degree is especially appropriate for classroom teachers who wish to develop depth in a particular area of subject matter. In general, this degree will prove attractive to secondary teachers.

The curriculum for secondary teachers in either degree program permits students to concentrate their work in humanities, or social science (options in history or geography), or science-mathematics (options in biological science, physical science, mathematics, or general science). Curricula are also available in teaching the deaf, the mentally retarded, children with extreme learning problems, and speech correction.

85
General Regulations

Permission to take graduate courses does not constitute admission to candidacy for the master's degree. Hence, three classes of students carrying work beyond the bachelor's degree are recognized: (1) Those who wish to continue their education but not for the purpose of earning a degree or completing certification requirements, (2) Those who wish to complete requirements for certification and/or a planned non-degree fifth-year program, and (3) those who wish to complete requirements for certification and/or one of the master's degrees. Students of the first group register, subject to the instructor's permission for the courses they desire, with the understanding that the institution is under no implied obligation to apply credit so earned toward a degree or a non-degree fifth year program. Whether the student is adequately prepared to enroll for a particular course is determined by the head of the department and the instructor in charge.

Students whose preparation is considered as inadequate may be required to complete additional work at the undergraduate level or of a preparatory nature. A student within 12 quarter hours of completing the bachelor's degree, not including student teaching, may petition to enroll in approved courses to be reserved for later application to a master's degree program or a planned fifth-year non-degree program. A student in the teaching intern program may petition any time during the senior year to reserve such credits. In either case the petition must be filed with the Coordinator of Graduate Programs during the week of registration. Not more than a total of 12 hours of such excess credits may be applied later to a master's degree program or a fifth year non-degree program except in the case of teaching interns.

Students who wish to become candidates for the master's degree follow programs organized in conformity with the rules and regulations which follow.

Preliminary Forms. Before formal planning of a master's degree program can progress beyond the preliminary stage the student must: (1) file with the registrar a completed Application for Admission to Oregon College of Education and pay the required fee unless exempted, (2) file with the Coordinator of Graduate Programs a completed Application for Admission to Candidacy to the Master's Degree, and (3) have official, original transcripts sent from the institutions where undergraduate and/or graduate credits have been earned including the Oregon Division of Continuing Education. The forms may be secured from the Coordinator of Graduate Programs. In addition, students enrolled as full-time students on campus must have on file in the Student Health Service office a completed Physical Examination form.

Admission to Candidacy for the Degrees. Following the filing of the above required items and the establishment of an official program with the Coordinator of Graduate Programs the candidate may be considered for actual admission to candidacy for the master's degree when he has satisfactorily completed:

1. The requisite preparation to hold an Oregon Basic Teaching Certificate or, as a temporary minimum, preparation to hold an Oregon Restricted Certificate with the degree not being awarded until eligibility for the basic certificate has been accomplished.

Waiver of the Requirement to Hold a Basic Teaching Certificate

a. Waiver is permitted without petitioning the Committee on Graduate Study in the following cases:

1) Teachers who are eligible to hold a Regular Oregon 5-year elementary or secondary certificate issued prior to October 15, 1965.

2) Out of state students who have completed preparation for a public school teaching certificate comparable to that required for an Oregon Basic Certificate.
3) Students who have met all requirements for Certificate A of the Conference of Executives of American Schools for the Deaf.

b. Waiver will be considered by the Committee on Graduate Study when petitioned in the following cases:

1) Speech Pathologists preparing to work in medically oriented speech centers where a teaching certificate is not required.

2) Individual preparing to work with migrants and/or the disadvantaged in situations where a teaching certificate is not required.

3) Individuals preparing to work in situations where a state teaching certificate is not required.


3. Twelve quarter hours in the approved master's degree program on the Oregon College of Education campus with minimum grade point average of 3.00 (B). At least one half of the 12 hours should be in the area of major study. Nine of these 12 quarter hours must have been taken concurrently. (A student when applying for admission to candidacy must have an accumulative GPA of 3.00 (B) or better in all graduate work earned to that date and in all upper-division courses included in the approved program).

4. A personal conference with appropriate members of the graduate faculty when so directed.

Failure to comply with these requirements will result in delay in completion of the degree program.

Transfer of Graduate Credit. Upon favorable action by the Committee on Graduate Study, appropriate credit, not to exceed 21 quarter hours, may be applied from accredited institutions and/or the Oregon Division of Continuing Education.

Regardless of the number of credits transferred, it is understood that the students will complete the courses specified as required in the program or approval of comparable courses of comparable content.

No credit will be applied for courses taken through correspondence study.

Graduates of Unaccredited Institutions. Such applicants may be admitted to graduate courses as special students. After completion of at least 12 concurrent hours of planned graduate study in one term at Oregon College of Education with grades of B or better, such students may, if meeting the other requirements for admission, be considered for candidacy and may petition for credit in courses completed as special students.

Minimum GPA Requirement. In order to be admitted to, and/or retained in, the graduate program, a candidate must earn and maintain at all times an accumulative grade-point average of 3.00 (B) in all graduate work completed, and in all upper-division courses included in the approved master's degree program. A student accumulating 9 quarter hours of C grades, or lower, in graduate courses or upper-division courses included in the approved master's degree program will be dropped as a candidate for the master's degree. A grade of D is not applicable in the program and requires special attention by the Committee on Graduate Study to determine the candidate's future status.

Minimum Residence Requirement. A minimum of 24 quarter hours of courses applicable in the master's degree program must be earned in residence on the campus with at least 9 being taken concurrently.

Excess Hours. A student within 12 quarter hours (not including student teaching) of completing all requirements for the bachelor's degree may petition to enroll in approved courses to be reserved for later application to a master's degree program or a planned fifth-year non-degree program. Not more than a total of
12 quarter hours of such excess credits may be applied in either program except in the case of teaching interns who may petition and enroll any time during their senior year.

**Maximum Load.** The maximum load for graduate students is 16 quarter hours in a regular term and 13 quarter hours in an eight-week summer session of graduate courses or any combination of graduate and undergraduate courses unless a petition to carry an overload has been approved by the Dean of Faculty and/or the Coordinator of Graduate Programs during the week of registration.

**Tuition and Fees.** Graduate students shall pay tuition and fees as set forth in the current catalog.

**Time Limit.** Only those courses and requirements completed within a period of seven years prior to the actual completion of the program will apply. This includes all residence credit, all applicable transfer credit, and required comprehensive examination. If a thesis or field study is involved it must be accepted within this seven-year limit. However, credit earned between seven and ten years prior to the completion of the program may, in certain cases, be approved by action of the committee on graduate study upon petition.

**Thesis.** The writing of a thesis is not required for the master’s degree, but it is recommended for students planning to work toward the doctorate.

Any student interested in writing a thesis or field study report must contact the Coordinator of Graduate Programs for necessary information as to procedures to be followed.

**Final Evaluation Procedures.** Each student must satisfactorily complete all evaluation procedures established for his program. These procedures may be written or oral, or both, as determined by the committee on graduate study. If final written comprehensive and/or oral examinations are required they cannot be taken until the student has completed all course work or is actually enrolled in the final course or courses. In such cases the examinations will be offered twice during the year, once in April and once in July. Each candidate must have on file with the Coordinator of Graduate Programs an application for the master’s degree, which will be considered as the application to take the final comprehensive examinations. This form, which is obtainable from the office of the Coordinator of Graduate Programs, must be filed prior to April 1 for the April examination and prior to July 1 for the July examination. (See below.) A student choosing to write a thesis may be required to satisfactorily complete a written examination, or an oral examination over his research problem, or both.

**Application for the Master’s Degree.** This application must be filed by each candidate with the Coordinator of Graduate Programs prior to the dates listed above. In addition, when so requested, the candidate will be required to provide evidence that he holds, or is eligible to hold, the certificate required by the curriculum he is completing. (See No. 1 under Admission to Candidacy for the Degree.) This form will also serve as the candidate’s application to take any required final comprehensive examination that may be scheduled.

**Confering of Degrees.** The master’s degree will be officially conferred at the subsequent June commencement on those students who satisfactorily complete all degree requirements during a summer, fall, or winter term, or during a spring term when enrolled for final courses on the Oregon College of Education campus.

When a candidate successfully completes all requirements for the master’s degree but final courses are taken during the spring term through the Division of Continuing Education, the degree will not be officially conferred until the June commencement of the subsequent year. However, a certificate of successful completion of the master's degree program will be sent to such individuals.
Master of Science in Education

ELEMENTARY CURRICULA

Completion of a fifth year program is not required in Oregon for certification of elementary teachers. However, a student completing the MS degree program at OCE will normally become eligible for the Standard Teaching Certificate.

The program for the degree of master of science in education for elementary teachers consists of two curricula, (1) general elementary education, and (2) childhood education (ages 4-7).

**General Elementary Education.** This curriculum consists of a required professional education core of 18 quarter hours, a required general education core of 15 quarter hours, and approved courses to total a minimum of 45 quarter hours. Courses in the 400 numbers with a (G) or (g) affixed may be taken by either undergraduate or graduate students. When a student takes a 400 course as graduate work, it is his responsibility to verify the graduate standing of that particular course and to ascertain that his registration carries the proper designation of G or g as the case may be.

The Professional Education Core consists of 18 quarter hours as follows:

- Ed 566 Curriculum Construction ........................................ 3
- Ed 512 Research Procedures in Education ................................. 3
- Ed 513 Evaluation of Classroom Instruction ............................. 3
- Ed 514 Foundations of Education .......................................... 3
- Ed 518 Public and Professional Relations ................................. 3
- Psy 460G Developmental Psychology: Infancy and Childhood
  or
- Psy 461G Developmental Psychology: Adolescence and Maturity ... as approved 3
- Psy 520 Psychology of Learning .......................................... 3

**The General Education Core** consists of 15 quarter hours as follows:

Two courses selected from the following to represent two of the three general education area:

- SS 511 Contemporary Developments in the Social Sciences ........... 3
- Hum 511 Contemporary Developments in the Humanities ............... 3
- GS 511 Contemporary Developments in Science and Mathematics ....... 3

and a 9-term hour block of approved courses in the third area ........... 9

(Note: If humanities is selected for the 9-hour block, Hum 511 may apply; if science-mathematics is selected, GS 511 probably will not apply. If social science is selected SS 511 may apply. The contemporary developments courses are required in the two areas not selected for the block. The student should determine with the chairman of the appropriate department the courses that will constitute his particular 9-hour block and inform the Coordinator of Graduate Programs as to those courses.)

**Electives.** The remaining 12 quarter hours shall be completed in approved electives in either professional or general education in light of the candidate's individual needs and possible requirements for certification.

A minimum of 45 quarter hours is required for the program.

**Childhood Education.** (Ages 4-7.) This curriculum is designed to meet the needs of teachers in the elementary schools who wish to extend their professional competency through greater concentration in the area of childhood education (ages 4-7). The curriculum consists of a basic professional education core of 12 quarter hours similar to that required in the general elementary curriculum.

---

1 Courses applicable to the basic norm requirements for librarians may be included as 6 of the 9-hour block and as the 12 hours of electives. For list of those courses see following under secondary humanities.
for graduate students; a specialized core in childhood education of 18 quarter hours; a general education core of 9 quarter hours; and 6 quarter hours of approved electives for a minimum total of 45 hours.

The Basic Professional Education Core consists of:

- Ed 512 Research Procedures in Education ........................................... 3
- Ed 513 Evaluation of Classroom Instruction ......................................... 3
- Ed 518 Public and Professional Relations ........................................... 3
- Ed 514 Foundations of Education .................................................. 3
- Psy 460G Developmental Psychology: Infancy and Childhood .............. 3

12

The Specialized Core in Childhood Education consists of:

- Ed 451G Preprimary Education .................................................. 3
- Ed 452G Creative Arts in Childhood ........................................... 3
- Ed 519 and 520 Childhood Education (6 hrs. each) ........................ 12

18

The General Education Core consists of:

- SSc 511 Contemporary Developments in the Social Sciences .............. 3
- Hum 511 Contemporary Developments in the Humanities ..................... 3
- GS 511 Contemporary Developments in the Sciences and Mathematics . 3

9

Electives:

Electives in education or psychology, or an approved pattern of courses ........................................ 6
A minimum of 45 hours is required for the program.

SECONDARY CURRICULA

The graduate program for the degree of master of science in education for secondary teachers consists of several different curricula based on the candidate’s selected teaching area and certification requirements. Each curriculum consists of a required professional education core of from 18 to 24 graduate quarter hours including 12 quarter hours of specified courses and from 6 to 12 quarter hours of electives as approved by the chairman of the department of education-psychology; and a selected teaching area chosen from one of those listed below, and consisting of from 21 to 27 required and approved graduate quarter hours as approved by the chairman of the appropriate department. A minimum of 45 graduate quarter hours is required in the program. Courses in the 400 numbers with a (G) or (g) affixed may be taken by either undergraduate or graduate students. When a student takes a 400 course as graduate work, it is his responsibility to verify the graduate standing of that particular course and to ascertain that his registration carries the proper designation.

The Professional Education Core common to all curricula consists of:

- Ed 512 Research Procedures in Education ........................................... 3
- Ed 514 Foundations of Education .................................................. 3
- Ed 566 Curriculum Construction ................................................. 3
- Psy 461G Developmental Psychology: Adolescence and Maturity  
  or
- Psy 460G Developmental Psychology: Infancy and Childhood 
  or
- Psy 520 Psychology of Learning .................................................. 3

Education or psychology electives as approved ..................................... 6-12

18-24

The selected teaching core consists of a minimum of 21 graduate quarter hours in a single teaching area, to be selected from one of those listed below. The actual courses required for each student shall be selected under guidance of the chairman of the department involved subject to individual needs and certification requirements to be met.
A. Humanities
Both Junior and Senior High School

1. Literature, Writing, and Language
   Eng 446g Major Theories of Literary Criticism ........................................ 3
   Eng 447g, 448g, 449g Major Figures in Literature ......................................... 6-9
   Eng 465g, 468g Study of Ideas in Literature .................................................. 3
   Eng 475g Modern American Grammar and Usage ............................................... 3
   Eng 484g, 485g Study of Types of Literature ............................................... 3
   Approved courses in humanities as needed ................................................... 1
   Total quarter hours ......................................................................................... 21-27

2. School Librarian (Suggested only for those certified prior to Oct. 15, 1965)
Completion of the following 21 quarter hours of course-work will meet
the basic norm requirement for a school librarian. The number of courses
that may be combined with the above humanities core as part of the mas-
ter's degree program will depend upon the needs of the particular indi-
vidual as jointly determined with the adviser.

a. Education courses, not applicable in humanities core:
   Ed 389 Reading and Telling Children's Stories .................................................. 3
   (not applicable in M.S. program) ........................................................................ 3
   Ed 435G Audio-Visual Aids ................................................................................ 3

b. Library courses applicable in humanities core when approved.
   Lib 480g Children's Literature ........................................................................... 3
   Lib 483g Book Selection and Reference Materials .............................................. 3
   Lib 484G School Library Administration .............................................................. 3
   Lib 485G Introduction to Cataloging and Classification ..................................... 3
   Lib 489g Literature for Adolescents ................................................................... 15

B. Science-Mathematics. The selected area consists of one of the following:

1. MATHEMATICS: (one curriculum to be selected)
   Junior High School
   a. Pre-Algebra and General Mathematics
      Mth 491g, 493g Mathematics for Secondary Teachers ....................................... 6
      Approved courses with at least 9 hours in mathematics .................................... 15-21
      Total quarter hours ......................................................................................... 21-27
   b. Elementary Algebra and Geometry
      Mth 491g, 493g Mathematics for Secondary Teachers ....................................... 6
      Approved courses with at least 9 hours in mathematics .................................... 15-21
      Total quarter hours ......................................................................................... 21-27

   Senior High School
   a. Elementary Algebra and Geometry
      Mth 491g, 493g Mathematics for Secondary Teachers ....................................... 6
      Approved courses with at least 9 hours in mathematics .................................... 15-21
      Total quarter hours ......................................................................................... 21-27
   b. Advanced Mathematics
      Mth 410g Foundations of Mathematics ................................................................ 3
      Mth 443g Abstract Algebra ................................................................................ 3
      Mth 415g Modern Geometry .............................................................................. 3
      Approved courses with at least 9 hours in mathematics .................................... 12-18
      Total quarter hours ......................................................................................... 21-27

2. SCIENCE: (One curriculum to be selected)
   Junior High School
   General Science
   BI 446g Evolution ............................................................................................... 3
   BI 460g Study of Biological Materials ............................................................... 4
   G 450g Rocks and Minerals ................................................................................ 3
   G 453g Geology of the Pacific Northwest ........................................................... 3
   GS 411g History of Science ................................................................................ 3
   Approved courses with at least 5 hours in science and/or mathematics ............... 5-11
   Total quarter hours ......................................................................................... 21-27
Senior High School

a. Biology
Bi 412g Microbiology ................................................. 4
GS 451 Bioregion .................................................. 3
Bi 458g Field Biology .............................................. 3
Z 451g Invertebrate Zoology ........................................ 4
GS 411g History of Science ......................................... 3
Approved courses with at least 4 hours in biology .......... 10
Total quarter hours .................................................. 21-27

b. Chemistry
Ch 561 Advanced Inorganic Chemistry ......................... 3
Ch 421g Advanced Analytical Chemistry ....................... 3
Ch 433g Advanced Organic Chemistry ......................... 3
GS 411g History of Science ......................................... 3
Approved courses with at least 9 hours in chemistry .......... 9-15
Total quarter hours .................................................. 21-27

c. Physical Science
Ch 561 Advanced Inorganic Chemistry ......................... 3
Ch 433g Advanced Organic Chemistry ......................... 3
Ph 581, 582 Modern Physics ...................................... 6
GS 411g History of Science ......................................... 3
Approved courses with at least 6 hours in physical science .... 6-12
Total quarter hours .................................................. 21-27

d. General Science
Bi 446g Evolution .................................................. 3
Bi 450g Preparation of Biological Materials ................. 3
G 450g Rocks and Minerals ....................................... 3
G 453g Geology of the Pacific Northwest .................... 3
GS 411g History of Science ......................................... 3
Approved courses with at least 5 hours in science and/or Mathematics .... 5-11
Total quarter hours .................................................. 21-27

C. Social Science (one curriculum to be selected)
Both Junior and Senior High School

1. American History
Hst 457g Jacksonian Era ........................................ 3
Hst 458g Civil War and Reconstruction ....................... 3
Hst 476g, 477g History of the West ......................... 3-6
Hst 480g, 481g, 482g U.S. in the 20th Century .......... 3-6
Hst 483g Colonial America .................................... 3
Hst 484g The New Nation ....................................... 3
Approved courses in American History as needed ............
Total quarter hours .................................................. 21-27

2. World History
Hst 444g, 445g Twentieth Century Europe .................... 3-6
Hst 449g History of the Soviet Union ......................... 3
Hst 451g History of Inter-American Relations ............ 3
Hst 492g World Problems ...................................... 3
Approved courses in world history as needed ...............
Total quarter hours .................................................. 21-27

3. Geography (approved courses from the following)
Geog 411g, 412g Cultural Geography ....................... 3
Geog 416g, 417g, 418g Advanced Economic Geography .... 3-6
Geog 425g Geography of Conservation ...................... 3
Geog 426g Geography of Europe ................................ 3
Geog 427g Geography of the Soviet Union .................. 3
Geog 429g Geography of North America .................... 3
Geog 433g Geography of Africa ................................ 3
Geog 450g Geography of Asia ................................... 3
Geog 461g Geography of South America .................... 3
Geog 463g Geography of Middle America .................. 3
Total quarter hours required ...................................... 21-27

CURRICULA FOR EDUCATIONAL SPECIALISTS

Purpose and Certification Requirements. These curricula are designed to enable teachers who desire to become educational specialists to complete the
program required for the norms for which Oregon College of Education has been approved. Initially, all educational specialists are required to hold an Oregon Basic Teaching Certificate. In some cases candidates may complete all requirements for the selected basic subject norm and the master's degree but fall short of completing all requirements for the standard norm in the selected area of specialization. Ultimately, for certification purposes, all educational specialists must qualify for the Standard Teaching Certificate.

Establishing a Program of Study. Students who have little or no undergraduate work in the selected field may be required to complete additional hours in order to clear certain undergraduate deficiencies.

Each curriculum requires completion of a professional education core consisting of 9 quarter hours of approved courses and a specialized core of not less than 36 quarter hours in the selected area for a master's degree program total of not less than 45 quarter hours.

Each candidate's program shall be determined by the chairman of the department of education and psychology, the director of the division of special education and rehabilitation, and the director of the particular program, in terms of the student's needs, interests, and certification requirements. Deviation from the officially approved program of study may be made only when approved by the above individuals and filed in writing with the Coordinator of Graduate Programs.

Admission to Candidacy for the Master's Degree. Candidates must observe the regulations concerning admission, retention, completion, and the like as required for all graduate programs and listed previously under "General Regulations."

Application of Transfer and Previously Completed Courses. Courses listed below in the various basic and standard norms, or comparable courses, that have been satisfactorily completed in the recent past may be applied to the appropriate norm when so approved by the director of that program. However, application of such courses in the master's degree program will be governed by the regulations applying to "transfer credit" and "time limit" as stated previously in the "General Regulations."

TEACHERS OF THE DEAF

This program serves the dual purpose of fully preparing teachers of the deaf and at the same time qualifying them for a master of science in education degree. It is conducted by Oregon College of Education in cooperation with the Oregon State School for the Deaf and selected day-schools for the deaf.

The master's degree program consists of the following courses.

Professional Education Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 512</td>
<td>Research Procedures in Education</td>
<td>3</td>
</tr>
<tr>
<td>Ed 514</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>Psy 460G</td>
<td>461G, or 520 as approved</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total quarter hours</td>
<td>9</td>
</tr>
</tbody>
</table>

Specialized Core in Teaching the Deaf

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sp 487g</td>
<td>Audiology</td>
<td>9</td>
</tr>
<tr>
<td>Ed 507</td>
<td>Seminar: Student Teaching</td>
<td>3</td>
</tr>
<tr>
<td>Ed 509</td>
<td>Practicum: The Deaf</td>
<td>9</td>
</tr>
<tr>
<td>Ed 539</td>
<td>Directed Observation of the Deaf</td>
<td>3</td>
</tr>
<tr>
<td>Ed 541</td>
<td>Teaching Secondary School Subjects to the Deaf</td>
<td>3</td>
</tr>
<tr>
<td>Ed 542</td>
<td>Teaching Elementary School Subjects to the Deaf</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total quarter hours</td>
<td>51</td>
</tr>
</tbody>
</table>
Successful completion of the above 9 quarter hours of professional education and 51 quarter hours of specialized education along with any prescribed testing program will qualify the graduate for certificate A of the Conference of Executives of American Schools for the Deaf and the degree of Master of Science in Education.

**EXTREME LEARNING PROBLEMS**

Candidates in this area must have met the requirements for the basic general elementary norm or hold an appropriate Oregon elementary teaching certificate issued prior to October 15, 1965. Ultimately, all educational specialists must qualify for the Standard Teaching Certificate.

The master’s degree program consists of not less than 45 quarter hours.

**Professional Education Core**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 512</td>
<td>Research Procedures in Education</td>
<td>3</td>
</tr>
<tr>
<td>Ed 514</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>Psy 460G, or 461G, or 520 as approved</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total quarter hours: 9

**Specialized Core in Extreme Learning Problems**

The specialized core consists of the 24 quarter hours listed below for the basic norm plus not less than 12 quarter hours approved from the courses listed for the standard norm.

**Basic Norm Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 470G</td>
<td>Education of the Exceptional Child</td>
<td>3</td>
</tr>
<tr>
<td>Ed 465G</td>
<td>Diagnostic and Remedial Techniques in the Basic Skills</td>
<td>3</td>
</tr>
<tr>
<td>Ed 463G</td>
<td>The Maladjusted Child</td>
<td>3</td>
</tr>
<tr>
<td>Ed 480G</td>
<td>Psychology of Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>Ed 483G</td>
<td>General Intelligence Testing</td>
<td>3</td>
</tr>
<tr>
<td>Ed 468G</td>
<td>Diagnostic and Remedial Techniques in Reading</td>
<td>3</td>
</tr>
<tr>
<td>Ed 599</td>
<td>Practicum: Remedial Reading</td>
<td>6</td>
</tr>
</tbody>
</table>

Total quarter hours: 24

**Standard Norm Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 464G</td>
<td>The Mentally Retarded Child</td>
<td>3</td>
</tr>
<tr>
<td>Sp 480G</td>
<td>Speech Pathology</td>
<td>3</td>
</tr>
<tr>
<td>Sp 487G</td>
<td>Audiology</td>
<td>3</td>
</tr>
<tr>
<td>Ed 487G</td>
<td>Counseling Techniques</td>
<td>3</td>
</tr>
<tr>
<td>Ed 471G</td>
<td>Administration of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>Ed 469G</td>
<td>Teaching Reading in Secondary Schools</td>
<td>3</td>
</tr>
<tr>
<td>Ed 509</td>
<td>Practicum: Basic Skills</td>
<td>3</td>
</tr>
</tbody>
</table>

Total quarter hours: 21

**TEACHING THE MENTALLY RETARDED**

Students wishing to qualify for the master of science in education degree with specialization in teaching the mentally retarded must complete a program of not less than 45 quarter hours consisting of 9 quarter hours of approved courses in professional education and a minimum of 36 quarter hours pertaining to teaching the mentally retarded.

**Professional Education Core**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 512</td>
<td>Research Procedures in Education</td>
<td>3</td>
</tr>
<tr>
<td>Ed 514</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>Psy 460G, or 461G, or 520 as approved</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total quarter hours: 9

**Specialized Core in Mental Retardation**

The specialized core shall consist of the 12 hours required for the basic norm in teaching the mentally retarded plus additional approved courses from those listed for the standard norm for a total of not less than 36 quarter hours.

1 Must be completed on O.C.E. campus.
Basic Norm Courses
Ed 449G Arts and Crafts for the Mentally Retarded ................. 3
Ed 464G The Mentally Retarded Child ................................ 3
Ed 489G Curriculum for the Mentally Retarded ..................... 3
Ed 509 Practicum; The Mentally Retarded Child .................. 3
Total quarter hours ...................................................... 12

Standard Norm Courses
Ed 424G Measurement in Education ................................ 3
Ed 463G The Maladjusted Child ..................................... 3
Ed 465G Diagnostic and Remedial Techniques in the Basic Skills ................................................................. 3
Ed 470G Education of the Exceptional Child ...................... 3
Ed 483G General Intelligence Testing .............................. 3
Ed 487G Counseling Techniques ...................................... 3
Sp 480g Speech Pathology ........................................... 3
Psy 525 Individual Intelligence Testing ............................ 3
Total quarter hours ...................................................... 24

A minimum of 45 quarter hours is required for the Master's degree program.

SPEECH CORRECTION

Students wishing to qualify for the master of science in education degree with specialization in speech pathology and audiology must complete a program consisting of 9 quarter hours of approved courses in education and a minimum of 36 quarter hours of courses in speech pathology and audiology. The required number of specialized courses in speech pathology and audiology shall consist of the 24 hours required for the basic norm in speech correction along with not less than 12 hours of courses approved from those listed for the standard norm. In most instances the program will exceed the minimum 36 hours of specialized courses since it will be planned to help the candidate meet the clinical competency requirements of the American Speech and Hearing Association. For application of transfer courses see statement on previous page.

Minimum course requirements are as follows:

Required as a part of the basic norm in speech correction but not applicable in the master degree program
Sp 370 Phonetics ......................................................... 3
Ed 393 Speech Correction in the Schools ......................... 3
Total quarter hours .................................................... 6

Professional Education Core
Ed 512 Research Procedures in Education ......................... 3
Ed 514 Foundations of Education .................................. 3
Psy 460g, or 461g, or 520 as approved ........................... 3
Total quarter hours .................................................... 9

Specialized Core in Speech Correction
Basic norm courses
Sp 478g Diagnostic Methods in Speech Pathology and Audiology ................................................................. 3
Sp 480g Speech Pathology ........................................... 3
Sp 481g, or 482g, or 483g Speech Pathology ........................ 3
Sp 484g, 485g, 486g Clinical Speech Therapy .................... 6
Sp 487g, 488g, 489g Audiology ..................................... 9
Total quarter hours .................................................... 24

Standard Norm Courses
Sp 481g, or 482g, or 483g Speech Pathology .................... 3
Psy 504 Psychology of Communication .............................. 3
Ed 483G General Intelligence Testing ................................ 3
Ed 470G Education of the Exceptional Child ...................... 3
Ed 507 Seminar; Medical Aspects of Speech and Hearing ....... 4
Ed 509 Practicum; Speech Pathology ................................ 4
Ed 509 Practicum; Audiology ......................................... 4
Total quarter hours .................................................... 24
PREPARATION OF COUNSELORS

OCE is approved to offer the basic norm in counseling. Experienced teachers entering OCE at the post-baccalaureate level may complete the basic norm requirements either in the non-degree fifth-year program or they may complete the basic norm requirements as a part of the elementary or secondary degree options in the Master of Science in Education degree program. Courses required to complete the basic norm in counseling are as follows:

- Ed 485G Principles and Practices of Guidance Services ........................................ 3
- Ed 486G Occupational and Educational Information ........................................ 3
- Ed 497G Counseling Techniques ................................................................. 3
- Psy 460G Developmental Psychology: Infancy and Childhood
  or
- Psy 461G Developmental Psychology: Adolescence and Maturity
- Ed 522 Secondary School Curriculum ......................................................... 3
- Ed 553 Elementary School Curriculum ...................................................... 3
- Ed 571 Junior High School Curriculum ....................................................... 3
- Psy 515 Statistical Methods in Education and Psychology.............................. 3
- Ed 509 Practicum: Counseling .................................................................. 6

24

SUPERVISOR'S PROGRAM

The following program provides for completion of the basic and standard supervisor's norms as required of staff members whose major responsibilities lie in any one or more of the following areas.

1. Organization and maintenance of professional growth program for certificated personnel.
2. Leadership responsibility for planning and development of curriculum.
3. Improvement of instructional practices.
4. Selection, maintenance, and use of effective instructional materials.
5. Continuous evaluation of instruction and curriculum.
6. Direction or supervision of special education.

A. Basic Norm (a minimum of 9 quarter hours).

In addition to the requirements listed below a total of 9 quarter hours of approved courses must be satisfactorily completed. Six of the hours listed are normally required in M.S. degree programs, the other three hours may apply as a portion of the electives in education.

In a few instances it may be found to be highly desirable to strengthen the candidate's preparation by including work in addition to the three courses listed.

To be recommended for the basic norm by Oregon College of Education 9 applicable hours must be completed on the campus.

1. General requirements:
   a. Hold a Basic Teaching Certificate.
   b. Have completed the standard teaching norm in the area to be supervised.
   c. Verify three years of successful teaching experience in the regular public school classroom or in the area of specialization in which the supervisor's certificate is requested.

2. Course requirements:
   a. Three hours as approved from the following:
      - Ed 522 Secondary School Curriculum ................................................. 3
      - Ed 553 Elementary School Curriculum ............................................... 3
      - Ed 571 Junior High School Curriculum .............................................. 3
   b. The following courses:
      - Ed 512 Research Procedures in Education ......................................... 3
      - Ed 574 School Supervision .................................................................. 3

Total quarter hours .............................................................................. 6
Minimum quarter hours required for norm ..................................... 9
B. Standard Norm (a minimum of 21 quarter hours)
Course work applicable for the standard norm must be completed
**subsequent to earning the master's degree.** Not less than 12 of the hours must
be completed through campus registration including all practicums.
The requirements to be completed for the standard norm for supervisors
are as follows.
1. General requirements:
   a. Five years of successful teaching experience in the regular public school
      classroom or in the area of specialization in which the supervisor's cer-
      tificate is requested.
   b. Hold a Standard Teaching Certificate with standard norms in the areas
to be supervised.
2. Course requirements:
   a. Three hours as approved from the following:
      Ed 424G Measurement in Education ........................................ 3
      Psy 515 Statistical Methods in Education and Psychology .................. 3
   b. The following courses:
      Ed 443G Group Processes .......................................................... 3
      Ed 487G Counseling Techniques .................................................... 3
      Ed 512 Evaluation of Classroom Instruction ................................... 3
      Ed 457G Recent Education Trends and Problems ................................ 3
   c. Six hours of supervision seminar and practicum .......................... 6
      Minimum total hours required .................................................... 21

At least 12 applicable hours must be completed through campus registration
including all practicums.
Supervisors in the program will be expected to take at least 3 hours of prac-
ticum in supervisory skills and techniques. The students who must specialize in
content areas will be required to extend practicum experiences in their area of
specialization. The practicum experiences, for the most part, will take place in
cooperating public schools.

PROGRAM FOR STUDY OF SOCIALLY AND EDUCATIONALLY
DERIVED INDIVIDUALS

(Students whose vocational objective does not include work in which a teaching
certificate is required must petition the committee on graduate study for a waiver
of this requirement in the master's degree program. Teachers seeking such
waiver are advised to check carefully to see that waiver does not jeopardize their
certification status.)

This program of study is designed to provide:
(1) specialized preparation at the graduate level for personnel in the ele-
mentary schools who wish to extend their professional competence
through greater concentration on the study of the socially and educa-
tionally deprived (disadvantaged);
(2) specialized preparation at the graduate level for other professional
workers whose work objective involves knowledge about the socially
and educationally deprived (disadvantaged) individual but whose work
objective does not require certification as a teacher. (Teachers planning
to complete this program should check carefully with the college or
state department officials to be sure that their certification status is not
jeopardized by such waiver.)

Admission to Candidacy for the Degree
The requirements for admission to candidacy for the degree are the same
as for other programs of study now leading to the Master of Science in
Education and the Master of Arts in Teaching with this exception only: the requisite preparation for a teaching certificate may be waived by the Committee on Graduate Study upon petition by the candidate.

**Curriculum in Social and Educational Deprivation (Disadvantaged)**

Students wishing to qualify for the Master of Science in Education degree with an emphasis on the study of the Socially and Educationally Deprived (Disadvantaged) individual must completed an approved program consisting of from 9-12 quarter hours of approved courses in education and a minimum of 36 hours emphasizing the study of the socially and educationally deprived (disadvantaged) individual.

**A. Basic Core in Professional Education**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 512</td>
<td>Research Procedures in Education</td>
<td>3</td>
</tr>
<tr>
<td>Ed 514</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>Psy 461G</td>
<td>Developmental Psychology: Adolescence and Maturity or</td>
<td>3</td>
</tr>
<tr>
<td>Psy 460G</td>
<td>Developmental Psychology: Infancy and Childhood</td>
<td>3</td>
</tr>
</tbody>
</table>

**B. Basic Core in Social Science**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSc 513</td>
<td>Social Problems in American Democracy</td>
<td>3</td>
</tr>
<tr>
<td>Geog 411G</td>
<td>Cultural Geography</td>
<td>3</td>
</tr>
<tr>
<td>SPS 331</td>
<td>Introduction to Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>Soc 416G</td>
<td>Criminology and Delinquency</td>
<td>3</td>
</tr>
<tr>
<td>Soc 437G</td>
<td>Sociology of Race Relations</td>
<td>3</td>
</tr>
<tr>
<td>Soc 443</td>
<td>The Field of Social Work</td>
<td>3</td>
</tr>
<tr>
<td>Soc 480G</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>Soc 490G</td>
<td>Educational Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Soc 492</td>
<td>Penology</td>
<td>3</td>
</tr>
<tr>
<td>Soc 493</td>
<td>Parole and Probation</td>
<td>3</td>
</tr>
</tbody>
</table>

**12 quarter hours of approved courses from the following:**

**C. Twenty-four quarter hours distributed as follows:**

1. **Maximum of 12 hours of approved courses in the Migrant and Disadvantaged from the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSc 518</td>
<td>Introduction to Migrant Problems</td>
<td>3</td>
</tr>
<tr>
<td>SSc 520</td>
<td>Guidance for the Culturally Disadvantaged (Introduction)</td>
<td>3</td>
</tr>
<tr>
<td>Eng 570</td>
<td>Teaching English as a Second Language</td>
<td>3</td>
</tr>
<tr>
<td>RL 414G</td>
<td>Conversational Spanish for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Ed 420G</td>
<td>Remedial Education for Disadvantaged (Elementary)</td>
<td>3</td>
</tr>
<tr>
<td>Ed 420G</td>
<td>Remedial Education for Disadvantaged (Secondary)</td>
<td>3</td>
</tr>
<tr>
<td>Ed 444G</td>
<td>Adult Education Programs for Teachers of the Disadvantaged</td>
<td>3</td>
</tr>
<tr>
<td>Ed 448G</td>
<td>Pre-Vocational and Vocational Education Programs for the Disadvantaged</td>
<td>3</td>
</tr>
<tr>
<td>Ed 497G</td>
<td>The Teaching of Reading to Disadvantaged Youth (Elementary)</td>
<td>3</td>
</tr>
<tr>
<td>SSc 520</td>
<td>Guidance for the Culturally Disadvantaged (Advanced)</td>
<td>3</td>
</tr>
<tr>
<td>Soc 491</td>
<td>Corrections Processes</td>
<td>3</td>
</tr>
<tr>
<td>Ed 502</td>
<td>Summer Workshop for Teachers of Migrant and Disadvantaged Youth</td>
<td>2-6</td>
</tr>
</tbody>
</table>

2. **Minimum of 12 quarter hours of approved courses in Education and Psychology from the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 423G</td>
<td>Case Study Procedures</td>
<td>3</td>
</tr>
<tr>
<td>Psy 436G</td>
<td>Character and Personality</td>
<td>3</td>
</tr>
<tr>
<td>Psy 450G</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psy 472G</td>
<td>Individual Differences</td>
<td>3</td>
</tr>
<tr>
<td>Psy 515-516</td>
<td>Statistical Methods in Education and Psychology</td>
<td>6</td>
</tr>
<tr>
<td>Psy 519</td>
<td>Research Studies in Child Development</td>
<td>3</td>
</tr>
<tr>
<td>Psy 520</td>
<td>Psychology of Learning</td>
<td>3</td>
</tr>
<tr>
<td>Ed 443G</td>
<td>Group Process</td>
<td>3</td>
</tr>
<tr>
<td>Ed 485G</td>
<td>Principles and Practices of Guidance Services</td>
<td>3</td>
</tr>
<tr>
<td>Ed 487G</td>
<td>Counseling Techniques</td>
<td>3</td>
</tr>
</tbody>
</table>

---

1 The program of each student must be approved by the chairman of the social science department or his designated representative.

2 This is an undergraduate course and the credit will not apply toward the 45 hours of graduate work required in the degree.
Master of Arts in Teaching

The Master of Arts in Teaching degree at Oregon College of Education is designed primarily for those secondary teachers whose chief objective is the development of exceptional competence in classroom teaching in one of the subject fields taught in high school for which Oregon College of Education has been authorized. Those planning to specialize in elementary teaching or some type of specialized educational service will normally complete a program leading to the degree of Master of Science in Education. Only to a very limited extent will elementary teachers find it desirable to complete an M.A.T. degree program.

Regulations governing admission, retention, completion and other aspects of the program are the same as those for the Master of Science in Education Degree program.

Field of Concentration
Elementary: General Science, Language Arts and/or Social Science.

General Pattern of Programs
Completion of a minimum of 45 quarter hours of approved courses apportioned as follows:

1. A minimum of 30 quarter hours in a planned program in one of the broad areas of subject matter of which at least 24 hours must be designated as graduate credits. This portion of the total program is to be approved by the chairman of the department involved in terms of the student’s needs and certification requirements.

2. Nine quarter hours in graduate level professional education courses approved by the Chairman of the Department of Education and Psychology in terms of the student’s needs and certification requirements.

For the present the following courses are required:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 512</td>
<td>Research Procedures in Education</td>
<td>3</td>
</tr>
<tr>
<td>Ed 514</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>Psy 460G, 461G, or 520 as approved</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total quarter hours 9

3. Six quarter hours of courses approved by the Coordinator of Graduate Programs, only three of which may be in professional education.

CURRICULA

In addition to the above listed six quarter hours of courses approved by the Coordinator of Graduate Programs and nine quarter hours of graduate courses approved by the Chairman of the Department of Education and Psychology the program shall include one of the following concentrations of not less than 30 quarter hours.

A. Humanities
Both Junior and Senior High School

Literature, Writing, and Language

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng 446g</td>
<td>Major Theories of Literary Criticism</td>
<td>3</td>
</tr>
<tr>
<td>Eng 447g, 448g, 449g</td>
<td>Major Figures in Literature</td>
<td>6-9</td>
</tr>
<tr>
<td>Eng 456g, 458g</td>
<td>Study of Ideas in Literature</td>
<td>3</td>
</tr>
<tr>
<td>Eng 475g</td>
<td>Modern American Grammar and Usage</td>
<td>3</td>
</tr>
<tr>
<td>Eng 484g, 485g</td>
<td>Study of Types of Literature</td>
<td>3</td>
</tr>
<tr>
<td>Approved courses in the humanities as needed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total quarter hours 30

Elementary, Junior, and Senior High School

School Librarian (Suggested only for those certified prior to Oct. 15, 1965)

Completion of the following 21 quarter hours of course work will meet the basic norm for a school librarian. The number of courses that may be
included in a Master of Arts in Teaching degree program will depend upon the certification requirements of the particular student.

1. Ed 399 Reading and Telling Children's Stories .......................... 3
   Ed 435G Audio-Visual Aids ............................................. 3

Only one of the above courses may be included in the Master of Arts in Teaching degree program.

2. Lib 480g Children's Literature ........................................... 3
   Lib 483g Book Selection and Reference Materials ...................... 3
   Lib 434g School Library Administration .................................. 3
   Lib 486g Introduction to Cataloging and Classification ............... 3
   Lib 489g Literature for Adolescents ..................................... 3

The above library courses are to be combined with the English courses listed above under Literature, Writing, and Language, for a total of at least 30 quarter hours.

B. Science-Mathematics

1. MATHEMATICS (one to be selected)

   Elementary and Junior High School

   Pre-Algebra and General Mathematics
   Mth 491g, 493g Mathematics for Secondary Teachers .................. 6
   Approved courses with at least 9 hours in mathematics ............... 24
   Total quarter hours ..................................................... 30

   Junior High School

   Elementary Algebra and Geometry
   Mth 491g, 493g Mathematics for Secondary Teachers .................. 6
   Approved courses with at least 9 hours in mathematics ............... 24
   Total quarter hours ..................................................... 30

   Senior High School

   a. Elementary Algebra and Geometry
   Mth 491g, 493g Mathematics for Secondary Teachers .................. 6
   Approved courses with at least 9 hours in mathematics ............... 24
   Total quarter hours ..................................................... 30

   b. Advanced Mathematics
   Mth 410g Foundations of Mathematics ................................... 3
   Mth 415g Modern Geometry ................................................ 3
   Mth 443g Abstract Algebra ............................................... 3
   Approved courses with at least 9 hours in mathematics ............... 21
   Total quarter hours ..................................................... 30

2. SCIENCE: (one curriculum to be selected)

   Elementary School

   General Science
   Approved courses from 4 areas as suggested below with ordinarily at least 6 hours from each area. Six hours of upper division credits may be applied in this portion of the program.

   a. Biological Science
   GS 411g Natural History .................................................. 3
   Bi 446g Evolution ................................................................ 3
   Bi 460g Preparation of Biological Materials ............................ 4

   b. Physical Science
   Ph 390 Basic Meteorology ................................................... 3
   GS 411g History of Science ............................................... 3
   GS 424g Astronomy ............................................................ 3

   c. Earth Science
   G 351 Elements of Geology .................................................. 3
   G 350g Rocks and Minerals ............................................... 3
   G 453g Geology of the Pacific Northwest ................................ 3

   d. Mathematics
   Mth 312, Mth 313 Mathematics for the Elementary Teacher .......... 3-6
   Mth 325 Elements of Statistical Methods .................................. 3
   Mth 351 Computer Coding ................................................... 3
   Mth 491g Mathematics for Secondary Teachers (Arithmetic) ........... 3

   Total quarter hours ....................................................... 30
Junior High School

**General Science**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bi 446g</td>
<td>Evolution</td>
<td>3</td>
</tr>
<tr>
<td>Bi 460g</td>
<td>Preparation of Biological Materials</td>
<td>4</td>
</tr>
<tr>
<td>G 450g</td>
<td>Rocks and Minerals</td>
<td>3</td>
</tr>
<tr>
<td>G 453g</td>
<td>Geology of the Pacific Northwest</td>
<td>3</td>
</tr>
<tr>
<td>GS 411g</td>
<td>History of Science</td>
<td></td>
</tr>
</tbody>
</table>

Approved courses with at least 5 hours in science and/or mathematics: 14

Total quarter hours: 30

Senior High School

**Biology**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bi 412g</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>GS 541</td>
<td>Bioecology</td>
<td>3</td>
</tr>
<tr>
<td>Bi 458g</td>
<td>Field Biology</td>
<td>3</td>
</tr>
<tr>
<td>GS 411g</td>
<td>History of Science</td>
<td>3</td>
</tr>
<tr>
<td>Z 451g</td>
<td>Invertebrate Zoology</td>
<td>4</td>
</tr>
</tbody>
</table>

Approved courses with at least 4 hours in biology: 13

Total quarter hours: 30

**Chemistry**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ch 561</td>
<td>Advanced Inorganic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>Ch 421g</td>
<td>Advanced Analytical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>Ch 433g</td>
<td>Advanced Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>GS 411g</td>
<td>History of Science</td>
<td></td>
</tr>
</tbody>
</table>

Approved courses with at least 9 hours in chemistry: 18

Total quarter hours: 30

**Physical Science**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ch 561</td>
<td>Advanced Inorganic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>Ch 433g</td>
<td>Advanced Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>Ph 581, 582</td>
<td>Modern Physics</td>
<td>6</td>
</tr>
<tr>
<td>GS 411g</td>
<td>History of Science</td>
<td>3</td>
</tr>
</tbody>
</table>

Approved courses with at least 6 hours in Physical Science: 15

Total quarter hours: 30

**General Science**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bi 446g</td>
<td>Evolution</td>
<td>3</td>
</tr>
<tr>
<td>Bi 460g</td>
<td>Preparation of Biological Materials</td>
<td>4</td>
</tr>
<tr>
<td>G 450g</td>
<td>Rocks and Minerals</td>
<td>3</td>
</tr>
<tr>
<td>G 453g</td>
<td>Geology of the Pacific Northwest</td>
<td>3</td>
</tr>
<tr>
<td>GS 411g</td>
<td>History of Science</td>
<td></td>
</tr>
</tbody>
</table>

Approved courses with at least 5 hours in science and/or mathematics: 14

Total quarter hours: 30

C. Social Science (one curriculum to be selected)

Both Junior and Senior High School

**American History**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hst 457g</td>
<td>Jacksonian Era</td>
<td>3</td>
</tr>
<tr>
<td>Hst 458g</td>
<td>Civil War and Reconstruction</td>
<td>3</td>
</tr>
<tr>
<td>Hst 476g, 477g</td>
<td>History of the West</td>
<td>3-6</td>
</tr>
<tr>
<td>Hst 480g, 481g, 482g</td>
<td>U.S. in the 20th Century</td>
<td>3-6</td>
</tr>
<tr>
<td>Hst 483g</td>
<td>Colonial America</td>
<td>3</td>
</tr>
<tr>
<td>Hst 484g</td>
<td>The New Nation</td>
<td>3</td>
</tr>
</tbody>
</table>

Approved courses as needed

Total quarter hours: 30

**World History**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hst 444g, 445g</td>
<td>Twentieth Century Europe</td>
<td>3-6</td>
</tr>
<tr>
<td>Hst 449g</td>
<td>History of the Soviet Union</td>
<td>3</td>
</tr>
<tr>
<td>Hst 491g</td>
<td>History of Inter-American Relations</td>
<td>3</td>
</tr>
<tr>
<td>Hst 492g</td>
<td>World Problems</td>
<td>3</td>
</tr>
</tbody>
</table>

Approved courses in world history as needed: 12-15

Total quarter hours: 30
Geography (approved courses from the following)
Geog 411g, 412g Cultural Geography ........................................... 3–6
Geog 416g, 417g, 418g Advanced Economic Geography .................. 3–6
Geog 425g Geography of Conservation ........................................ 3
Geog 426g Geography of Europe .................................................. 3
Geog 427g Geography of the Soviet Union .................................... 3
Geog 429g Geography of North America ...................................... 3
Geog 432g Geography of Africa ................................................... 3
Geog 439g Geography of Asia ..................................................... 3
Geog 461g Geography of South America ..................................... 3
Geog 463g Geography of Middle America ................................... 3

Minimum Total quarter hours required ........................................ 30

NON-DEGREE FIFTH YEAR PROGRAM

The non-degree planned fifth-year program at Oregon College of Education is designed to meet the needs of three groups of students who do not desire to earn a master’s degree.

1. Those who have completed basic general and/or subject matter norms in a program of teacher education comparable to that at Oregon College of Education and who seek to complete standard general and/or subject norms; or those who hold a regular five year elementary or provisional secondary certificate or higher issued prior to October 15, 1965 and who wish to complete a planned fifth year program (See Program I).

2. Those who have earned a bachelor’s degree from an accredited institution of higher learning in a program that did not include the requirements for an Oregon teaching certificate and who desire to become eligible for basic and standard certificates at the elementary, junior high, or secondary school level. Programs are planned in terms of the individuals specific needs.

3. Those who have completed all requirements for basic certification at the elementary school level and who wish to qualify at the junior or senior high school level (or who have qualified at the junior or high school level and wish to qualify for elementary school level). Programs are planned in terms of the individuals specific needs.

In these programs the student will normally complete all requirements for general and subject norms at both basic and standard levels. However, in a number of instances students may find that while completion of the program qualifies them for basic certification it will not fully qualify them for standard certification due to their lack of certain preparation at the time of entering the program.

Requirements Basic to Establishing an Official Program.

Before an official program can be established the student must:

1. Hold a bachelor’s degree from an accredited institution.

2. Have on file with the Oregon College of Education Registrar original and official transcripts, including the Division of Continuing Education, validating courses taken and degrees earned.

3. File with the Coordinator of Graduate Programs a completed “Declaration of Intent” form indicating the program and plan desired to be completed.

4. Formulate a program planned in cooperation with the Coordinator of Graduate Programs under the direction of the Committee on Teacher Education.

At least 24 quarter hours must be earned subsequent to the approval of the program.
General Regulations

Credits earned through correspondence study will not be applicable in the fifth-year program. Only credit earned within the 10 years immediately preceding completion of the fifth-year program will be applicable in the program.

Excess undergraduate and/or graduate credits not to exceed 12 hours, earned prior to the completion of the bachelor's degree, and specified as such at the time of registration, may be applied to the fifth-year program.

Not more than 24 quarter hours of approved work may be transferred from other accredited institutions and/or the Division of Continuing Education.

At least 12 quarter hours of approved graduate courses must be included in the program.

Credit earned in workshops may not apply unless previously approved by a college adviser. Approved credits may not exceed 9 quarter hours. Grades of "Pass" will not be used in computing the student's grade-point average.

Minimum Residence Requirement. At least 21 quarter hours must be completed on the Oregon College of Education campus with at least 9 quarter hours being taken concurrently.

Maximum Load. A maximum load in a regular term is 16 quarter hours, or 13 hours in an 8-week summer session, unless a petition to carry an overload has been approved during the week of registration.

Graduates of Unaccredited Institutions. An individual holding a bachelor's degree from an unaccredited institution may enroll in courses as a special student.

Before such a person may be considered for admission to a planned non-degree fifth-year program he must complete a program of planned study on the Oregon College of Education campus consisting of not less than 12 concurrent hours with at least a "B" grade average.

Following completion of the above program he may petition the Committee on Teacher Education for admission to a planned non-degree fifth-year program. The Committee will act on such petitions in the light of the student's undergraduate record and his performance on the required 12 hours in residence.

Certificate of Completion. In order to receive a "Certificate of Completion" of a planned non-degree fifth-year program the student must have:
1. Completed the program as originally approved, with only those substitutions which have received prior authorization by the Committee on Teacher Education.
2. Maintained a 2.25 accumulative grade-point average on all course work included in the approved program.
3. Filed an application for the "Certificate of Completion" with the Registrar, preferably one term prior to the completion of the planned program.

Recommendation for Basic or Standard Norms. In order to receive the recommendation of Oregon College of Education for basic or standard general and subject matter norms the student shall have:
1. Satisfactorily complied with all the requirements for completion of the fifth-year program.
2. Completed all requirements for the basic or standard general and subject matter norms as the case may be.
3. Filed with the Registrar a completed form provided by that office for this purpose.
CURRICULUM PATTERNS

Program I

For those persons who hold or are eligible to hold one of the following Oregon teaching certificates: (1) Basic Teaching Certificate, (2) Regular Oregon five-year elementary teaching certificate issued prior to October 15, 1965, or (3) Oregon provisional secondary certificate issued prior to October 15, 1965.

A. Elementary Teachers:

In order to be recommended for the basic or standard norms as an elementary teacher or for completion of a planned non-degree fifth-year program the individual must have completed subsequent to being granted the bachelor's degree a planned fifth year of work (minimum of 45 quarter hours) in one of the following plans:

Plan 1. Completion of all course work in one of the master's degree programs at Oregon College of Education but without meeting the specific grade-point average and examination requirements of the candidate for that degree, or

Plan 2. Completion of an interdisciplinary minor consisting of 9 to 12 additional hours in the student's undergraduate minor, plus 27 hours from three of the 7 fields offered at Oregon College of Education, plus 6 to 9 hours in education-psychology, for a total of at least 45 quarter hours, or

Plan 3. Completion of from 30 to 36 hours in a second minor field of concentration, plus 9 to 15 hours in the area of education-psychology, for a total of at least 45 quarter hours, or

Plan 4. Completion of at least 45 hours and all requirements for one of the norms in special education available at Oregon College of Education.

B. Secondary Teachers: Junior High School

In order to be recommended for the basic or standard general and subject norms as a junior high school teacher the individual must have completed subsequent to being granted the bachelor's degree a planned non-degree fifth year of work (minimum of 45 quarter hours) in one of the following plans:

Plan 1. Completion of all course work in one of the master's degree programs at Oregon College of Education but without meeting the specific grade-point average and examination requirements of the candidate for that degree, or

Plan 2. Completion of a planned program divided between the student's two teaching minors, and including at least 9 hours in the area of education-psychology, for a total of 45 quarter hours.

Plan 3. Completion of 45 quarter hours and all requirements for one of the norms in special education offered at Oregon College of Education.

C. Secondary Teachers: Senior High School

In order to be recommended for the basic or standard general and subject matter norms as a senior high school teacher the individual must have completed subsequent to being granted the bachelor's degree, a planned

1 Elementary Minors: Language arts, social science, mathematics, science, health and physical education, art, music.
2 Special Education: Exceptional Learning Problems, Speech Correction, Mental Retardation.
3 Teaching Minors: Junior High School; Literature, Writing and Language; Elementary Algebra and Geometry.
4 Special Education: Speech Correction, Mental Retardation.
fifth year of work (minimum of 45 quarter hours) in one of the following plans:

**Plan 1.** Completion of all course work in one of the master's degree programs at Oregon College of Education but without meeting the specific grade-point average and examination required of the candidate for that degree, or

**Plan 2.** Completion of a planned program distributed between the student's major field and approved electives with not less than 6 hours in the area of education-psychology, for a total of 45 quarter hours, or

**Plan 3.** Completion of a planned program in a second Oregon College of Education teaching minor and not less than 6 hours in education-psychology for a total of 45 quarter hours, or

**Plan 4.** Completion of at least 45 hours and all requirements for one of the norms in special education offered at Oregon College of Education.

**Program II**

Students entering this program are those who have completed a bachelor's degree from an accredited institution of higher learning without meeting the requirements for an Oregon teaching certificate and who desire to become eligible for a Basic or Standard certificate at the elementary, junior high, or secondary level. These programs vary with the individual.

**Program III**

Students entering this program are those who have completed all requirements for basic certification at the elementary level and who wish to qualify at the secondary level (or those who have qualified for secondary certification and wish to qualify at the elementary level). These programs vary with the individual.

---

1. Teaching Majors: Senior High School
   - Chemistry
   - Humanities
   - Mathematics
   - Social Science
   - Art
   - Physical Science
   - Music
   - General Science
   - Biological Science

2. Teaching Minors: Senior High School
   - Literature, Writing, and Language
   - Physical Science—General Science
   - Elementary Algebra and Geometry
   - Social Science
   - Advanced Mathematics
   - Biological Sciences

3. Special Education: Speech Correction
   - Mental Retardation
Description of Courses

Air Force ROTC

AS 250. Field Training Unit. 6 hours.
Field experience in summer military camp for students enrolled in the
AFROTC program. Credits earned are accepted as free electives but will
not substitute for courses required for graduation.

AS 300, 301, 302. Growth and Development of Aerospace Power.
3 hours each term.
A survey course about the nature of war; development of air power; mission
and organization of the Defense Department; Air Force concepts, doctrine,
and employment; astronautics and space operations; and the future develop-
ment of aerospace power.

AS 400, 401, 402. The Professional Officer. 3 hours each term.
Professionalism, leadership, and management. Includes the meaning of pro-
fessionalism, professional responsibilities, the Military Justice System;
leadership theory, functions, and practices; management principles and
function problem solving; and management tools; practices, and controls.

Art

Assistant Professors: Chambers (department chairman), Culbertson, Kirk.
Instructors: Casey, Helsen, Lofpnow, Pletcher, Richardson.

Lower-Division Courses

A 115. Introductory Materials Survey. 4 hours.
A course which explores materials and concepts of diverse works of art.
Introduction through studio experience of areas designed to develop a per-
sonal background that will relate to the use of materials in the classroom
and on a personal level.

A 127. Art Appreciation. 3 hours.
A course which explores the cultural and historic significance of graphic
and plastic arts with emphasis on works of recent, individual artists.

A 221. Drawing Processes for Elementary. 2 hours.
Basic information and creative studio experience with the tools and tech-
niques of drawing and painting experience in the elementary schools.

A 222. Design Processes for Elementary. 2 hours.
Basic information concerning the concepts of design and its application
through studio experience in various materials appropriate to the elementary
school program.

A 223. Graphic Processes. 2-4 hours.
Basic information on printing by autographic means suitable for impression
and reproduction. Studio experience in different media with stress on crea-
tive use of materials as well as technical skill in the various print processes.
The advanced course may be taken for an additional 2 hours credit.

A 224. Silk Screen Printing. 2-4 hours.
Printing on various surfaces and materials by the major stencil processes
used in serigraphy. The advanced course may be taken for an additional
2 hours credit with applied design on fabric.
A 225. Watercolor. 2-4 hours.
The exploration of the techniques of transparent watercolor painting utilizing still life, landscape, and imaginative subjects. The course may be taken for an additional two hours credit.

A 226. Drawing. 2-4 hours.
Basic information on the elements of drawing and representation as they are related to the needs of the student. Creative work is stressed, the student receiving experience in different media in the studio situation. The advanced course may be continued for an additional 2 hours credit.

A 228. Design. 2-4 hours.
Information on the elements and principles of design creative application, structural and decorative, through various media. The advanced course may be continued for an additional 2 hours credit.

A 230. Basic Craft Techniques. 2-4 hours.
Planning and developing creative products in a variety of media suitable for the elementary grades. An additional 2 hours credit may be taken to extend the craft range.

A 231. General Crafts. 2-4 hours.
Introduction to a range of craft techniques appropriate to the secondary art program and to adult performance.

A 232. Leather Craft. 2 hours.
Introduction to the techniques of leather tooling, carving, applique, forming and lacing. Emphasis will be placed on techniques, design, and projects suited to the needs of students in the public schools. Prerequisite: A 228.

A 237. Lettering Processes for Elementary. 2 hours.
Studio class in lettering, progressing from pen to brush practice. Opportunity to develop skill in basic public school. Manuscript form, progressing to an introduction to Italic Handwriting. Understanding and experience in the preparation of charts and posters is included.

A 238. Lettering. 2 hours.
A continuation of A 237 leading to a greater ability in personal calligraphy. Historical and contemporary means to visual communications are studied as related to preparation of teaching materials. Prerequisite: A 237.

A 251. Art History. 3 hours.
A survey of ancient and classical Art History starting with pre-historic man through early Renaissance.

A 252. Art History II. 3 hours.
A survey of Art History starting with High Renaissance and continuing through Baroque Art.

A 253. Art History III. 3 hours.
A survey of Art History starting with Neo-classic and continuing through Modern Art.

A 254. Introduction to Ceramics. 2 hours.
Introduction to ceramic techniques and materials; hand building, surface decoration and glazing. Students assist in stacking and firing the kiln.

A 255. Ceramics. 2-4 hours.
Studio activities involving potter's wheel, hand building, clay composition, glaze calculation. An additional 4 hours of credit may be taken to extend knowledge and skills.
A 256. **Weaving.** 2-4 hours.
Introduction to weaving techniques and materials. Emphasis on the preparation of a variety of looms for weaving. Study of basic weaves, materials, color, and texture of hand-loomed fabrics.

A 261. **Bookbinding.** 2 hours.
Introduction to bookbinding through the construction of various types of bindings suitable for classroom use. Stress on creative use of materials as well as technical binding skill.

A 281. **Beginning Painting.** 2-6 hours.
Basic exploratory experience in painting using a variety of media: oil, enameled, lacquer, casine, etc. A total of three terms may be taken for extended learnings with two hours of credit given for each term. Prerequisite: one term of A 226.

A 291. **Beginning Sculpture.** 2-4 hours.
Introduction to basic materials, techniques, and forms pertaining to sculptural processes with modeling, casting, carving in wood, cast stone, etc. A total of two terms may be taken for extended learnings with two hours of credit given for each term.

**Upper-Division Courses**

A 311. **Graphics.** 2-4 hours.
An opportunity for the advanced student to specialize in one print medium. The emphasis is on technical experimentation and personal statement. A total of two terms may be taken for extended learnings with two hours of credit given for each term.

A 312. **Puppetry.** 2-4 hours.
A practical course for teachers in the production of original puppet plays including staging, scenery, and the construction of various types of hand puppets and marionettes. An additional two hours of credit may be taken to extend knowledge and broaden the learning range.

A 315. **Jewelry.** 2-4 hours.
Jewelry design and construction processes and techniques of soldering, surface enrichment, forging, shaping, and stone setting using silver, other metals, and semi-precious stones.

A 316. **Metalsmithing.** 2-4 hours.
Metal design and construction involving hand processes of raising, forging, and soldering with silver and other metals.

A 317. **Figure Drawing.** 2-4 hours.
Studio course in figure drawing in various media from the live model. An additional 2 hours credit may be taken to increase skills and deepen knowledge in this area.

A 318. **Painting.** 2-6 hours.
Advanced study in painting. A total of three terms may be taken for extended learnings with two hours of credit given for each term. Prerequisite: minimum of two terms of A 281.

A 319. **Ceramic Sculpture.** 2-4 hours.
A basic course in clay sculpture in relief and in the round; non-representational and representational form will be explored. An additional 2 hours credit may be given for a second term.
A 320. Mosaic. 2 hours.
Mosaic design and construction, including methods of making and setting tesserae of various materials.

A 321. Advanced Drawing. 2-4 hours.
The continuing development of understanding structure and materials of drawing with emphasis on individual evolution. A total of two terms may be taken for extended learnings with two hours of credit given for each term. Prerequisite: A 226.

A 322. Design. 2-4 hours.
An advanced study of design with an emphasis on individual problems. A total of two terms may be taken for extended learning with two hours of credit given for each term. Prerequisite: two terms of A 228.

A 323. Art Education (Elementary). 3 hours.
Evaluation of the various approaches to the creative art experiences made possible in the flexible course of study. Lectures, reading and discussions deal with recent trends of art expression in elementary and junior high school (applicable as Education on elementary degree requirements and certification). Prerequisite: A 221, 222, A 237.

A 324. Art Education (Secondary). 3 hours.
A study of art education through studio experiences and individual research. Lectures and reading dealing with current practices in art education in American high schools. Prerequisites: A 221, 222.

A 330. Composition. 2-4 hours.
Principles of organization in both two and three dimensions, exploring a variety of materials and techniques. A total of two terms may be taken for extended learning with two hours of credit given for each term. Prerequisite: One term of A 226 and two terms of A 228.

A 331. Sculpture. 2-4 hours.
An advanced study of sculpture with an emphasis on individual problems. A total of two terms may be taken for extended learnings with two hours of credit given for each term. Prerequisite: Two terms of A 291.

A 343. Enameling. 2-4 hours.
Introduction to the process and techniques of enameling on metals.

A 351. Sketching. 2 hours.
A course designed to provide experience in sketching and composition of various subjects in a variety of media depending upon the class emphasis.

A 352. Art in Environment. 2 hours.
Study of interior and exterior aspects of man-made environment. Emphasis is on contemporary problems and trends in architecture, interior and landscape design. Development of practical means of planning and designing.

A 354. Ceramics. 2-4 hours.
Advanced ceramic design. Hand and wheel methods. A total of two terms may be taken for extended learnings with two hours of credit given for each term. Prerequisite: A 255.

A 424. Layout and Design. 2 hours.
Advanced studio course in design dealing with problems of page and area layout, color, texture, line, and lettering. Prerequisites: A 228, A 238.
A 425. Advertising Design. 2 hours.
Advanced studio course in design dealing with problems of poster, package and publicity techniques. Exploration through studio activities and related research. Prerequisites: A 228, A 238.

A 426. Individual Studies in Art. 2-12 hours. A maximum of three hours of (g) credit may be earned.
Individual studies and studio opportunity requiring a planned program, consent of the instructor, and departmental approval.

A 428. Art Activities in the Elementary School. (g) 3 hours.
Designed to give additional experience in materials and techniques of creative art activities for teachers and administrators.

A 429. Contemporary Problems in Art Education. (g) 3 hours.
Designed to offer a critical examination of current research concerning creativity, child growth and development, perception evaluation applicable to the teaching situation in art. Prerequisite: A 323 and A 324, or consent of the instructor.

A 434. Visual Techniques. (g) 3 hours.
A production and design class in teacher preparation of classroom instructional items in visual and three-dimensional materials. Diagrams, charts, models and teaching displays and devices will be developed. Instruction in school display and publicity techniques will be given. Consent of instructor required.

A 447. Crafts. 2 hours.
Advanced studio activities with ceramic and related materials, with emphasis on contemporary trends and new directions. Prerequisite: consent of instructor.

A 448. Crafts. 2 hours.
Advanced studio work in metal design involving use of enamels and related materials. Prerequisite: consent of instructor.

A 449. Crafts. 2 hours.
Applied design on fabric using the following processes: Relief printing, silk screen printing, batik, applique, stitchery, and hooking.

A 453. Appreciative Aspects in Art. (g) 3 hours.
Exploration of the historical development and current trends in various art forms, including crafts, architecture, sculpture, and painting with emphasis on developing standards and criteria for the understanding and appreciation of art.

Education and Psychology
Professors: Conley (department chairman), Brody, Cummings, Garrison, Glogau, Hiatt, Mullen, Yost.
Associate Professors: Conkey, Duncan, Farrow, Howard, Kielmeier, Millsap.
Instructors: Austin, Bradley, Canon, J. Chambers, Doughty, Douglas, A. Glasgow, Moore, Morrison, Newton, Pratt, Sherman, Thayer.

EDUCATION
Upper-Division Courses
Ed 311. Historical Foundations of Education. 3 hours.
Historical and philosophical backgrounds of American education to assist in the development of understandings and interpretation of present-day educational issues.
Ed 314. **Principles of Secondary Teaching.** 3 hours.
Study of the actual classroom teaching process, including classroom organization and management, planning teaching units, evaluating pupil learning, and similar problems. Required of all secondary teacher education majors. Prerequisite: Ed 316, or consent of instructor.

Ed 316. **Psychological Foundations of Education.** 4 hours.
School and classroom learning; the nature of the learning process; the relation and significance of motivation; educational measurement and its application to appraising interests, aptitudes, achievements, and adjustment; use and interpretation of tests by classroom teachers. Prerequisite: Psy 311.

Ed 336. **Methods in Teaching a Foreign Language.** 3 hours.
A course designed to stress the theory of learning; the methods and materials used in the teaching of foreign languages; the preparation of materials for use in the language classroom, and practice in the use of these materials. The methods taught are to involve the beginning stages to the advanced levels of language learning. Students will become familiar with the state adopted texts and the techniques of using these effectively.

Ed 342. **Teaching in the Junior High School.** 4 hours.
General methods for junior high school teachers; classroom activities relating to the core-type curriculum and the integration of subject matter; block-scheduling in the areas of language arts, social studies, and science-mathematics; unit preparation; the teacher’s role in the modern junior high school. Prerequisite: Ed 316.

Ed 344. **Physical Education in the Grades.** 3 hours.
Theory and practice in rhythm; group and folk dancing; stunts, games, self-testing activities, tumbling; materials; planning and evaluating programs with reference to basic principles of physical education for elementary and secondary teachers.

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. Prerequisite: BI 101, 102, 103.

Ed 357. **Methods and Materials: Reading.** 3 hours.
Techniques and methods of teaching for elementary teachers with particular attention to the development of reading at various levels. Opportunities for observing children. Prerequisite: Ed 316, or consent of instructor.

Ed 358. **Methods and Materials: Language Arts and Social Science.** 3 hours.
Study of the child throughout his experiences in the elementary school as organized around the language arts and social studies. Observations of children and teaching methods. Prerequisite: Ed 316, or consent of instructor.

Ed 359. **Methods and Materials: Science and Mathematics.** 3 hours.
Modern methods of instruction at the elementary school level, based upon recent research and writing. The meaning theory in the teaching of arithmetic and problem approach to the teaching of science. Observation of children and teaching methods. Prerequisite: Ed 316, or consent of instructor.
Ed 361, 362. Learning and Instruction in the Elementary Schools. 9 hours each term.
A laboratory type course 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 389. Reading and Telling Children's Stories. 3 hours.
Fundamental principles of the art of storytelling, including the planning of a story hour, location of suitable materials for use, and the techniques of learning and presenting the story; study and selection of literature appropriate for oral presentation to children of all ages.

Ed 391. Communication With the Deaf. 1-3 hours.
Techniques for facilitating individual interviews with deaf clients and students. Factors important to lipreading. Intensive training in manual communication.

Ed 392. Braille. 3 hours.
Beginning course in Standard English Braille. Covers use and care of equipment as well as discussion and introduction of Arithmetic and Music codes.

Ed 393. Speech Correction in the Schools. 3 hours.
Designed as part of the student teaching program to help pre-service speech therapists understand the problems and therapeutic requirements of speech handicapped school children and the complementary roles of speech therapist and classroom teacher in meeting these needs.

Ed 402. Workshop. Terms and hours to be arranged.

Designed for individual or special studies in a limited area of interest, under the guidance of a designated staff member.

Ed 407. Seminar. Terms and hours to be arranged.

Ed 408. Special Secondary Methods. 2-3 hours.
Individual courses in the study of the social science, the humanities, the sciences and the mathematics programs at the secondary level, including objectives, methods, materials, and equipment characteristics of a good instructional program. Prerequisite: Ed 314, or consent of instructor.

Ed 409. Practicum. Hours to be arranged. 3-9 hours.
Remedial Reading Counseling
The Mentally Retarded Speech Pathology
The Deaf Audiology

Ed 410. Methods and Research Materials. (G) 3 hours each. Maximum 6 hours undergraduate and 9 hours graduate.
Problems and methods in selecting and organizing materials for teaching in any one of the following fields: Art, Music, Social Science, Science, Language Arts, Reading, Physical and Health Education, and Arithmetic. Emphasis for graduate students will be placed upon recent research and literature dealing with instructional materials, methods and facilities, including the completion of a special project. E indicates elementary level; S indicates secondary level.
Ed 411. Student Teaching Seminar. 3 hours.
Designed as a part of the student teaching program in elementary, junior high, or senior high schools. Supervised induction into the teaching profession, liaison and transitional relationship between the college and the public school providing the student teaching experience. Must enroll in Ed 413 concurrently, and upon application only.

Ed 412. Laboratory Experiences. 3-9 hours.
An experience practicum to acquaint pre-service and in-service teachers with programs for children and youth in various societal and educational agencies; summer practicums in pre-school and elementary education; practicums in addition to student teaching in subject matter areas to meet certification requirements.

Ed 413. Student Teaching. 12 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. Admission by application only.

Ed 418. Intern Teaching: Elementary. 12 hours.

Ed 419. Intern Teaching: Secondary. 12 hours.

Ed 424. Measurement in Education. (G) 3 hours.
Use and interpretation of informal and standardized tests as supervisory and guidance instruments for the diagnosis, analysis, evaluation, and improvements of instruction in the elementary and secondary schools. Test planning, item writing, essay testing, administration and scoring, analysis of scores and grade assignment. Simple statistics of test interpretation. Prerequisite: Ed 316, or consent of instructor.

Ed 427. School Activities. (G) 3 hours.
Principles and purposes of school activities; pupil participation in school government; assemblies; club, social activities; athletics, speech activities, drama, music, publications, evaluation of the school activity program.

Ed 433. Resource Materials Centers. (G) 3 hours.
The organization and administration of resource materials centers; acquisition of materials; cataloging and classification; source materials on pamphlets, texts, reference books, recordings, pictures, programmed materials; relationship to unit construction.

Ed 434. Preparation of Audio-Visual Aids. (G) 3 hours.
Development of audio-visual teaching aids for more effective teaching in large and diversified classes, team teaching and educational TV; design and construction of illustrated materials, flat and three-dimensional materials for display or projection. Senior standing or consent of instructor.

Ed 435. Audio-Visual Aids. (G) 3 hours.
Survey of the development and use of classroom films, slides, radio, electrical transcriptions, and other kindred visual and auditory aids in teaching; sources and appraisals of audio-visual aid materials, and their practical use.

Ed 436. Programed Instruction. (G) 3 hours.
Principles and techniques employed in the development of programmed instructional materials as an element of teaching technology. Analysis of characteristic programs, devices, and psychological principles upon which current material and devices are based.
Ed 437. *Teaching Reading in the Primary Grades.* (G) 3 hours.
Study of techniques and research appropriate to teaching reading in the lower grades of elementary school; emphasis on interrelationship of language arts; readiness; individual differences; word recognition skills; oral reading; evaluation of reading materials and reading progress; new trends in teaching reading. Prerequisite: Ed 357 or Ed 361.

Ed 438. *Teaching Reading in the Intermediate Grades.* (G) 3 hours.
Study of techniques and research appropriate to teaching reading in the intermediate and upper grades of elementary school; emphasis on extending word recognition and vocabulary; comprehension; work-study skills; individual differences; grouping practices; individual readings; importance of recreational reading and improvement of reading tastes; evaluation of reading growth; new trends and materials in teaching reading. Prerequisite: Ed 357 or Ed 361.

Ed 443. *Group Processes.* (G) 3 hours.
Analysis of the dynamics of group interactions; principles and techniques; experimentation in classroom and other group situations; applications to the teaching-learning situation.

Ed 449. *Arts and Crafts for the Mentally Retarded.* (G) 3 hours.
Nonacademic activities that contribute toward the improvement of motor skills, sensory discrimination, and aid in the improvement of self concepts for mentally retarded children. Prerequisite: Consent of instructor.

Ed 451. *Preprimary Education.* (G) 3 hours.
An evaluation of the preprimary period in terms of the opportunities it affords to build up good attitudes toward school life, to help the child adjust himself to the group, to build up good habits of work, and to develop a readiness for subjects in the first-grade curriculum, such as reading, numbers, and language.

Ed 452. *Creative Arts in Childhood.* (G) 3 hours.
A course designed to assist the student in gaining insight into the many ways young children express themselves with creative media. Exploration will be made into the interrelationships of music and rhythm, graphic arts, constructed materials, literature, dramatic play, and other areas of expression as young children use them.

Ed 453. *Intern Seminar: Problems of Teaching.* (G) 3 hours.

Ed 454. *Intern Seminar: Curriculum and Evaluation.* (G) 3 hours.

Ed 455. *Intern Seminar: Curriculum and Instruction.* (G) 3 hours.

Ed 457. *Recent Educational Trends and Problems.* (G) 3 hours.
Contemporary trends in educational practice and theory, comparison of conflicting points of view, new instructional organizations and programs, with emphasis on implications for schools and the teaching profession.

Ed 463. *The Maladjusted Child.* (G) 3 hours.
Identification and modification of the behavior of the emotionally and socially maladjusted child. The home, school, and community are considered in relation to the child’s mental health.

Ed 464. *The Mentally Retarded Child.* (G) 3 hours.
The psychology, education, and guidance of the mentally retarded child.
Ed 465. Diagnostic and Remedial Techniques in the Basic Skills. (G) 3 hours. Diagnostic, remedial, and corrective techniques in basic school subjects (exclusive of reading).

Ed 466. The Gifted Child. (G) 3 hours. The psychology, education, and guidance of the mentally superior and the extraordinarily gifted child.

Ed 468. Diagnostic and Remedial Techniques in Reading. (G) 3 hours. For experienced teachers: the typical causes of difficulty in reading; evaluation of procedures to be used in remedial classes. Lectures, demonstrations, readings, and case studies. Prerequisite: Ed 480.

Ed 469. Teaching Reading in the Secondary Schools. (G) 3 hours. Basic principles of reading instruction; nature and scope of the total reading program; methods and materials for reading instruction in the content areas of the secondary school.

Ed 470. Education of the Exceptional Child. (G) 3 hours. The emotionally disturbed, the mentally accelerated, the slow learner, and the physically handicapped. Visits are made to state institutions and agencies to acquaint students with services available.

Ed 471. Administration of Special Education. (G) 3 hours. Organization and administration of special education programs. Laws, rules, and regulations governing the administration of special education programs in Oregon school districts.

Ed 472. Supervision Processes for Supervisors of Interns and Student Teachers. (G) 3 hours. The role of the cooperating teacher in the supervision of interns and student teachers; the supervisory process; group and individual processes and techniques; analysis of supervisory problems.

Ed 476. School Law and Organization. (G) 3 hours. The historic and current legal authority of federal, state, county, and local governments in the organization and administration of public school education. Special emphasis placed on the Oregon statutes as they apply to school organization, administration, and teaching.

Ed 480. The Psychology of Reading Instruction. (G) 3 hours. An advanced course in the teaching of reading at elementary and secondary levels. Fundamental nature of the reading process; principles of growth, adjustment, and learning basic to reading achievement; psychological foundations of methods of reading instruction. Prerequisite: Ed 357 or its equivalent, or consent of the instructor.

Ed 483. General Intelligence Testing. (G) 3 hours. Administration, scoring and interpretation of the Stanford Binet Intelligence Scale and the Wechsler Intelligence Scale for Children. Consent of instructor required.

Ed 484. Junior High School. (G) 3 hours. Development of the junior high school, its purposes and objectives. The general organization of the school; courses of study; present practices in leading representative junior high schools, the direction of classroom activities; provision for individual differences; pupil guidance, and socialization.
Ed 485. **Principles and Practices of Guidance Services.** (G) 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 are also emphasized.

Ed 486. **Occupational and Educational Information.** (G) 3 hours. Materials available regarding occupations; interpretations of present trends; value and usefulness for high school and college students.

Ed 487. **Counseling Techniques.** (G) 3 hours. Purposes and techniques of counseling; dynamics of adjustment and personality change; personality tests and their interpretation; counseling and the individual student. Prerequisite: Ed 485 or consent of instructor.

Ed 489. **Curriculum for the Mentally Retarded.** (G) 3 hours. Curriculum resources, methods, and materials for special classes developed on the basis of diagnosed characteristics of mentally retarded children. Prerequisite: Ed 464, or consent of instructor.

Ed 490. **Guidance and Counseling of the Deaf.** (G) 3 hours. Orientation to the effects of early profound deafness. Evaluation of psychological, social, and vocational implications of deafness. Utilization of psychological tests and measurements with the deaf. Special counseling techniques, demonstrations, and practice.

**Graduate Courses**
Courses numbered 400-499 and designated (G) or (P) may be taken for graduate credit.

Ed 502. **Workshop.** Terms and hours to be arranged.

Ed 503. **Thesis or Field Study.** 3-9 hours.

Ed 506. **Special Individual Studies.** Maximum of 6 hours. Individual surveys, evaluative studies, and special studies in a limited area of interest, under the guidance of a designated staff member.

Ed 507. **Seminar.** 3-6 hours.

Ed 509. **Practicum.** Hours to be arranged. 3-9 hours.

<table>
<thead>
<tr>
<th>Remedial Reading</th>
<th>Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Mentally Retarded</td>
<td>Speech Pathology</td>
</tr>
<tr>
<td>The Deaf</td>
<td>Audiology</td>
</tr>
<tr>
<td></td>
<td>Supervision</td>
</tr>
</tbody>
</table>

Ed 512. **Research Procedures in Education.** 3 hours. 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.

Ed 513. **Evaluation of Classroom Instruction.** 3 hours. Application of criteria for self-evaluation by individual teachers. Observation of effective teaching in the laboratory school. Analysis of research relating to teaching and discussion methods, group dynamics, and the evaluation of individual teaching.
Ed 514. Foundations of Education. 3 hours.
Major sociological, historical, philosophical, and psychological factors underly ing present day American education, with study of related problems of educational adjustments in modern society.

Ed 518. Public and Professional Relations. 3 hours.
Professional responsibilities and ethics of teachers, as related to the lay public, related social agencies and to the education profession. Procedures in group dynamics, public relations, advisory councils, working with parents and parent groups. Emphasis upon means of achieving the professionalization of teaching.

Ed 519, 520. Childhood Education. 6 hours each term.
A laboratory-type course designed to extend the specific competencies essential for the teacher of primary grade children. The first term deals with the teaching of children at the preprimary level. The second term is concerned with developing quantitative concepts, reading and other language skills, and social learnings of children. Field trips, supervised teaching, seminars, and case studies. (Offered during summer sessions in a two-summer cycle.)

Ed 521. Audio-Visual Administration. 3 hours.
Organizing, administering, and coordinating the school audio-visual program: problems of acquiring, maintaining, and scheduling audio-visual equipment and materials in elementary and secondary schools. Prerequisite: Ed 435.

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 527. Secondary School Administration. 3 hours.
The secondary school principalship; principles of administration, staff relationships, public relations, and professional growth; business administration; administration of guidance services, curriculum, and school activities; evaluation of the secondary school.

Ed 539. Directed Observation of the Deaf. 1-3 hours.
Observation of deaf children in day and residential school programs. In addition, observation of normal hearing children will be utilized to add depth to the understanding of the hearing impaired child. Critical evaluation of student’s recorded observation.

Ed 541. Teaching Elementary School Subjects to the Deaf. 3 hours.
Overview of curriculum for schools for the deaf. Emphasis on reading, reading readiness, the psychology of the reading process, reading skills in relation to other parts of the curriculum, and remedial measures in teaching the deaf.

Ed 542. Teaching Elementary School Subjects to the Deaf. 3 hours.
Arithmetic, social studies, art, and science on the elementary and pre-school levels of teaching the deaf. The use of audio-visual aids and other instructional devices.

Ed 543. Teaching Secondary School Subjects to the Deaf. 3 hours.
Mathematics, social studies, and science on the intermediate and advanced levels. The use of audio-visual aids and other instructional devices.
Ed 544. **History of Education.** 3 hours.
A study of the rise and development of educational systems in relation to an evolving society; emphasis on the study of ideas from Western Civilization which have influenced and shaped American Education.

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 551. **Curriculum for the Deaf.** 3 hours.
Curriculum resources, methods, and materials for programs based on the needs of deaf students.

Ed 553. **Elementary School Curriculum.** 3 hours.
A systematic study of the elementary school curriculum, including pupil needs in everyday life situations; objectives; essentials of a good program; varying curriculum designs, organization of learning experiences; evaluation of learning; appraisal of newer curriculum practices.

Ed 554. **Elementary School Administration and Supervision.** 4 hours.
Principles and desirable practices in the administration and supervision of elementary schools; characteristics of good elementary schools; leadership responsibilities and processes; school organizational patterns; pupil personnel and special services; school-community relationships; evaluation of the elementary school.

Ed 556. **Teaching Language to the Deaf (Introduction).** 5 hours.
Orientation to sequential development of language by hearing and deaf children. Specialized systems of teaching language to deaf children. Presentation and development of techniques and materials used in teaching language to deaf children at preschool and lower elementary levels.

Ed 557. **Teaching Language to the Deaf (Advanced).** 4 hours.
Presentation and development of techniques and materials used in teaching language to deaf students at upper elementary and secondary levels. Consideration of language problems of the multi-handicapped deaf student. Prerequisite: Ed 556, or consent of instructor.

Ed 563. **Research Procedures in Special Education.** 3 hours.
Methods, techniques, and tools of research. Analysis of research studies in special education. Development of a research problem in one field of special education. Consent of instructor.

Ed 564. **Mental Tests.** 3 hours.
Selection, administration, and interpretation of individual tests. Problems in testing exceptional and extremely deviate children. Prerequisite: Ed 483 (G) and Psy 525.

Ed 566. **Curriculum Construction.** 3 hours.
Basic social, philosophical, and psychological factors for curriculum planning and organization at both the elementary and secondary levels, including practical emphasis upon specific techniques in curriculum making for the teacher.

Ed 567. **Curriculum Materials.** 3 hours.
Effective use and organization of curriculum materials; text and reference books; supplementary pamphlet materials, films and slides, records and recordings, pictures; programmed materials; relationship to unit construction.
Ed 571. **Junior High School Curriculum.** 3 hours.
A study of the junior high school curriculum with an emphasis on programs appropriate to needs of the early adolescent years; objectives; essentials of a good program; varying curriculum practices and organizational patterns; emphasis on the subject fields; evaluation of junior high school curriculum.

Ed 574. **School Supervision.** 3 hours.
The role of the supervisor in relation to the changing demands of society; theories of leadership; group and individual processes, supervisory processes and techniques; curriculum change process; analysis of supervisory problems.

Ed 578. **Teaching Speech to the Deaf (Introduction)** 4 hours.
Philosophical consideration of approaches to meet communication needs of the deaf. Presentation of symbols representing the sounds of speech with emphasis on the International Phonetic Alphabet. Introduction to differentiating characteristics of vowels and consonant sounds and techniques for developing these sounds in deaf children.

Ed 579. **Teaching Speech to the Deaf (Advanced)** 5 hours.
Presentation of differentiating characteristics of vowels and consonant sounds and techniques for developing these sounds in deaf children. Goals and materials for speech development and speech course programs for deaf and hard of hearing children. Laboratory experiences with deaf children. Prerequisite: Ed 578 or consent of instructor.

Ed 583. **The Preschool Deaf Child.** 3 hours.
Development and organization of learning experiences in nursery and preschool programs for deaf children. Emphasis on the development of communication skills and the social and emotional maturation of very young deaf children. Laboratory experiences with deaf children.

Ed 584. **Orientation to the Deaf and Hard of Hearing.** 3 hours.
Introduction to the psychological, social, medical, educational, and vocational problems of the deaf and hard of hearing.

**PSYCHOLOGY**

**Lower-Division Courses**

Psy 201, 202, 203. **General Psychology.** 3 hours each term.
The nature of man, processes of learning, and common modes of resulting individual and social behavior. Attention is given to the evolving social adjustments of the individual, development of an objective attitude toward himself and others, emotional conditioning, and the mechanisms of adjustment necessitated by society.

**Upper-Division Courses**

Psy 311. **Human Development.** 3 hours.
A study of the psychology of human development during the periods of infancy and childhood with major emphasis on childhood. Consideration also given to prenatal development. Prerequisite: Psy 201.

Psy 312. **Psychology of Adolescence.** 3 hours.
Processes of human development leading to maturity and the effective functioning of the total organism; personal and social adjustments in adolescence; physical, mental, and moral changes of adolescence. Prerequisites: Psy 201.
Psy 407. Seminar. Terms and hours to be arranged.

Psy 423. Case Study Procedures. (G) 3 hours.
Analysis of the elements in case study and report writing; principles and techniques; report writing on studies of children, youth, and adults; analysis and evaluation.

Psy 436. Character and Personality. (G) 3 hours.
Major theories of personality development and function. Consent of instructor.

Psy 450. Abnormal Psychology. (G) 3 hours.
Various forms of unusual behavior, including anxiety states, hysteria, hypnotic phenomena, and psychoses. Normal motives and adjustment. Mechanisms considered in their exaggerations in the so-called neurotic person. Consent of instructor.

Psy 460. Developmental Psychology: Infancy and Childhood. (G) 3 hours.
Development of behavior and psychological activity through the prenatal period, infancy, and childhood. Changes of intelligence, motor capacity, emotional response, language, and social behavior. Emphasis of social influences on development. Consent of instructor.

Psy 461. Developmental Psychology: Adolescence and Maturity. (G) 3 hours.
Behavior changes during pre-adolescence and adolescence as related to physiological development, and social and cultural factors. Emphasis on personal and social adjustment. Consideration of problems relating to maturity and adulthood. Consent of instructor.

Psy 472. Individual Differences. (G) 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.

Graduate Courses

Psy 507. Seminar. Terms and hours to be arranged.

Psy 515, 516. Statistical Methods in Education and Psychology. 3 hours each term.
Statistical methods in education and psychology used in the treatment of collective data; principles and techniques in quantitative and experimental methods.

Psy 519. Research Studies in Child Development. 3 hours.
Survey and interpretation of current research studies and experimental programs concerned with the physical, emotional, intellectual and social development of children.

Psy 520. Psychology of Learning. 3 hours.
Introduction to the major theories of learning current among psychologists doing research in the field. Experimentation and research underlying these theories applied to modern educational practices. Includes learning theory and practices at all age levels through adulthood.
Psy 525. Individual Intelligence Testing. 3 hours.
A supervised experience with exceptional children in the administration of the Wechsler Adult Intelligence Scale and a continuation of the W.I.S.C and Stanford Binet. Other instruments for measuring mental ability individually will be introduced. Prerequisite: Ed 483.

Psy 594. Psychology of Communication. 3 hours.
The nature, origin and purposes of speech and the basic psychological principles involved in the communicative process.

SPEECH PATHOLOGY AND AUDIOLOGY

Sp 370. Phonetics. 3 hours.
A study of the sounds used in speech, their production, determination, and the physical and psychological problems involved in their perception. Emphasis upon the application of sound to the listening and speaking activities of children.

Sp 371. Speech Science. 3 hours.
A study of the anatomy, psychology, and physics of speech.

Sp 478. Diagnostic Methods in Speech Pathology and Audiology. (g) 3 hours.
Scientific approaches and techniques in the diagnosis of the major speech and hearing defects. This is a practicum course and students will observe and/or perform requisite diagnostic functions.

Sp 480. Speech Pathology. (introduction) (g) 3 hours.
Fundamental principles and techniques in speech pathology and audiology with major emphasis on basic diagnostic and therapeutic techniques in speech pathology.

Sp 481. Speech Pathology: Articulation (g) 3 hours.
Symptoms, etiology, and treatment of functional articulation disorders, delayed speech, emotional speech disorders. (Prerequisite: Sp 480.)

Sp 482. Speech Pathology: Organic (g) 3 hours.
Symptoms, etiology and treatment of speech disorders due to congenital malformation, injury, or neurological impairment. (Prerequisite: Sp 480.)

Sp 483. Speech Pathology: Stuttering (g) 3 hours.
Symptoms, etiology and treatment of stuttering. (Prerequisite: Sp 480.)

Sp 484, 485, 486. Clinical Speech Therapy. (g) 2 hours each term.
Actual case experience for student clinicians in the diagnosis and treatment, Under supervision, of speech-defective children and adults. Prerequisite: consent of instructor.

Sp 487. Audiology. (g) 3 hours.
Anatomy of the ear and the speech mechanism, psychophysics of hearing, physical attributes of speech sounds, types and causes of hearing loss, speech involvements of acoustical impairment.

Sp 488. Audiology. (g) 3 hours.
Techniques and interpretation of pure tone and speech audiometry.

Sp 489. Audiology. (g) 4 hours.
Principles and techniques of teaching lipreading, including Nitchie, Jena, Kinzie, Muller-Walle, and others. Techniques and principles of auditory training.
Counseling

Upper-Division and Graduate Courses
Courses numbered 400-499 and designated (G) or (g) may be taken for graduate credit.

Ed 406-506. Special Individual Studies.
Ed 424. Measurement in Education. (G)
Ed 470. Education of the Exceptional Child. (G)
Ed 483. General Intelligence Testing. (G)
Ed 486. Occupational and Educational Information. (G)
Ed 487. Counseling Techniques. (G)
Psy 436. Character and Personality. (G)
Psy 450. Abnormal Psychology. (G)
Psy 460. Developmental Psychology: Infancy and Childhood. (G)
Psy 461. Developmental Psychology: Adolescence and Maturity. (G)
Psy 519. Research Studies in Child Development. 3 hours.
Psy 520. Psychology of Learning. 3 hours.
Psy 525. Individual Intelligence Testing.

Educational Administration

Ed 512. Research Procedures in Education.
Ed 527. Secondary School Administration.
Ed 553. Elementary School Curriculum.
Ed 554. Elementary School Administration and Supervision.
Ed 566. Curriculum Construction.
Ed 571. Junior High School Curriculum.
Ed 574. School Supervision.

Educational Media Specialist

An elective pattern of course work designed to prepare specialists in the fields of audio-visual aids, educational technology, instructional materials centers, curriculum and resource materials centers. These courses could be planned as a part of the elective sequences in the graduate degree or fifth-year non-degree patterns for elementary, junior high, or senior high school teachers or administrative service personnel.

A 424. Layout and Design.
A 425. Advertising Design.
A 434. Visual Techniques. (g)
Ed 406-506. Special Individual Studies.
Ed 409-509. Practicum.
Ed 410. Methods and Research Materials. (G)
Ed 433. Resource Materials Centers. (G)
Ed 434. Preparation of Audio-Visual Aids. (G)
Ed 435. Audio-Visual Aids. (G)
Ed 463. Programed Instruction. (G)
Ed 486. Occupational and Educational Information. (G)
Ed 512. Research Procedures in Education.
Ed 513. Evaluation of Classroom Instruction.
Ed 546. Philosophy of Education.
Ed 553. Elementary School Curriculum.
Ed 566. Curriculum Construction.
Ed 571. Junior High School Curriculum.
Psy 520. Psychology of Learning.
Lib 486. Introduction to Cataloging and Classification.

Health and Physical Education

Professors: Livingston (department chairman), Lautenbach, McArthur.
Associate Professors: Cumminskey.¹
Assistant Professors: Caligore, Garvanian, Key, McCullough, Miller, Shollenberger.
Instructors: Brownlow.

Health

Lower-Division Courses

HE 151. Personal Hygiene. 2 hours.
Basic scientific knowledge for healthful living; relation of the health of individuals to family and community welfare and to national vitality and progress; fundamentals factors involved in intelligent living.

HE 252. First Aid. 2 hours.
Emergency treatment of injuries or sudden illnesses, with emphasis on school situations; upon successful completion the student receives a Red Cross standard first aid certificate.

Upper-Division Courses

HE 325. Nutrition. 3 hours.
Essentials of an adequate diet for all age groups; the nutritive values of the common food materials; emphasis on the diet of school children.

¹ On leave of absence 1966-67.
PHYSICAL EDUCATION

Requirements. Students majoring in elementary education are required to take the following courses in physical education: Basic Rhythms (111), Gymnastics and Self Testing (112), Beginning Swimming (113), Games and Relays (115), an Individual Sport (114), and a team Sport (115); All other students are required to complete six activity courses selected from at least four of the following areas: Rhythms, Gymnastics and Self Testing Activities, Aquatics, Individual and Dual Sports, Team Sports. These may be either 100 or 200 courses.

Students are permitted to earn credit in two activity courses each term, only one of which may carry a 100 number. Exceptions made for students specializing in physical education.

Lower-Division Courses

*PE 111, 112, 113, 114, 115. Physical Education. 1 hour.

Instruction is given in skills, techniques, history, and rules of the following sports and activities:

PE 111, 211—Rhythms, Folk and Square Dance, Social Dance, Modern Dance, Basic Rhythms.


PE 100P/200P. Professional Physical Education Activity Courses. 1 hour.

Instruction is given in methods of teaching the activities listed.

PE 111P—Basic Rhythms; PE 112P Gymnastics and Self Testing; PE 113P/213P Aquatics; PE 114P, Badminton, Archery; Golf; PE 114P/214P Track and Field, Tennis, Bowling, Wrestling (M); PE 115P Soccer, Speedball, Games and Relays; PE 115P/215P Hockey (W), Basketball, Volleyball, Soft or Baseball; PE 211P Folk and Square Dance, Social or Modern Dance; PE 212P Body Mechanics.

PE 211, 212, 213, 214, 215. Physical Education. 1 hour.

Instruction given in advanced skills and techniques of the sports and activities listed under PE 111, 112, 113, 114, 115.

PE 336. Outdoor Education Leadership. 3 hours.

Background and trends of the camping and outdoor education movement; includes brief study of related programs such as Girl and Boy Scouts, Camp Fire Girls, 4-H Clubs, and YMCA with assistance of specialists; work in practical outdoor skills.

*Not more than 12 hours of physical education activity courses numbered 100 and 200 may be counted toward graduation except in the case of a physical education major or minor.
PE 337, 338, 339. **Officiating Sports.** 1 hour each term.
Rules, techniques, and game practice in men's and women's sports.

PE 343. **Organization and Administration of Physical Education.** 3 hours.
Policies and procedures; facilities; staff; budget; scheduling; equipment.

PE 350. **Teaching of Sports.** 1 hour.
Various sports are covered in regard to theory, fundamentals, styles of play, individual adaptations as to positions by lectures and discussions.

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 363. **Tennis and Golf Coaching.** 2 hours.
Demonstration and discussion of the fundamentals, individual skills, methods of instruction, systems of play, philosophy of coaching, and management of matches.

PE 364. **Wrestling and Swimming Coaching.** 2 hours.
Demonstration and discussion of the fundamentals, individual skills, methods of instruction, philosophy of coaching, and management of meets and matches.

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.

PE 367. **Baseball Coaching.** 2 hours.
Demonstration and discussion of the fundamentals, individual skills, methods of instruction, systems of play, philosophy of coaching, and management of games.

PE 368. **Track and Field Coaching.** 2 hours.
Demonstration and discussion of the fundamentals and skills of each of the track and field events, methods of instruction, philosophy of coaching, and management of meets.

PE 371. **Kinesiology.** 3 hours.
The study of human motion; implications for the learning and teaching of physical education activities and coaching of sports at the varsity level; includes a brief review of anatomy and physiology.

PE 445 **The Physical Education Curriculum.** (g) 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. Principles of Physical Education. (g) 3 hours.
History, philosophy, and trends; scientific bases; place of physical education in the general education program; practical problems.

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.

HOME ECONOMICS

Lower-Division Courses

HEc 201. Clothing Construction and Selection. 3 hours.
Principles of selection and construction applied in planning and constructing garments; beauty, health, and economy in dress; good taste. Offered on demand only.

HEc 202. Foods, Nutrition, and Cookery. 3 hours.
Basic principles of food preparation, menu making, and meal service. Offered on demand only.

Upper-Division Courses

HEc 301. Consumer Economics. 3 hours.
The specific financial problems which are faced by individual and family groups. Consideration given to study of budgeting, home operation, legal aspects of home, investments, installment buying and insurance.

Honors

H 303. Junior Honors. 2 hours per term.
Individual research or original writing with scheduled seminars in approved areas of work. Enrollment limited to selected students of superior academic achievement. Limit of six quarter hours.

H 401. Senior Honors. 2 hours per term.
Individual research or original writing with scheduled seminars in approved areas of work. Enrollment limited to selected students of superior academic achievement. Limit of six quarter hours.

Humanities

Professors: Bellamy.
Associate Professors: Alva (department chairman).
Assistant Professors: Anderson, R. Baker, Beck, Fisell, Hagen, Hanni, Hanson, W. Johnson, Kirby, Miller, Rickards*, Weiss.
Instructors: Andres, Birnbaum, Davis, Magee, McKenzie, Rossi, Youngberg.

WRITING

Lower-Division Courses

Wr 111. English Composition.
A basic course in expository writing. First course in a sequence that is followed by Wr 212 in the sophomore year and Wr 314 in the junior year.

Wr 112. English Composition.
Further study and practice in writing exposition.

* Interested students should check with the Registrar's Office to determine whether these courses are being offered during the current year.
Wr 113. English Composition.
The writing of the research paper.

Wr 212. English Composition. 3 hours.
The writing of the research paper. Part of a three-course sequence that includes Wr 111 in the freshman year and Wr 314 in the junior year. Prerequisite: sophomore standing.

Wr 218. Creative Writing. 3 hours.
Opportunity and encouragement for those who wish to express themselves through literary mediums.

Wr 314. English Composition. 3 hours.
The development of style in writing. Part of a three-course sequence that includes Wr 111 in the freshman year and Wr 212 in the sophomore year. Prerequisite: junior standing.

Upper-Division Courses

Wr 414. Advanced Composition. (g) 3 hours.
Advanced instruction and practice in the principles of writing; recommended for students who plan to teach high school English.

Graduate Courses
Courses numbered 400-499 and designated (G) or (g) may be taken for graduate credit.

Wr 510. Forms of Expository Prose. 3 hours.
Intensive study and practice for analysis and production of expository prose. Recommended for secondary English teachers.

ENGLISH

Lower-Division Courses

Eng 1. Remedial Clinic: Speech, Reading, or Writing. No credit.
   *Speech:* Establishment of proper habits of pronunciation, articulation, phonation, and diction.
   *Reading:* Careful diagnosis of reading difficulties and corrective measures to meet the needs of individual students.
   *Writing:* A review of fundamentals, primarily for upper classmen whose written work has fallen below the desired level of proficiency.

Eng 101, 102, 103. Survey of English Literature. 3 hours each term.
A sequence in representative English literature from the Anglo-Saxon to the present.

Eng 107, 108, 109. World Literature. 3 hours each term.
A sequence in narrative prose, drama, and poetry. Complete works are studied so the student may be familiar with some of the masterpieces in Western-world literature.

Eng 201, 202, 203. Shakespeare. 3 hours each term.
The important tragedies, comedies and histories. The three terms constitute a sequence but may be taken separately.

Eng 253, 254, 255. Survey of American Literature. 3 hours each term.
The content, form, and history of American letters, including the intellectual and environmental forces which shaped the literature.
Eng 315. The Seventeenth Century. 3 hours.
A study of literature in English written during the seventeenth century.

Eng 316. The Eighteenth Century. 3 hours.
A study of literature in English written during the eighteenth century.

Eng 317. The Nineteenth Century. 3 hours.
A study of literature in English written during the nineteenth century.

Eng 361. Contemporary Literature. 3 hours.
Contemporary novel, poetry, and drama with emphasis on the development of new literary forms, new concepts, attitudes and movements.

Eng 366. The Development of the English Novel. 3 hours.
The English novel from its beginning to the end of the 19th century.

Eng 367. The Development of the American Novel. 3 hours.
The American novel from its beginning to the present.

Eng 368. The Development of the Contemporary Novel. 3 hours.
The 20th century novel with concentration on works published outside England and the United States.

Eng 476. The Teaching of English as a Foreign Language. 3 hours.
Linguistic study of the English language for students or teachers planning to engage in the teaching of English as a second language.

Eng 446. Major Theories in Literary Criticism. (g) 3 hours.
A study of the history, principles, and practice of various aspects of literary criticism. Prerequisite: 15 hours in literature or consent of the instructor.

Eng 447, 448, 449. The Study of Major Figures in Literature. (g) 3 hours each term. Maximum credit 9 hours.
A study in depth of the influence of the events of an author's life on his literary production.

Eng 457. Forms and Meaning of Poetry. (g) 3 hours.
A study of contemporary poetry and its foundations of judgment as seen in literary criticism from Plato to the present time.

Eng 458. Forms and Meaning of Prose. (g) 3 hours.
A study of contemporary prose fiction, American, English, and European, and its foundations of judgment as seen in literary criticism.

Eng 459. Forms and Meaning of Drama. (g) 3 hours.
A study of contemporary drama, in English and in translation, and its foundations of judgment as seen in literary criticism from Aristotle to the present time.

Eng 466. The Study of Ideas in Literature: Romanticism. (g) 3 hours.
An examination of the attitudes and beliefs characteristic of the frame of mind that has come to be called "romantic" and of their influence on the literary productions of certain authors.

Eng 467. The Study of Ideas in Literature: Classicism. 3 hours.
The study of historical and intrinsic classicism as a significant intellectual current and in its relation to literature.
Eng 468. The Study of Ideas in Literature: Realism. (g) 3 hours.
An examination of the theory and practice of realism in various literary
works, with a focus on the nineteenth century movement.

Eng 475. Modern American Grammar and Usage. (g) 3 hours.
A study of grammar and usage with emphasis on new linguistic theories.

Eng 480 (Lib 480). Children's Literature. (g) 3 hours.
A study of the many books available for children in the elementary school.
(Applicable as Education on elementary degree requirements and certifi-
cation.)

Eng 484. The Study of Types in Literature: Comedy. (g) 3 hours.
Comedies and the comic concept in Western literature.

Eng 485. The Study of Types in Literature: Tragedy. (g) 3 hours.
A study of tragedy and the tragic vision in a range of literary works.

Eng 489 (Lib 489). Literature for Adolescents. (g) 3 hours.
A study of the literature used in junior and senior high schools.

Eng 490. Development of the English Language. (g) 3 hours.
Growth of the English language from its beginning to the present day.

Eng 494. Nature of the English Language. (g) 3 hours.
A general view of the English language with emphasis on modern Ameri-
can language.

Graduate Courses
Courses numbered 400-499 and designated (G) or (g) may be taken for graduate credit.

Eng 510. Recent Developments in Language Study. 3 hours.
Advanced study of the methods and findings of leading scholars of con-
temporary American-English.

Eng 524. The Victorian Era. 3 hours.
A study of the literature and the literary backgrounds of the Victorian era.

Eng 526. Regional Literature of America. 3 hours.
A study of literary works reflecting the attitudes and values of the various
regions of the United States, with a concentration on the literature of the
Pacific Northwest.

Eng 576. The Teaching of English as a Foreign Language. 3 hours.
Linguistic study of the English language for students or teachers planning
to engage in the teaching of English as a second language.

HUMANITIES, PHILOSOPHY, AND RELIGION

Upper-Division Courses

Hum 402. Workshop. 2-3 hours.

Hum 406. Special Individual Studies. Maximum of 6 hours.
Designed for individual or special studies in a limited area of interest, under
the guidance of a designated staff member.

Hum 407. Seminar. Hours to be arranged.

Phil 311, 312. Philosophy. 3 hours each term.
Introduction to philosophy through consideration of its basic problems.
R 460. Comparative Religion. 3 hours.
A study and comparison of the great religions of the world.

Graduate Courses
Courses numbered 400-499 and designated (G) or (g) may be taken for graduate credit.

Hum 502. Workshop. 2-3 hours.

Hum 503. Thesis or Field Study. 3-9 hours.

Hum 506. Special Individual Studies. Maximum of 6 hours.
Designed for individual or special studies in a limited area of interest, under the guidance of a designated staff member.

Hum 507. Seminar. Hours to be arranged.

Hum 511. Contemporary Developments in the Humanities. 3 hours.
Emphasis upon the search for values in the modern world as reflected in the forces shaping contemporary philosophies and trends in contemporary literature. For elementary teachers; not acceptable for secondary certification.

Hum 512. Contemporary Developments in the Humanities. 3 hours.
A study of the literary expression of contemporary values as evidenced in the work of currently influential Western authors. (Acceptable for secondary certification.)

JOURNALISM

Lower-Division Courses

J 211. Introduction to Journalism. 3 hours.
Introduction to the field of journalism, its place in society, and its scope, philosophy and techniques in the various media; techniques of reporting and writing; lecture hours supplemented by work on the college newspaper.

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 reading, headline writing, proof reading, and makeup; study of technical processes as they affect copy preparation.

J 351, 352, 353. Journalism Projects. 1 hour each term.
Applications of journalistic techniques and principles through work on student publications. Maximum of six hours.

MODERN LANGUAGES

Lower-Division Courses

RL 50, 51, 52. First-Year French. 4 hours each term.
An introduction to French stressing comprehension and conversation with emphasis on pronunciation. Practice in the language laboratory required. Exercises in grammar and elementary composition. Not open to students with a background of high school French without the consent of the instructor.
RL 60, 61, 62. **First-Year Spanish.** 4 hours each term. Elementary Spanish with stress on comprehension and conversation. Pronunciation, grammar and reading included. Use of language laboratory required. Not open to students with a background of high school Spanish without the consent of the instructor.

RL 101, 102, 103. **Second-Year French.** 4 hours each term. Study of selected texts of modern French authors with purpose of expanding the student's competence and fluency in speaking, writing and understanding French. Complete grammar review. Work in the language laboratory required. Prerequisite: Completion of RL 50, 51, 52 or two years of high school French.

RL 107, 108, 109. **Second-Year Spanish.** 4 hours each term. Comprehensive grammar review with emphasis on understanding, speaking and reading Spanish. Selections from representative Spanish authors. Use of language laboratory required. Prerequisites: RL 60, 61, 62 or two years of high school Spanish.

**Upper-Division Courses**

RL 311, 312, 313. **Survey of French Literature.** 2-3 hours each term. Masterpieces of various periods; general survey. Prerequisite: two years of college French or equivalent.

RL 314, 315, 316. **Intermediate French Composition and Conversation.** 3 hours each term. Exercises in pronunciation, comprehension, and composition. Ample opportunity for conversation. Conducted in French. Prerequisite: two years of college French or equivalent.

RL 331. **French Pronunciation and Phonetics.** 3 hours. A thorough study of the fundamentals of French pronunciation with personal attention to each student's difficulties. Prerequisite: two years of college French or equivalent.

RL 338. **Hispanic Culture and Civilization: Spain.** 3 hours. A comprehensive study of the historical and political backgrounds of literature, art, and music as these affect life and society of the people of Spain. Class conducted in Spanish. Prerequisite: two years of college Spanish (RL 107, 108, 109) or equivalent.

RL 339. **Hispanic Culture and Civilization: Latin America.** 3 hours. A comprehensive study of the historical and political backgrounds of literature, art, and music as these affect the life and society of the people of Latin America. Classes conducted in Spanish. Prerequisite: two years of college Spanish (RL 107, 108, 109) or equivalent.

RL 341, 342, 343. **Survey of Spanish Literature.** 2-3 hours each term. Masterpieces of various periods; general survey. Prerequisite: two years of college Spanish or equivalent.

RL 347, 348, 349. **Intermediate Spanish Composition and Conversation.** 2 hours each term. Intensive oral and written practice. Class conducted in Spanish. Prerequisite: two years of college Spanish.

RL 350. **Spanish Pronunciation and Phonetics.** 3 hours. The study of Spanish sounds, rhythm, and intonation. Prerequisite: two years of college Spanish.
RL 405. Reading and Conference. Hours to be arranged. Maximum of 6 hours. Consent of instructor required.

RL 429, 430, 431. French Culture and Civilization. 3 hours each term. The historical, political and social backgrounds of French literature; introduction to French music and art.

RL 441, 442, 443. Modern Spanish Literature. 3 hours each term. A study of contemporary Spanish and Spanish-American literature; prose, poetry, and drama. Prerequisite: completion of one of the courses in the 300 sequence in literature or culture.

---

**SPEECH & DRAMA**

**Lower-Division Courses**

Sp 111. Fundamentals of Speech. 3 hours. Opportunity to develop poise and confidence in speech and to organize and present material effectively.

Sp 112. Fundamentals of Speech. 3 hours. Continuation of Speech 111.

Sp 120. Voice and Diction. 3 hours. Practice of the principles of tone production and phonetic analysis of English sounds as a basis for correct and effortless speech.

Sp 239. Oral Interpretation. 3 hours. Emphasis is placed on the practical values and application of oral reading through the interpretation of prose, poetry, and dramatic literature.

Sp 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 for play in bettering the education process. Intended as an elective for elementary education majors.

Sp 244, 245, 246. Technical Theatre. 2 hours each term. Demonstration and practice in the technical theatre arts, scenecraft (Sp 244), stage lighting (Sp 245), and costuming (Sp 246). Each course involves two hours of lecture and demonstration and three hours of laboratory work weekly.

Sp 251. Elements of Acting. 3 hours. Elementary principles of acting technique.

Sp 253. Production Workshop. 1-3 hours. 3 hours maximum. Application of principles of acting and dramatic production. Credit available for students working on regularly scheduled theatre productions, with consent of the director.

Sp 255. Make-Up. 1 hour. Purposes and techniques of application of theatrical make-up; the use of make-up in the various theatrical media.

Sp 270. Projects in Public Speaking. 1-6 hours. Training and participation in debating, oratory, and extempore speaking. Prerequisite: consent of instructor.
Upper-Division Courses

Sp 311. **Advanced Interpretation.** 3 hours.
Instruction in the discovery and oral expression of meaning and feeling in prose, poetry, and dramatic literature.

Sp 323. **Group Discussion Processes.** 3 hours.
Dynamics of discussion; group thinking and decision making; interpersonal relation; types of leadership, and the employment of discussion in education. Prerequisite: Sp 111.

Sp 344, 345, 346. **Advanced Technical Theatre.** 2 hours each term.
Advanced work in the technical theatre arts, scenecraft (Sp 344), stage lighting (Sp 345), and costuming (Sp 346). Each course involves two hours of lecture and demonstration and three hours of laboratory work weekly.

Sp 347. **Stage and Scene Design.** 3 hours.
Basic principles of scene design, with particular emphasis upon design for the educational theatre. Prerequisite: consent of instructor.

Sp 355. **Advanced Production Workshop.** 1-3 hours. 3 hours maximum. Advanced work in acting and dramatic production.

Sp 356. **Theory of Acting.** 3 hours.
Principles and techniques of acting; problems in analysis and interpretation of dramatic literature. Prerequisite: Sp 251 or consent of instructor.

Sp 357. **Play Production.** 3 hours.
Studies and applications of the fundamental principles underlying play production and direction.

Sp 364. **Play Direction.** 3 hours.
Sources of dramatic material, choice of plays, casting and rehearsal of players. Prerequisite: Sp 251 equivalent, and/or consent of instructor.

Sp 411. **Speech for the Classroom Teacher.** (g) 3 hours.
Study of voice improvement techniques and oral projects that can be used in the elementary and secondary school classroom. Projects for improvement of the teacher’s speech. Prerequisite: Consent of instructor.

Sp 412. **Advanced Speech.** 3 hours.
Selected readings on the principles of the speech arts, illustrated by exercises in the various types of vocal communication. Prerequisite: consent of instructor.

Sp 415. **Drama in the Secondary School.** (g) 3 hours.
A study of the role of drama as an activity in the school, including materials necessary for undertaking the development of the drama, the educational values of drama, and the theory of dramatic productions. Prerequisite: Consent of instructor.

Sp 464, 465, 466. **Development of Dramatic Art.** (g) 3 hours each term.
A Study of dramatic literature, performance, and criticism in the historical perspective. The course is chronological in its presentation but each term may be taken separately.
Upper-Division Courses

Sp 311. Advanced Interpretation. 3 hours.
Instruction in the discovery and oral expression of meaning and feeling in prose, poetry, and dramatic literature.

Sp 323. Group Discussion Processes. 3 hours.
Dynamics of discussion; group thinking and decision making; interpersonal relation; types of leadership, and the employment of discussion in education. Prerequisite: Sp 111.

Sp 344, 345, 346. Advanced Technical Theatre. 2 hours each term.
Advanced work in the technical theatre arts, scenecraft (Sp 344), stage lighting (Sp 345), and costuming (Sp 346). Each course involves two hours of lecture and demonstration and three hours of laboratory work weekly.

Sp 347. Stage and Scene Design. 3 hours.
Basic principles of scene design, with particular emphasis upon design for the educational theatre. Prerequisite: consent of instructor.

Sp 355. Advanced Production Workshop. 1-3 hours. 3 hours maximum.
Advanced work in acting and dramatic production.

Sp 356. Theory of Acting. 3 hours.
Principles and techniques of acting; problems in analysis and interpretation of dramatic literature. Prerequisite: Sp 251 or consent of instructor.

Sp 357. Play Production. 3 hours.
Studies and applications of the fundamental principles underlying play production and direction.

Sp 364. Play Direction. 3 hours.
Sources of dramatic material, choice of plays, casting and rehearsal of players. Prerequisite: Sp 251 equivalent, and/or consent of instructor.

Sp 411. Speech for the Classroom Teacher. (g) 3 hours.
Study of voice improvement techniques and oral projects that can be used in the elementary and secondary school classroom. Projects for improvement of the teacher’s speech. Prerequisite: Consent of instructor.

Sp 412. Advanced Speech. 3 hours.
Selected readings on the principles of the speech arts, illustrated by exercises in the various types of vocal communication. Prerequisite: consent of instructor.

Sp 415. Drama in the Secondary School. (g) 3 hours.
A study of the role of drama as an activity in the school, including materials necessary for undertaking the development of the drama, the educational values of drama, and the theory of dramatic productions. Prerequisite: Consent of instructor.

Sp 464, 465, 466. Development of Dramatic Art. (g) 3 hours each term.
A Study of dramatic literature, performance, and criticism in the historical perspective. The course is chronological in its presentation but each term may be taken separately.

MUSIC

Library Science

Lib 480. (Eng 480) Children’s Literature. (g) 3 hours.
A study of the many books available for children in the elementary school. (Applicable as Education on elementary degree requirements and certification.)

Lib 483. Book Selection and Reference Materials. (g) 3 hours.

Lib 484. School Library Administration. (g) 3 hours.
The organization, management and function of the school library, and its place in the instructional program. Problems of objectives, standards, housing and acquisitions. Planned for both school librarians and administrators.

Lib 486. Introduction to Cataloging and Classification. (g) 3 hours.
Introduction of principles of cataloging and classification, including basic catalog card forms, name and subject entries, filing, shelf listing, and mechanical preparation of books.

Lib 489. (Eng 489) Literature for Adolescents. (g) 3 hours.
A study of the literature used in junior and senior high schools.

Music

Professor: E. Smith (department chairman);
Associate Professors: Dobbs, Wallace, Geist.
Assistant Professor: R. Glasgow.
Instructors: Dobbs, A. Glasgow, Mitton, Jones.

Lower-Division Courses

Mus 121, 122, 123. Music Theory I. 4 hours each term.
An integrated study of the materials of music through analysis, singing, keyboard, ear-training, and part-writing. Includes all diatonic harmonies, and simple modulation. Required in the music major and music minor programs, elective for others.

Mus 181, 182, 183. Class Lessons in Voice. 1 hour each term.
The essentials of singing, including tone production, diction, style, and interpretation.

Mus 190, 290. Applied Music. 1 or 2 hours each term.
Individual instruction in voice, organ, piano, band, and orchestral instruments. Beginning and lower intermediate grades.

Mus 192, 193, 194. Class Lessons in Piano. 1 hour each term.
Elementary piano course including rhythm, notation, keyboard, and transposition.

*Mus 195. Band. 1 hour each term.
Participation in organized band. Open to freshmen and sophomores who pass the necessary tests of ability. The class meets three periods per week. Opportunities are also offered for membership in small instrumental ensembles.

Courses in library science applicable to standardization requirements as established by the state department of education.
Not more than 12 hours of group music participation may be counted toward graduation.
Mon 196. Orchestra. 1 hour each term.
Participation in organized orchestra.
Open to freshmen and sophomores who pass the necessary tests of ability.
The class meets three periods per week.
Opportunities are also offered for membership in small instrumental ensembles.

Mon 197. Chorus. 1 hour each term.
Participation in organized chorus.
Open to freshmen and sophomores who pass the necessary tests of ability.
The class meets three periods per week.
Opportunities are also offered for membership in small vocal ensembles.

Mon 201. Introduction to Music and its Literature. 3 hours.
An introduction to music literature through the study of elements and organizing principles as they relate to music of all periods.
Stresses is placed on listening to music that is popular in the concert hall.
Required as a general education course for junior high, high school, general studies and music majors.
Equivalent to others.

Mon 202. Introduction to Music and its Literature. 3 hours.
A historical study of selected musical masterworks from 1570 to 1900.
Special emphasis is placed on the understanding of the musical styles of the period.
Required for music majors and minors.
Equivalent to others.

Mon 203. Introduction to Music and its Literature. 3 hours.
The old and the new in music literature and history.
Music of Bach, Handel, and their predecessors; and music of the contemporary period, starting with the impressionistic composers.
Special unit on jazz.
This course is a prerequisite.
Required for music majors.

Mon 221, 232, 223. Music Theory II. 3 hours each term.
The study of music theory.
Course emphasizes the study of music theory and its application.
Requires a knowledge of music theory.

Mon 234, 235, 236. Keyboard Harmony. 1 hour each term.
Application of theoretical principles to the keyboard.
Coursework includes tonal and developmental techniques.
Must be taken concurrently with Music Theory II.

Mon 235, 236, 237. Brass, Woodwind, String and Percussion Instruments. 1 hour each term.
The study of each family of instruments, stressing good tone production and fingerings.
Coursework includes a laboratory for the development of playing and theoretical knowledge of each type of instrument, including teaching techniques.
Some instruments are provided by the college.

Upper-Division Courses

Mon 294, 295, 296. Harmonic and Structural Analysis. 2 hours each term.
Coursework includes a thorough study of formal analysis, including the phrase unit, period, two and three-part song forms, developed harmonic forms, sonata, symphony, concert, etc.
Prerequisite: Music 227, 252, 253.

Mon 300, 301. Conducting. 2 hours each term.

Mon 302, 332, 333. Stringed Instruments. 1 hour each term.
Coursework includes stringed instruments.

\*The more that 12 hours of group music participation may be counted toward graduation.

Mon 330, 337, 338. Instrumentation and Orchestration. 2 hours each term.
Coursework includes the study of the instruments of the orchestra and band; the practical art of scoring for various instrumental choirs and large ensembles.
Prerequisite: Music 223.

Mon 347. Band and Orchestra Management. 3 hours.
The organization of school bands and orchestras, care and repair of instruments, selection of materials, class teaching of instruments, and the techniques of the band and orchestra rehearsal.
Prerequisite: Music 235, 236, 237.

Mon 360, 361, 362. History of Music. 3 hours each term.
A study of the development of music from primitive times to the present day.

Mon 363. Music Fundamentals. 3 hours.
A musical background for the classroom teacher: singing, sight-reading, music theory, music reading, music notation, music history, music appreciation.
Prerequisite: Music 221.

Mon 364. Music Education (Elementary). 3 hours.
The close relationship between music education and other areas in education; planning a music environment; directing the experiences of children in music.
Prerequisite: Music 363, 362, or Music 121, 122, 123.

Mon 365. Music Education (Secondary). 3 hours.
Advanced study of problems of music education; the role of the music teacher; survey of current literature, materials, methods, techniques.
Prerequisite: Music 121, 122, 123.

Mon 360, 450. Applied Music. 1 or 2 hours each term.
Individual instruction in voice, organ, piano, band, and orchestral instruments.
Prerequisite: Music 361.

Mon 361. Applied Music (Private Instruction). 1-2 hours each term.
Individual instruction in voice, organ, piano, band, and orchestral instruments.
Prerequisite: Music 221.

Mon 397. Chorus. 1 hour each term.
Participation in organized chorus.
Open to juniors and seniors who pass the necessary tests of ability.
The class meets three periods per week.

\*Not more than 12 hours of group music participation may be counted toward graduation.
Mus 336, 337, 338. Instrumentation and Orchestration. 2 hours each term.
Study of the instruments of the orchestra and band; the practical art of
of scoring for various instrumental choirs and large ensembles. Prerequisite:
Mus 223.

Mus 347. Band and Orchestra Management. 3 hours.
The organization of school bands and orchestras, care and repair of in-
struments, selection of materials, class teaching of instruments, and the
technique of the band and orchestra rehearsal. Prerequisite: Mus 235, 236,
237.

Mus 360, 361, 362. History of Music. 3 hours each term.
A study of the development of music from primitive times to the present
day.

Mus 381. Music Fundamentals. 3 hours.
A musical background for the classroom teacher; singing song material;
acquiring good vocal habits; reading music; experiencing simple problems in
rhythm; listening to music; analyzing its forms; learning keys, scales, in-
tervals; primary chords, and their application to the piano keyboard. Open
only to juniors or seniors.

Mus 382. Music Fundamentals. 3 hours.
Acquiring more skill in reading song material; more advanced rhythmic
patterns; major and minor modes; two-, three-, and four-part music; chord-
ing; ear training; dictation. Prerequisite: Mus 381.

Mus 383. Music Education (Elementary). 3 hours.
The close relationship between music education and other areas in educa-
tion; planning a music environment; directing the experiences of children
in music. Prerequisites: Mus 381, 382, or Mus 121, 122, 123.

Mus 384. Music Education (Secondary). 3 hours.
Materials and methods for developing high school choral organizations;
adolescent voice, its care and development; survey of choral literature; pub-
lic performance; program building; general music class; assembly sing-
ing. Prerequisite: Mus 121, 122, 123.

Mus 390, 490. Applied Music. 1 or 2 hours each term.
Individual instruction in voice, organ, piano, band, and orchestral instru-
ments. Upper intermediate and advanced students.

Mus 391. Applied Music (Private Instruction). 1-2 hours each term.
Individual instruction in voice, organ, band and orchestral instruments. For
upper division students who are not majoring in the performance area being
studied. Prerequisite: Mus 290.

Mus 395. Band. 1 hour each term.
Participation in organized band. Open to juniors and seniors who pass the
necessary tests of ability. The class meets three periods per week.

Mus 396. Orchestra. 1 hour each term.
Participation in organized orchestra. Open to juniors and seniors who pass
the necessary tests of ability. The class meets three periods per week.

Mus 397. Chorus. 1 hour each term.
Participation in organized chorus. Open to juniors and seniors who pass
the necessary tests of ability. The class meets three periods per week.

1 Not more than 12 hours of group music participation may be counted toward graduation.
Mus 398. Opera Workshop. 1 hour each term, maximum 6 hours.
Study, analysis, rehearsal, performance of opera, from classics to modern works. Small works and excerpts from longer operas. Consent of instructor.

Mus 407. Seminar. 3-6 hours.

Mus 453. Appreciative Aspects in Music. (g) 3 hours.
Exploration of music through styles including classical, romantic, impressionistic, and modern; and through major musical works including symphony, opera, oratorio, sonata, and tone poem. Emphasis is placed on developing standards and criteria for the understanding and appreciation of music.

Science and Mathematics

Professors: Postl (department chairman), Cummings.
Associate Professors: Brodersen, Head, Walker.
Assistant Professors: Giles, Green, Hiebert, Hill, Jaffer, Liedtke, McCorkle, Phillips, Quinn, Rooth, Todd.
Graduate Assistant: Larsen, Sharp.

GENERAL SCIENCE

Lower-Division Courses

GS 201, 202, 203. Foundations of Physical Science. 4 hours each term.
An introduction to the various branches of the physical sciences, their basic terminology, fundamental laws, procedures, and interrelations. The course is selective in approach and historical in emphasis. Students with adequate high school backgrounds may be excused from parts of this sequence. Not open to students with college courses in the separate fields. Three lectures, one two-hour laboratory period.

Upper-Division Courses

GS 331. Introduction to Oceanography. 3 hours.
A study of the nature of sea water and the physical, chemical, and geologic processes acting within the oceans. Three lectures.

GS 341. General Ecology. 3 hours.
The analysis and study of the environmental factors affecting the development of plant and animal communities. Two lectures and one three hour laboratory.

GS 351. Elements of Astronomy. 3 hours.
A descriptive study of the solar system, the constellations, stars, stellar systems and galaxies as well as some recent ideas on cosmology and cosmogony. Three lectures and an occasional observation period through a telescope.

GS 401. Research. Hours to be arranged.

GS 402. Workshop. Terms and hours to be arranged.

GS 406. Special Individual Studies. Terms and hours to be arranged.

GS 407. Seminar. Terms and hours to be arranged.

GS 411. History of Science. (g) 3 hours.
A brief history of the development of the natural sciences, their social implications, and the growth of scientific philosophy. Prerequisite: upper-division standing in science.

GS 424. Astronomy. (g) 3 hours.
A study of the solar system, stars, stellar systems and galaxies including the application of some of the important concepts of physics, chemistry, and mathematics to the field of astronomy. Two lectures and one two-hour laboratory. Prerequisite: one year each of college physical science and mathematics.

GS 441. Natural History. (g) 3 hours.
An introduction to the collection, identification, and ecology of local plants and animals with some consideration of sound conservation practices. Classroom techniques of establishing and maintaining collections, aquaria, and terraria are included. Two lectures and one two-hour laboratory period. Prerequisite: One year of biological science.

Graduate Courses
Courses numbered 400-499 and designated (G) or (g) may be taken for graduate credit.

GS 501. Research. Hours to be arranged.

GS 502. Workshop. Terms and 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 511. Contemporary Developments in the Sciences and Mathematics. 3 hours.
Review of recent literature on some selected areas in the field of the natural sciences. Includes a brief examination of the aims, purposes, and organization of the field.

GS 541. Biocology. 3 hours.
Plants and animals in their life processes and their reaction upon the environment; human relations and bioeconomics. Prerequisite: one year of the biological sciences and junior standing. Two lectures and one three-hour laboratory.

BIOLOGICAL SCIENCES

Lower-Division Courses

Bi 101, 102, 103. General Biology. 3 hours each term.
The principal concepts of biology, including consideration of the variety of plant and animal life and the mechanisms for maintenance and replacement of the individual and the population. Two lectures, one two-hour laboratory period.

Bi 221. Introduction to Bacteriology. 3 hours.
The study of bacteria and other microorganisms emphasizing patterns of growth and metabolism, distribution and laboratory culture. Two lectures, and two two-hour laboratory periods.
Upper-Division Courses

Bi 341. Genetics. 3 hours.
The principles and mechanisms of inheritance including consideration of chromosome transmission, nature of the gene, action of genetic material, and the genetics of populations. Prerequisite: one year of biological science or consent of instructor.

Bi 374, 375, 376. Natural History of Oregon. 3 hours each term.
The earth and life history of Oregon; kinds of distribution of contemporary plant and animal life; interrelations of organisms and their environment; conservation of natural resources; collection, identification, and field study of representative plants and animals with several extended week-end field trips during the spring term. Two lectures, one three-hour laboratory period. Prerequisite: one year of biological science.

Bi 412. Microbiology. (g) 4 hours.
Morphology, physiology, ecology, and systematics of bacteria, fungi, microalgae and protozoa. Two lectures, two three-hour laboratory periods.

Bi 446. Evolution. (g) 3 hours.
Evidences of evolution; mechanisms of evolution, including genetic variation, selection, and other factors.

Bi 458. Field Biology. (g) 3 hours.
Advanced training in systematics, life histories, and field methods in selected areas of biology. One lecture, two three-hour laboratory periods.

Bi 460. Preparation of Biological Materials. (g) 4 hours.
Procurement, preparation, use and care of biological materials for teaching and experimentation. Serves as the methods course for biology majors in secondary education. Two lectures, two three-hour laboratory periods.

Bi 463. Parasitology. (g) 4 hours.
Classification, morphology and life histories including host relationships of protozoan, helminth and arthropod parasites. Two lectures, two three-hour laboratory periods.

Graduate Course

Bi 521. Biosystematics. 3 hours.
Classification and taxonomy of plants and animals, with emphasis on specification and the available methods and principles for determining and describing species. Three lectures. Prerequisite: Bi 341 or consent of instructor.

BOTANY

Lower-Division Courses

Bot 201, 202, 203. General Botany. 3 hours each term.
Introductory study of plant life including the structure and function of both vascular and non-vascular plants during the first two terms. The third term is largely devoted to the identification of native plants. Two lectures, one three-hour laboratory period.

Upper-Division Courses

Bot 331. Plant Physiology. 4 hours.
An examination of the physiological processes and mechanisms involved in plant nutrition, photosynthesis, assimilation of organic and inorganic materials, energy balance, water requirements, growth factors and organismic control. Two lectures, two three-hour laboratory periods. Prerequisite: one year of a biological science and chemistry.
Bot 371. **Structure of Seed Plants.** 3 hours.
Morphology, anatomy, and reproduction of seed plants. One lecture, two three-hour laboratory periods. Prerequisite: Bot 203.

Bot 411. **Morphology of Non-Vascular Plants.** (g) 3 hours.
Morphology of the algae, fungi, lichens, liverworts, and mosses. Two lectures and one three-hour laboratory period. Prerequisite: one year of botany or consent of instructor.

Bot 412. **Morphology of Vascular Plants.** (g) 3 hours.
A study of the structure, relationships, and evolution of the vascular plants. Two lectures and one three-hour laboratory period. Prerequisite: One year of botany or consent of instructor.

Bot 490. **Paleobotany.** (g) 3 hours.
Emphasis on the fossil plants of Oregon. Two lectures and one three-hour laboratory. Prerequisite: Bot 203, or consent of instructor.

**ZOLOGY**

**Lower-Division Courses**

Z 201, 202, 203. **General Zoology.** 3 hours each term.
Introductory study of animal life including the patterns of structural organization and function of both invertebrates and vertebrates with an emphasis on the developmental patterns, mechanisms of temporal and spacial distribution during the spring term. Two lectures, one three-hour laboratory period.

**Upper-Division Courses**

Z 324, 325. **Comparative Vertebrate Anatomy.** 4 hours each term.
A comparative analysis of vertebrate morphology, emphasizing the study of organs and organ systems, and an introduction to the taxonomy, evolution, and ecology of the vertebrates. Two lectures, two three-hour laboratory periods. Prerequisite: Z 201, 202, 203, or consent of the instructor.

Z 326. **Comparative Vertebrate Embryology.** 4 hours.
Principles and mechanisms of the developmental biology of the Metazoa with emphasis upon the vertebrates. Laboratory includes the descriptive examination of the embryonic stages of representative species. Two lectures, two three-hour laboratory periods. Prerequisite: Z 201, 202, 203, or consent of the instructor.

Z 334, 335. **Human Anatomy and Physiology.** 3 hours each term.
An integrated treatment of the gross anatomy and function of the organ systems in the human including a consideration of morphogenesis. Primarily for non-majors. Two lectures, and one three-hour laboratory period. Prerequisite: one year of biology or equivalent.

Z 361. **Essentials of Invertebrate Zoology.** 4 hours.
Morphology, anatomy, and general biology of the major phyla of invertebrate animals. Two lectures and two three hour laboratory periods.

Z 434. **General Animal Physiology.** (g) 4 hours.
A consideration of general physiological principles as illustrated by major animal phyla. Three lectures and one three-hour laboratory period. Prerequisite: organic chemistry, invertebrate zoology, or consent of instructor.

Z 451. **Invertebrate Zoology.** (g) 4 hours.
Survey of the invertebrate animals exclusive of Arachnida and Insecta; emphasis on ecology and phylogeny. Two lectures, two three-hour laboratory periods. Prerequisite: Z 361. Essentials of Invertebrate Zoology.
Z 474. Entomology. (g) 4 hours.
Study of selected aspects of the morphology, life history, physiology and ecology of insects and some consideration of related Arthropods. Two lectures, and two three-hour laboratory periods. Prerequisite: two years of biological science or consent of the instructor.

CHEMISTRY

Lower-Division Courses

Ch 104, 105, 106. General Chemistry. 4 hours each term.
An introductory course 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. 5 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, two three-hour laboratory recitation periods. Prerequisite: high school algebra and chemistry.

Upper-Division Courses

Ch 311. Qualitative Analysis. 4 hours.
Classical theory and semi-micro practice in the classification, separation, and identification of the common cations and anions. Two lectures, two three-hour laboratory periods. Prerequisite: Ch 106 or consent of instructor.

Ch 312, 313. Quantitative Analysis. 4 hours each term.
Fundamental principles of quantitative analysis. Laboratory work consists largely of standard volumetric and gravimetric 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. Prerequisite: Ch 206 or consent of instructor.

Ch 340. Elementary Physical Chemistry. 4 hours.
Aspects of physical chemistry having application in engineering, biological sciences, and medicine. Use of mathematics minimized. Some knowledge of physics required. One three-hour laboratory. Prerequisite: Ch 206 or consent of instructor.

Ch 419. Radiochemistry. (g) 3 hours.
Radiochemistry; radioisotopes; radioactivity; radiotracer methods as research tool in physical and biological science. Prerequisite: two years of college chemistry. Two lectures and one three-hour laboratory.

Ch 423. Chemical Preparations. (g) 1-2 hours each term.
Important methods of synthesis of compounds in the fields of inorganic, organic or biochemistry. Prerequisite: Ch 313 and Ch 336, or consent of instructor.

Ch 425. Advanced Analytical Chemistry. (g) 3 hours.
Selected topics in analytical chemistry, modern techniques and instrumentation. Prerequisite: Ch 312.
Ch 433. Advanced Organic Chemistry. (g) 3 hours.
An introduction to some advanced topics of organic chemistry, particularly as related to biological systems, including some of the modern research methods. Prerequisite: Ch 336, or consent of instructor.

Ch 450. Biochemistry. (g) 3 hours.
An introduction to the chemistry of biological compounds including their metabolism. Prerequisite: Ch 335.

Graduate Course

Ch 561. Advanced Inorganic Chemistry. (g) 3 hours.
A comprensive study of the chemistry of the elements and their compounds, including nuclear, atomic, and molecular structures. Prerequisite: Ch 312.

GEOLOGY

Lower-Division Courses

G 201, 202, 203. Geology. 4 hours each term.
A study of the agents and processes that have built up, deformed, and torn down the surface features of the earth; the main events in earth history; history occurrences, and characteristics of the common rocks and minerals. Three lectures, one two-hour laboratory and field study.

Upper-Division Courses

G 322. Geomorphology. 3 hours.
A study of processes acting to modify the configuration of the earth’s surface and landscapes resulting from these processes. Maps of landforms studied in the laboratory include those depicting regions of North American physiographic provinces.

G 330. Life of the Past. 3 hours.
A study of the development of invertebrate and vertebrate life throughout geologic time. Two lectures, one two-hour laboratory and field study.

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.

G 450. Rocks and Minerals. (g) 3 hours.
Identification of common minerals; origin and occurrence of sedimentary, igneous and metamorphic rocks. One lecture, two two-hour laboratory periods.

G 453. Geology of the Pacific Northwest. (g) 3 hours.
An introduction to the geologic history of the region, with particular emphasis on the physiographic provinces of Oregon, including their structures, lithology, mineral resources, and paleontology. Field trips by arrangement. Two lectures, one two-hour laboratory period.

PHYSICS

Lower-Division Courses

Ph 101, 102, 103. Essentials of Physics. 3 hours each term.
Fundamental principles of physics, intended for students not majoring in science; requires less mathematical preparation than Ph 201, 202, 203. Two lectures, one two-hour laboratory.
Ph 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.

Ph 201, 202, 203. **General Physics.** 4 hours each term.
A year sequence in the study of energy and physical phenomena; including the fundamental principles of mechanics, heat, sound, light, electricity, magnetism, and a brief introduction to modern physics. Three lectures, one three-hour laboratory period. Prerequisite: Mth 102 or equivalent high school trigonometry.

Ph 207, 208, 209. **General Physics.** 4 hours each term.
Mechanics, heat, light, sound, electricity, and magnetism. For students in engineering and the physical sciences. Three lectures, one three-hour laboratory period. Prerequisites: Mth 104, 200, 201, previously or parallel.

**Upper-Division Courses**

Ph 311, 312, 313. **Introduction to Modern Physics.** 3 hours each term.
An introduction to atomic hypothesis and kinetic-molecular theory, discharge through gases, x-rays and radioactivity, atomic and nuclear physics, the nature of electro-magnetic radiations, wave mechanisms and the photoelectric effect. Two lectures, one two-hour laboratory recitation period. Prerequisite: Ph 203 and Mth 203 or consent of the instructor.

Ph 390. **Basic Meteorology.** 3 hours.
An introductory study of the weather elements, their observation, measurement, and use in forecasting. Includes a study of the atmosphere, its makeup, energy relationships, and circulation.

Ph 437. **Electronics and Radio.** (g) 3 hours each term.
Alternating current theory; circuits; electron tubes and solid state electronic devices; amplification; radio frequency generators; modulation; timing circuits; transmission and radiation; measurements of audio and high frequencies.

Ph 465. **Geometrical and Physical Optics.** (g) 3 hours each term.
Prerequisite: Ph 203, Mth 203.

**Graduate Course**

Ph 581, 582. **Modern Physics.** 3 hours each term.
A brief review of some of the developments in physics since 1895 with emphasis on nuclear processes and cosmic rays, relativistic and quantum theory, solid state, cryogenics and others. Prerequisite: one year each of college mathematics and physics. Offered during summer sessions.

**MATHEMATICS**

**College Preparatory Noncredit Course**

Mth 60. **Elementary Algebra.** No credit.
For students entering with less than one year of high school algebra. Four lectures.

**Lower-Division Courses**

Mth 100. **Intermediate Algebra.** 4 hours.
For students entering with only one year of high school algebra. Prerequisite: Mth 60 or equivalent.
Mth 101. **College Algebra.** 4 hours.
Introduction to logic; elementary set theory; development of the real and complex number systems; brief introduction to congruences, group, fields, boolean algebra; inequalities; functions; graphs, theory of equations; permutations; combinations; probability. Prerequisite: Mth 100 or equivalent.

Mth 102. **Trigonometry.** 4 hours.
Emphasis on the concept of function; analytic trigonometry; solution of triangles; addition formulas; trigonometric equations; curve sketching; complex numbers; DeMoivre's theorem; polar coordinates. Prerequisite: Mth 101 or equivalent.

Mth 103. **Analytic Geometry.** 4 hours.
The straight line, circle, conics, translation and rotation of axes, parametric equations, and polar coordinates. Planes and lines in three dimensions. Prerequisite: Mth 102 or equivalent.

Mth 104. **Algebra and Trigonometry.** 4 hours.
Real numbers and sets, functions, inequalities, linear algebra, mathematical induction, trigonometric functions and graphs, algebraic and trigonometric equations. Prerequisite: mathematics placement examination.

Mth 121, 122, 123. **Essentials of Mathematics.** 3 hours each term.
Major emphasis is on the postulates of an ordered field and the set of real numbers. Include abstract groups, mathematical proof and functions. Some theory and applications of algebra, geometry and trigonometry are reviewed. Students without high school algebra may find this course difficult.

Mth 200. **Introduction to Differential and Integral Calculus.** 4 hours.
Slope of a curve, derivative of a function, limits, differentiation and integration of elementary functions with applications. Prerequisite: Mth 102.

Mth 201, 202, 203. **Differential and Integral Calculus.** 4 hours each term.
Sequence courses for students majoring in the physical sciences, mathematicians, or engineering. Prerequisite: Mth 103 or Mth 200.

Mth 237. **Mathematics in Western Culture.** 3 hours.
A general education course for students who wish to know more about the contribution of mathematics to human culture. Includes such topics as the number concept; interrelations between mathematics, art, history; and the role of induction and deduction in mathematics. Not a skill course.

**Upper-Division Courses**

Mth 311, 312, 313. **Mathematics for Elementary Teachers.** 3 hours each term.
Mathematical background information and theory necessary for teaching in the elementary school. Prerequisite: Mth 121, 122, 123, or equivalent.

Mth 314. **Linear Algebra.** 3 hours.
Operations on sets; mapping; transformations; vector spaces; matrices; linear systems; brief introduction to linear programming, the simplex method; solution of higher order polynomials; quadratic factoring method. Prerequisite: Mth 103 or equivalent.

Mth 321. **Differential Equations.** 3 hours.
Introduction to ordinary differential equations arising in mechanics and physics. Prerequisite: Mth 203.
Mth 325, 326. Introduction to Statistics. 3 hours each term.
An introduction to sample theory, organization and classification of data,
distribution, measurement of central tendencies, and relative position, cor-
relation, and reliability. Prerequisite: junior standing and consent of in-
structor.

Mth 343. Theory of Numbers. 3 hours.
Properties of integers, Euclid’s algorithm, diophantine equations, prime
numbers, congruences, residues of powers, and quadratic residues. Prerequi-
site: Mth 200.

Mth 344. Geometry. 3 hours.
Geometry considered as groups of transformations, (translation, rotation,
dilation, inversion, similitude, orthogonal), and their invariant properties.
Prerequisite: Mth 103 or consent of instructor.

Mth 351. Computer Coding. 3 hours.
Coding instruction and practical laboratory work on electronic digital com-
puter. Two lectures, one two-hour laboratory. Prerequisite: Consent of
instructor.

Mth 361. Probability. 3 hours.
Combinatorial problems, continuous distributors, expectation, laws of large
numbers. Prerequisite: Mth 200.

Mth 402. Workshop. Terms and tours to be arranged.

Mth 407. Seminar. Terms and hours to be arranged.

Mth 410. Foundations of Mathematics. (g) 3 hours.
Fundamental concepts and logical structure of arithmetic, algebra, and ge-
ometry. Designed for prospective teachers of high school mathematics and
mathematics majors. Prerequisite: Mth 203.

Mth 415. Modern Geometry. (g) 3 hours.
Modern development of geometries as abstract mathematical systems. Major
emphasis on groups, finite geometries, Euclidean and non-Euclidean geomet-
ries, and the unstated assumption of Euclid. Prerequisite: Mth 103 or
equivalent.

3 hours each term.
Designed to help experienced teachers whose mathematics preparation for
teaching current elementary school mathematics education programs is in-
adequate. Primarily intended as an in-service offering. Credit does not count
for advanced mathematics or toward advanced degrees. Prerequisite: con-
sent of instructor.

Mth 425, 426. Elements of Statistical Methods. (g) 3 hours each term.
The first quarter is devoted to general theory of statistical inference for
those with a non-mathematical background. The second quarter covers topics
with application to research in the fields of education, social and biological
sciences. Prerequisite: Mth 100.

Mth 442. Logic and Boolean Algebra. (g) 3 hours.
Logical constants and variables; sentences; sentential and designatory func-
tions; quantifiers; connectives; truth functions; postulates for sentential
calculus; postulates for Boolean Algebra and examples; partial ordering,
lattices. Prerequisite: 6 hours of upper-division mathematics.
Mth 443. Abstract Algebra. (g) 3 hours.
Semigroups, groups, rings, integral domains, ideals; with illustrations from several branches of mathematics. Prerequisite: Mth 203, six hours from Mth 341-349.

Mth 491, 492, 493. Mathematics for Secondary Teachers. (g) 3 hours each term.
Intensive study of the modern mathematics curriculum for grades 7-12 and methods of teaching. Emphasis on Arithmetic (491), Algebra (492) and geometry (493). Prerequisite: Mth 103. Enter any term.

Mth 494, 495, 496. Analysis. (g) 3 hours each term.
Real and complex number systems, set theory, sequences, series, continuity, differentiation, sequences of functions, Fourier series, functions of several variables, Euclidean and Hilbert spaces, measurable spaces, Riemann and Lebesgue integrals. Prerequisite: Consent of instructor.

Graduate Courses

Mth 502. Workshop. 3 hours.

Mth 506. Special Individual Studies. 3 hours.

Mth 507. Seminar. 3 hours.

Mth 541. Modern Algebra. 3 hours.
Advanced theory of matrices, finite groups, rings, and fields. Galois theory of equations; associative linear algebras, non-associative algebras, group representations. Prerequisites: Mth 314, 412, or consent of instructor.

Social Science

Professors: Griffin (department chairman), Chatham.
Associate Professors: Amstrong, Anderson, Goodman, Lewis, Mackey, Redbird, Vogel.
Assistant Professors: Beard, Bergman, Cotroneo, Dortmund, Elam, Hess, Johnson, Larsen, Linsky, Olson, Opper, Pratt, Singh, Skinski, Tamke, Wilcoxson.
Instructors: Johnshud, Lutz, Martin, Pomerleau, Vandepord.

GENERAL SOCIAL SCIENCE

Lower-Division Courses

SSc 111. Orientation. 1 hour.
A course in effective adjustments to college and social needs. Effective means and methods of study; use of the library; time budgeting; importance and spacing of reviews; the amount and type of recreation suitable; social adjustments for happy and effective living; means and methods of modifying personality deficiencies.

Upper-Division Courses

SSc 402. Workshop. Terms and hours to be arranged.

SSc 406. Special Individual Studies. Terms and hours to be arranged.

SSc 407. Seminar. Terms and hours to be arranged.

SSc 408. Special Secondary Methods. 3 hours.
Provides experiences in methods of teaching the social sciences. In addition, emphasis is placed upon familiarizing the student with the philosophies and materials of social science. Prerequisite: Ed 314 or consent of the instructor.
Graduate Courses
Courses numbered 400-499 and designated (G) or (g) may be taken for graduate credit.

SSc 502. Workshop. Terms and hours to be arranged.

SSc 503. Thesis or Field Study. 3-9 hours.

SSc 506. Special Individual Studies. Terms and hours to be arranged.

SSc 507. Seminar. Hours to be arranged.

SSc 511. Contemporary Developments in the Social Sciences. 3 hours.
A study of contemporary literature in the various social science areas for elementary teachers.

SSc 512. Contemporary Development in the Social Sciences. 3 hours.
A study of contemporary literature in the various social science areas for junior and senior high school teachers. (Acceptable for secondary certification.)

SSc 514. Economic Problems in American Democracy. 3 hours.
Selected economic problems of both a general and specific nature. The aim is to give prospective secondary teachers a firm foundation of both theoretical and applied materials in various phases of United States economic-industrial situations and problems.

ANTHROPOLOGY

Lower-Division Courses

Soc 214, 215, 216. Anthropology. 3 hours each term.
Interplay of man with his environment through the ages; factors influencing physical and cultural development of man.

Anth 310. Early Man in Oregon and the Pacific Slope. 3 hours.
A study of the culture of aboriginal man in Oregon and other areas of the Pacific Northwest, with emphasis on research resources for teaching at the elementary school level.

Soc 480. Cultural Anthropology. (g) 3 hours.
A survey of ancient and primitive men and their cultures.

ECONOMICS

Lower-Division Courses

Ec 115. Outline of Economics. 3 hours.
A descriptive and analytical outline study of our market society with emphasis on macroeconomic theory—a concern with aggregate economic behavior and analysis of such topics as rate of economic growth, depressions, inflation, levels of employment, private and public expenditures, etc.

Ec 201, 202, 203. Principles of Economics. 3 hours each term.
Social phenomena due to the wealth-getting and wealth-using activities of man.

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 417. Problems of Economic Development of Nations. (g) 3 hours.
A study of development problems in such countries as Israel, the Latin
Americas, and the African nations.

Ec 444. Labor Economics. 3 hours.
Economics analysis applied to the labor market as a factor of production.
Wage determination, relationship between wages and prices, relationship
between wages and employment will be emphasized. Problems of manpower
utilization.

Ec 445. Organized Labor. 3 hours.
Theories of the labor movement plus the history, aims, methods, and
policies of trade unions. The mechanics and functioning of collective bar-
gaining will be explored.

Ec 446. Labor Legislation. 3 hours.
Analysis of labor legislation, court decisions in major labor cases, problems
of regulation by public authority. Effects of strikes on employer, employee,
and public.

Ec 450. Contemporary Economic Systems. (g) 3 hours.
A study of capitalism, communism, and socialism in contemporary society.

Ec 451. Contemporary Economic Systems. (g) 3 hours.
A study of capitalism, socialism, and communism as reflected in a group
of contemporary societies, stressing theory of development.

GEOGRAPHY

Lower-Division Courses

Geog 105, 106, 107. Introductory Geography. 3 hours each term.
A study of the field of geography with emphasis on human activities, in-
terests and welfare.

Geog 221. Field Geography. 3 hours.
Intensive study of a limited area near Salem; elementary map making and
studies of economic and human geography.

Geog 240. Cartography. 3 hours.
Study and practice in using, compiling, and drafting of maps, charts, and
diagrams for teaching purposes.

Upper-Division Courses

Geog 313. Geography of the Pacific Northwest. 3 hours.
Economic study of the distribution of population and industries of Oregon
and the Pacific Northwest in relation to the geographic environment of the
entire area; special emphasis will be placed on Oregon.

Geog 340. Intermediate Cartography. 3 hours.
The study of the elements of the cartographic processes including func-
tional analysis, compilation and design, and map production.

Geog 390. Weather and Climate. 3 hours.
Regional differentiation of the weather and climates of the major land
and ocean areas of the world.

Geog 392. Physical Geography. 3 hours.
Principal earth surface elements of physical geography including landforms,
soils, water and biotic resources, in their genetic, distributional and func-
tional interrelationships.
Geog 408. Senior Colloquium in Geography. 3 hours.
Study of significant geographical writings from the early Grecian period to the present, with emphasis on methods and interpretations.

Geog 411, 412. Cultural Geography. (g) 3 hours each term.
A geographic study of the cultural areas of the inhabited regions of the earth as characterized by ethnic, population, and settlement patterns.

Geog 414. Geographic Backgrounds of American History. 3 hours.
The influence of geographic factors on colonization, settlement patterns, and westward movement in America.

Geog 416, 417, 418. Advanced Economic Geography. (g) 3 hours each term.
A systematic study of the world’s major types of economic activity, simple to complex course 416 (g) Agriculture; course 417 (g) Manufacturing; course 418 (g) Trade and Transportation.

Geog 425. Geography of Conservation. (g) 3 hours.
Consideration of the geographic distribution of American resources against a background of world resources; conservation philosophies and practices and their geographic bases in relation to conservation education.

Geog 426. Geography of Europe. (g) 3 hours.
The geographic backgrounds of European civilization; present-day regional and political adjustment to environmental conditions; geographical aspects of European colonial expansion; analysis of the geographic individualities of the major countries, and the relations between human life and natural environment.

Geog 427. Geography of the Soviet Union. (g) 3 hours.
Geography of the Soviet Union; its resources, peoples, and world position.

Geog 429. Geography of North America. (g) 3 hours.
A course providing a basic understanding of economic and social activities in the major human-use regions of home continent; description, analysis, and interpretation of the present occupancy pattern of the major regions of the United States and Canada.

Geog 432. Geography of Africa. (g) 3 hours.
A study of the African continent, its nations and colonies; the physical and cultural geography of the regions of the continent and their geographical implications.

Geog 433. Political Geography. (g) 3 hours.
The nations of the world and their interrelations analyzed geographically, emphasizing both physical and cultural factors of the environment, to assist in the interpreting of world affairs.

Geog 440. Advanced Cartography. 3 hours.
Specialized study with individual projects in the creative techniques of cartography.

Geog 450. Geography of Asia. (g) 3 hours.
A study of 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. Geography of South America. (g) 3 hours.
A course dealing with the economic and social development of the countries of Latin America; raw materials; potential markets; inter-American relations.

Geog 463. Geography of Middle America. (g) 3 hours.
Intensive study of the physical and cultural processes that have shaped the landscapes of Middle America.

HISTORY

Lower-Division Courses

Hst 101, 102, 103. History of Western Civilization. 3 hours each term.
Development of western civilization from early beginnings to the present time; political, social and cultural factors; present conditions and problems.

Hst 140. Introduction to History. 3 hours.
The historian’s craft: an introduction to the meaning and method of history, illustrated by materials drawn from American history. Required of all social science majors but open to freshman and sophomore non-majors as well.

Hst 201, 202, 203. History of the United States. 3 hours each term.
Development of the American nation, with emphasis on its political and social concepts.

Upper-Division Courses

Hst 304, 305, 306. English History. 3 hours each term.
A general survey covering political, economic, social, intellectual, and religious developments. Attention to Empire and Commonwealth as well as the homeland.

Hst 350, 351, 352. Latin America. 3 hours each term.
A survey of Latin America from the early Indian civilizations through the periods of European conquest and colonization; the wars of independence; the rise of national states; their internal development and foreign relations.

Hst 391, 392, 393. History of the Far East. 3 hours each term.
Introduction to the history, civilization, and institutions of Southern and Eastern Asia.

Hst 408. Senior Colloquium in History. 3 hours.
Study of significant historical writings with emphasis on methods and interpretations.

Hst 444, 445. Twentieth-Century Europe. (g) 3 hours each term.
The age of European supremacy, the impact of World War I, the interwar adjustment and conflict between democracy and the totalitarian powers; World War II and its aftermath; the rebuilding and reorientation of Europe.

Hst 449. History of the Soviet Union. (g) 3 hours.
Political, diplomatic, and social development of Russia from 1917 to the present.

Hst 457. The Jacksonian Era. (g) 3 hours.
The United States, 1815-1850. Westward expansion and the roots of inter-sectional conflicts; growth of a native American culture; party struggles of the age of Jackson.
Hst 458. **Civil War and Reconstruction.** (g) 3 hours.
The critical decade before the Civil War; the war years; the tragic post-
war era.

Hst 459. **Industrial America.** (g) 3 hours.
The United States from 1865 to 1900. Industrialization, growth of Big
Business, and relationship of government to Business; settling the last
frontier; immigration and the rise of cities; new intellectual currents;
emergence as a world power.

Hst 460, 461, 462. **American Social and Intellectual History.** (g) 3
hours each term.
Influence of social factors on American history and culture; main currents
of American intellectual and cultural life from colonial times to the present.
Prerequisites: Hst 201, 202, 203.

Hst 476, 477. **History of the West.** (g) 3 hours each term.
The American Frontier. First term: the early American frontier; second
term; the trans-Mississippi West.

Hst 478. **History of the Pacific Northwest.** (g) 3 hours.
Historical and cultural development of the Pacific Northwest.

Hst 480, 481, 482. **The United States in the Twentieth Century.** (g)
3 hours each term.
The Progressive Era, the United States and the world; industrial growth;
depression and the new Deal; World War II and postwar America. Cul-
tural developments, with emphasis upon the new developments in education.

Hst 483. **Colonial America.** (g) 3 hours.
Colonial background of American history, from the Age of Discovery to
the Revolution.

Hst 484. **The New Nation.** (g) 3 hours.
History of the United States from 1775 to 1815; the Revolution, confed-
eration, the Constitution; government under the Federalists.

Hst 490. **Twentieth-Century Latin America.** (g) 3 hours.
Contemporary developments, policies, and trends in the Latin American
states.

Hst 491. **History of Inter-American Relations.** (g) 3 hours.
A diplomatic history from 1810 to the present, with emphasis on relations
between the United States and Latin America.

Hst 492. **World Problems.** (g) 3 hours.
Consideration given to current and significant, political, economic, and so-
cial problems of the nations in relation to American culture.

**POLITICAL SCIENCE**

**Lower-Division Courses**

PS 201, 202, 203. **American Governments.** 3 hours each term.
First term: Principles of American political system; organization of na-
tional government. Second term: Powers and functions of national gov-
ernment. Third term: Practical operation and contemporary reforms in
government at state and local levels. PS 201 may be taken separately, but
it is prerequisite for PS 202.
PS 206. Introduction to Political Science. 3 hours.
What political science is about: its basic concerns, fields and methods of study.

Upper-Division Courses

PS 301. National Government. 3 hours.
An introduction to the study of forms of government, public policy and public opinion in the United States. Prerequisites: PS 201, 202, 203 and/or consent of instructor.

PS 302. State and Local Government. 3 hours.
Practical operation and contemporary reforms in government at the state and local levels. Prerequisites: PS 201, 202, 203 and/or consent of instructor.

PS 303. Foreign Government. 3 hours.
A comparative study of the governments of selected foreign nations.

PS 351. Introduction to Public Administration. 3 hours.
Examination of various approaches to and conceptions of public administration; application of various theories of administration to the study of public organizations; substantive problems of organizations; structures and internal administration; personnel and finance.

PS 414. Political Parties. (g) 3 hours.
The nature, organization, and operation of political parties; election and recall of officers; proportional representation; initiative and referendum; the role of public relations and advertising agencies.

PS 415. Public Opinion and Pressure Groups. (g) 3 hours.
An analysis of the role of public opinion and interest groups in determining public policy.

PS 418. Functions and Policies of National Government. 3 hours.
A detailed analysis of the functions and policies of the national government. Prerequisites: PS 201, 202, 203 and/or consent of instructor.

PS 430. Political Issues: General Theory. 3 hours.
Problems posed by political theorists, past and present; demands made upon political theory by society and by practitioners of political science; relations between political theory and political behavior.

PS 492. Ideologies of the Twentieth Century. (g) 3 hours.
Capitalism, Communism, Socialism, and Fascism, considered as politico-economic systems. Totalitarian methods contrasted with democratic methods.

PS 493. International Organizations. (g) 3 hours.
Arrangements for national security; balance of power, collective security, United Nations. Causes of war and prerequisites for peace. Designed for those preparing for secondary teaching to better understand the relations between nations and the efforts toward peace.

PS 497. American Foreign Relations. (g) 3 hours.
The origin, character, and consequences of American foreign policies from 1900.
Sociology

Upper-Division Courses

Soc 307. Principles of Sociology. 3 hours.
Fundamental concepts and empirical findings in the field of sociology.

Soc 308. World Population and Social Structure. 3 hours.
Introduction to the general field of population studies providing within a sociological framework an analysis of historical, contemporary, and anticipated population conditions and trends, as these are related to social situations and the organization of society.

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.

Soc 334. Social Psychology. 3 hours.
Analysis of the psychological and sociological processes involved in personality formation, and in various forms of group behavior.

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, marital and family adjustment, family crises.

Soc 408. Senior Colloquium in Sociology. 3 hours.
Study of significant sociological writings from the 19th century to the present, with emphasis on methods and interpretations.

Soc 416. Criminology and Delinquency. (g) 3 hours.
The nature and extent of delinquency and crime as forms of deviant social behavior; contributing factors; current prevention and treatment programs.

Soc 437. Sociology of Race Relations. (g) 3 hours.
The development of "race consciousness" and emergent problems of race-culture contacts.

Soc 443. The Field of Social Work. 3 hours.
A survey of the development of the social services, with emphasis on current American trends.

Soc 490. Educational Sociology. (g) 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 educational practices.

Soc 491. Corrections Process. 3 hours.
A study of the sequence involved in the correction process from arrest, courts, institutions, and rehabilitation.

Soc 492. Penology. 3 hours.
The evolution of punishment; penological theories; survey of prison development and administration. Education, labor, and rehabilitation processes. Social groups in the prison community.

Soc 493. Parole and Probation. 3 hours.
History of parole and probation. Adult and juvenile parole and probation (a comparison of systems). Contemporary practices and theories. Administration and research, treatment processes and tools.
BA 211, 212, 213. Fundamentals of Accounting. 3 hours each term.
Study of the function of accounting as a tool for the planning and administration of business enterprise. Primary emphasis on analysis and interpretation of financial data, rather than on collection and presentation.
Fall: Position and income statements, conceptual bases for collecting and presenting data, flows of cost, the accounting cycle, depreciation, formation of working capital.
Winter: Inventory and its control, risk-equity relationships, interest and annuities, analysis of position and income statements, fund statements, manufacturing costs, organization for and administration of costs and budgetary control.
Spring: Application of cost concepts to decision making, taxation, and its effect on planning, break-even analysis, internal control, capital budgeting, information theory applied to accounting reports, the impact of price-level changes on accounting data.
Prerequisites: Sophomore standing or consent of instructor.

\[^{3}\] Not applicable to social science major or minor in the general studies curriculum.
Degrees Awarded 1965-66
Degree of Master of Science

Elementary Education

Ralph Vernon Bittner, Valsetz
Harold Roy Call, Henderson, Nevada
Helen Jean Chadsey, Salem
Shirely S. Deardorff, Corvallis
Eleanor Maurice Fleischmann, Salem
Gerald Ralph Girod, Monmouth
Ernest Loewen Krause, Salem
Delray Jacob Krier, Dallas
Helen W. Lucas, Salem
JoAnn Lunas, Eugene
Harold Winston Marshall, Dallas
Gloria Jean McFadden, Salem
Saramaric McLin, Klamath Falls
Rosemary Kay Myers, Salem
Esther Anna Palmateer, Seaside
Robert Allen Park, Kinzua
Gerald Benton Rucker, Monmouth
Kathleen Kay Sut, Honolulu, Hawaii
Donald Holmes Tate, Salem
John Harold Ulrich, Oceanlake
Lyle George Watts, Redmond
Barney Lee White, Salem
Yuk-ian Mok Yung, Corvallis

Secondary Education

Cecil Floyd Baird, Carlton
James Allan Barnard, Dallas
Daniel Dwight Brunner, Gooding, Idaho
Robert William Cantonwine, Dallas
Larry Arthur Enos, Salem
Albert Ralph Glover, Mill City
Richard Walter Hook, Salem
Wesley Walter Jain, Dayton
Anderson William Johnson, Jr., Turner
Thelma O. Jone, Monmouth
Kevin Reeves Morse, Salem
John Michael Podgostar, Albany
Peter Edgar Smith, Monmouth
Michael Dennis Wendt, Woodburn
Melvin Dee Woolley, Salem

Teaching the Deaf

Thomas Benton Canaga, Salem
William Jack Foreman, Gooding, Idaho
Ann Poultier, Salem
Betty L. Henderson, Salem
Charles Lorance Henderson, Salem
Donna Lou Hubbell, Salem
Clarence Newman Kohler, Sonoma, Calif.
Dexter Campbell Maust, Portland
Ferne Royalty Rice, Salem

Special Education

Carroll Alvin Aebi, Dallas
Dorothy Landers Beesley, Coos Bay
Ruth Turner Berger, Dallas
Vivian May Boyce, Salem
Elvie Marie Breclin, Vancouver, Wash.
Kenneth Lorne Brophy, Salem
Judith Ann Conkey, Monmouth
Gene D. Dunaway, Falls City
Dale Lawrence Gibson, Monmouth
Joyce Lorene Hargand, Salem
Thomas Robert House, Salem
Shirley Jean Johnson, Monmouth
Lavonne I. Meyer, Salem
Dolores Bertha Musgrave, Cottage Grove
Alan Angar Olsen, Salem

Degree of Master of Arts in Teaching

Secondary Education

James Franklin Anderson, Corvallis
Richard John Branaugh, Salem
James Ernest Ferguson, Salem
Roy Allen Reimer, Dallas
Robin Louis Taylor, Salem
Jean A. Yoder, Independence

Degree of Bachelor of Science in Education

Elementary Education

Jerome Arthur Anderson, Monmouth
Lou Jean Anderson, Beaverton
Nedra Darlene Anderson, Lebanon
*Sandra Lee Ashbaugh, Odell
*Virginia Mae Black, Dallas
*Helena Schutz Blanchard, Arcata, Calif.
*Nadine Lorena Blum, Springfield
Adeline Bertha Bontrager, Gaston
Kathleen Rozella Bowman, Falls City
Darkline Marie Brixius, Monmouth
Jerrylne Ann Brusse, Falls City
Kathryn Ann Burroke, Troutdale
Alice Marie Campbell, Dayton
Beverly Jean Clayton, Coquille
Donna Hereford Clayton, Monmouth
Frederick Merch Clayton, Astoria
Daniel R. Cogswell, Amity
Keith C. Crane, Monmouth
Rebecca Jane Crowell, Lebanon
David Elvin Davis, Newberg
Cheryl Bobohann Dawson, West Linn
Arlie H. Dederick, Portland
Bian Marie Derrick, Cloverdale
Dorothy Alltlina Dolbeer, Portland
Sandra Jean Downing, Monmouth
G. Melvin Dunn, Odell
Dennis Dale Eberly, Milwaukee
*Vera Elizabeth Enderby, The Dalles
*Louis Jeanne Eppard, Hillsboro
Frances Purdy Everest, Langlois
Dorothy Lee Fost, Portland
Beverly Lucille Fitzgerald, Monmouth
Mary Loisle Fletcher, Albany
Margaret Mable Frampton, Monmouth
*Phyllis Jean Franklin, Salem
*Peggy Hiroko Fujisaki, Wailuku, Hawaii
Jane Hutton Fulton, Pasadena, California
Susan Avon Gant, Bandon
Katherine Jayne Garing, Salem
Joyce Kay Gibson, Albany

* Graduate with honors.
Larene Ann Olson, Sherwood
Oscar Vernon Olson, Hillsboro
Mildred Maxine Owens, Gladstone
Elizabeth Wagenhaas Paetel, Beaverton
Dorothy Madelyn Page, Albany
Kathleen Beverly Palmer, The Dalles
Sue Ellen Patterson, Astoria
Mava McKinnon Pearson, Seaside
John Edward Persinger, Salem
Frederica Lee Peterson, Independence
Cathleen Marie Phelps, Lake Oswego
Marion Pierce, Portland
Beverly Ardell Pistorius, Coeur d'Alene
Idaho
William H. Pitts, St. Helens
Sharon Myrtle Pote, Condon
Peter Vincent Rasaann, Monmouth
Victoria Carol Raxter, Powell Butte
Roger Verl Reeves, St. Helens
Patience O'Hara Reynolds Railly, Silverton
Joanne Louise Robertson, Bend
Wilma Joy Grove Robertson, Tigard
Jeanette Marie Rosenblum, Salem
Mary Louise Ruef, Salem
Sarah Ellen Runyan, St. Helens
Eileen Naomi Sakata, Pukalani, Hawaii
Merlin P. Salter, Salem
Maudie Ann Sannice, Salem
Viola Nada Sarin, Portland
Goldie Susan Scott, Lebanon
Caren Kay Serr, Portland, Oregon
Elisabeth Becker Seljen, Bend
Helen Claris Shea, Hood River
Sandra Lee Short, Portland
Alice Elaine Sieseg, Portland
Linda Joan Slate, Bend
LeRoy Odin Shattum, Salem
Elizabeth Price Smith, Lake Oswego
Florence Eliza Smith, Corvallis
Terry Franklin Spahr, Dallas
Janet Irene Spicer, Willamina
Nancy Jo Stewart, Portland
Doris Stringham, Salem
Suzanne Loucks Swearengin, Salem
Ruth McKee Swett, The Dalles
Linda Gayle Thompson, Tigard
Ruth Marie Tillotson, Jefferson
Jane Elizabeth Treciez, Salem
Dorothy Irene Tucker, Salem
Kenneth Harold Turner, Monmouth
Alice May Ulland, Portland
Elizabeth Pearson Upton, Hillsboro
Jay June VanLueften, Albany
Hillsbert Davidson Wagner, Monroe
Mabel Louise Walberg, Salem
Gene Edwin Weeks, Willamina
Alberta Pearl Whithworth, McMinnville
Kathryn Lorrette Wigle, Salem
Shirley Rae Wilson, Independence
Edna Asano Yamashita, Kahului, Hawaii
Louise Reto Yamane, Whidah, Hawaii
Barbara Jean Yokom, Pendleton

Junior High School

Dean Nevell Osterman, Milwaukee
William Edward Rawlings, St. Helens
Bruce Alan Rose, Portland

Senior High School

*Sherwin Cress Cullison, Aumsville
Sherry Ann Dahrens, Port Orchard
John Paul Dawson, West Linn
Noma Crawford Deshon, Monmouth
Billie Franklin Downing, Monmouth
Jack Melvin Elsworth, Salem
Pauline Madge Elliott, Sheridan
Gerald Clyde Elston, Salem
Artie Emma Fisher, Monmouth
Jacob David Fleec, Dallas
James Stewart Fletcher, Virginia
Ronald Rinchart Fultz, Monmouth
William Gary Gentemann, Monmouth
Aina Mae Gough, Astoria
*Robert Patrick Grove, Jr., Salem
Gerald Charles Hilderbrand, Monmouth
Chinor Chaff T. Hurter, Tigard
Nancy Maryann Jackson, Kernville
Stephen Clark Jackson, Salem
Judith Evelyn Kekel, Portland
Kenneth Alton Keller, Sweet Home
Frances Lawson Kent, Independence
Walter Ronald Keyes, Salem
Thomas Homer King, Eugene
Gordon Lee Kronberger, Saginaw
Donald Eugene Kronser, Salem
*Linda Kate Larsen, Salem
Jean Leslie Larson, Monmouth
John Dean Lyda, Newberg
Robert Austin MacMillan, Monmouth
Roy Marrocco, Portland
Warren Milan Mason, Monmouth
Bruce Thomas McKay, Salem
Stuart Erwin Merchant, Monmouth
Jon David Mollberg, Monmouth
George Palmer Moor, Redmond
Horace Blake Moranville, Independence

Douglas Arnold Otjen, Salem
David Henry Overholser, Dallas
Wayne Keith Palmer, Dallas
Corrina Agnes Partie, Salem
Robert Collinson Pears, Monmouth
John Medvin Petersen, Portland
Eugene Peter Poitras, Jr., Monmouth
Vicki Suzanne Priem, Scottsberg
Edna Sakota, Monmouth
Carl Anthony Schackman, Lebanon
Dilbert Warren Sheldon, Salem
Ronald Seth Smith, Longview, Washington
Lowell Allen Stewart, Hillsboro
Naomi Taketa, Lihue, Hawaii
Dennis Raymond Tichener, Salem
Thomas Leroy Tomlinson, Turner
Dwight Gard Tripplett, Salem
Dale Everett Walters, Yamhill
Marvin Lee Wilde, Salem
Mark Doraing Williams, Salem
Sussan Jean Windsor, Aloha
Richard John Withercombe, Gaston
*Velva LaVerne Wood, Forest Grove

* Graduate with Honors

Elementary and Secondary Education

Steven Levine Ensign, Hubbard
Douglas Richard Johnson, Monmouth

William Dean Lewis, St. Helens

Art Education

Helen Emily Schwab, Beaverton
David Lee Wells, Independence

Music Education

Douglas Edward Pierce, Reedsport

Degree of Bachelor of Science in General Studies

Paul Edward Bailey, Monmouth
Lyndal Arthur Brixton, Dallas
Craig William Chambers, Salem
Paul David Christensen, Salem
Donald Francis Elliott, Salem
James Kent Farley, Monmouth
Bruce Gibson Follis, Salem
David Kelsey Forstrom, Salem
Cary Lee Hammer, Salem
JoAnne Hicks, Salem
Leslie Lawrence Larson, Monmouth

Thomas Michael Lynch, Silverton
Larry Dean Mikkelsen, McMinnville
Michael Dennis Miles, Portland
Ralph Leigh Parton, Toledo
John Gary Rice, Portland
James Paul Taxes, Salem
Maurice William Walker, Salem
Leon Michael Wilbanks, Myrtle Creek
Gloria Jean Wittrock, Salem
Peggy Ann Wolfenbarger, Lacombe

Degree of Bachelor of Arts in Education

Elementary Education

Marilyn Esther Aleshire, Salem
Barbara Jean Ballish, Winston
Josephine Marie Bynum, Sno
Diane Kay Corbett, Salem
Nancy Ellen Dodge, Salem
Kathleen Elizabeth Thomas Faulkner, Salem
Scott Bennett Fischer, Ashland
*Patricia June Forbus, Coos Bay

Duane Ardon Frazier, Salem
Jeanne Hershberger, Newberg
Bonnie Irene Jefferies, Monmouth
Ann Farmer Kelley, Monmouth
Arlepha Arlene McNulty, Monmouth
Rachel J. Murphy, Rockaway
Louise Lundy Pavlick, Portland

David Carl Hockett, Newberg

Junior High School

*Mary Hollis McNeil, Monmouth
Rebecca Ann Straney, Corvallis
Rockey Glen White, Albany
Allen Jay Yoder, Vashon, Washington

Degree of Bachelor of Arts in General Studies

Norman Lyle Wilson, Salem

*Daniel Andrew Van Otten, Amity

* Graduate with honors.
### Summary of Enrollment and Graduates, 1965-66

#### Enrollment by Class, Regular Sessions, 1965-66

<table>
<thead>
<tr>
<th>Class</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>770</td>
<td>703</td>
<td>624</td>
</tr>
<tr>
<td>Sophomores</td>
<td>562</td>
<td>492</td>
<td>463</td>
</tr>
<tr>
<td>Juniors</td>
<td>300</td>
<td>323</td>
<td>296</td>
</tr>
<tr>
<td>Seniors</td>
<td>266</td>
<td>333</td>
<td>377</td>
</tr>
<tr>
<td>Graduate</td>
<td>173</td>
<td>197</td>
<td>177</td>
</tr>
<tr>
<td>Specials</td>
<td>2</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2073</td>
<td>2050</td>
<td>1943</td>
</tr>
</tbody>
</table>

#### Cumulative Enrollment for Regular Sessions

Distributed by Class, Sex, and Curriculum

<table>
<thead>
<tr>
<th>Class</th>
<th>M</th>
<th>W</th>
<th>M</th>
<th>W</th>
<th>M</th>
<th>W</th>
<th>M</th>
<th>W</th>
<th>M</th>
<th>W</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education</td>
<td>44</td>
<td>238</td>
<td>45</td>
<td>200</td>
<td>37</td>
<td>109</td>
<td>27</td>
<td>102</td>
<td>43</td>
<td>62</td>
</tr>
<tr>
<td>Junior High School</td>
<td>13</td>
<td>10</td>
<td>16</td>
<td>7</td>
<td>3</td>
<td>12</td>
<td>8</td>
<td>9</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>141</td>
<td>81</td>
<td>140</td>
<td>58</td>
<td>81</td>
<td>39</td>
<td>66</td>
<td>27</td>
<td>59</td>
<td>22</td>
</tr>
<tr>
<td>Art Education</td>
<td>7</td>
<td>11</td>
<td>5</td>
<td>13</td>
<td>5</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Music Education</td>
<td>7</td>
<td>7</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>General Studies</td>
<td>137</td>
<td>40</td>
<td>55</td>
<td>15</td>
<td>16</td>
<td>7</td>
<td>20</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Preprofessional</td>
<td>95</td>
<td>47</td>
<td>54</td>
<td>9</td>
<td>7</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Special Education</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>22</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>445</td>
<td>440</td>
<td>318</td>
<td>307</td>
<td>165</td>
<td>168</td>
<td>139</td>
<td>146</td>
<td>154</td>
<td>111</td>
</tr>
</tbody>
</table>

#### Cumulative Enrollment for Summer, 1965

<table>
<thead>
<tr>
<th>Class</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates</td>
<td>353</td>
<td>368</td>
<td>721</td>
</tr>
<tr>
<td>Undergraduates</td>
<td>174</td>
<td>379</td>
<td>553</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>527</td>
<td>747</td>
<td>1274</td>
</tr>
</tbody>
</table>

#### Enrollment for Summer Session, 1965

and Regular Session, 1965-66

<table>
<thead>
<tr>
<th>Class</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates</td>
<td></td>
<td></td>
<td>1617</td>
</tr>
<tr>
<td>Undergraduates</td>
<td></td>
<td>1763</td>
<td>3380</td>
</tr>
</tbody>
</table>

#### Summary of Degrees Conferred, 1965-66

<table>
<thead>
<tr>
<th>Degree</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Education</td>
<td>14</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>17</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>Special Education</td>
<td>19</td>
<td>21</td>
<td>40</td>
</tr>
<tr>
<td>Master of Arts in Teaching</td>
<td>6</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Education</td>
<td>34</td>
<td>129</td>
<td>163</td>
</tr>
<tr>
<td>Junior High School</td>
<td>5</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>52</td>
<td>19</td>
<td>71</td>
</tr>
<tr>
<td>Art Education</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Music Education</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>General Studies</td>
<td>18</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Education</td>
<td>2</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>Junior High School</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>2</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>General Studies</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total degrees conferred</strong></td>
<td>178</td>
<td>207</td>
<td>385</td>
</tr>
</tbody>
</table>
Oregon College of Education

Administrative Officers

CHARLES A. HOWARD, M.A., LL.D. .................................. President Emeritus
LEONARD W. RICE, Ph.D. .............................................. President
WALTER E. SNYDER, Ed.D. ............................................. Dean of Instruction
ELLIS A. STEBBINS, B.A. .................................................. Dean of Administration
FLOYD B. ALBIN, Ed.D. .................................................. Registrar
NEIL A. AMERMAN, B.S. ............................................... Director of Dormitories
MARY I. CHAMPION, Ed.D. ............................................. Associate Dean of Students
RONALD L. CHATHAM, Ph.D. ............................................ Director of Planning
ETTA MAE DETERING, B.S. ............................................ Director of Administrative Services and Nursing, Health Service

JACK V. EDLING, Ph.D. ............................................ Director, Teaching Research Division, OSSHE
CLARENCE C. GORCHELS, M.S. ....................................... Director of the Library
MARThA H. HILL, B.S. ................................................... Executive Secretary, President's Office
WALACE E. JOHNSON, M.S. ............................................. Director of Information
BERT Y. KERSH, Ph.D. .................................................. Associate Director, Teaching Research Division, OSSHE

H. BLAKE MORANVILLE, B.S. ........................................ Associate Dean of Students
JACK D. MORTON, M.S. ................................................... Dean of Students
DONALD H. Searing, M.D. ............................................ Director of Medical Services, Health Service
JOHN N. SPARKS, B.S. .................................................. Director of Business Affairs
HENRY E. TETZ, M.S. .................................................... Director of Student Teaching
A. KENNETH YOST, Ed.D. .............................................. Director of Educational Media

Faculty

HELEN BLODGETT ADDISON, M.S., Assistant Professor of Education; Supervisor of Teaching.

Floyd burnap albin, Ed.D., Professor of Education; Registrar; Director of Admissions.
B.A. (1932), Willamette University; M.A. (1940), University of Washington; Ed.D. (1951), University of Utah. At Oregon College of Education since 1948.

Robert Edward albritton, M.S., Assistant Professor of Education.

Charles Allen alva, Ed.D., Associate Professor of Humanities.

Neil adriAn amerman, B.S., Assistant Professor; Director of Dormitories.
B.S. (1937), University of Minnesota. At Oregon College of Education since 1962.

Gertrude Joanne ampspoker, Ph.D., Associate Professor of Social Science.

Lydia Louise anderson, M.A., Assistant Professor of Humanities.
B.A. (1923), Augustana College (Illinois); M.A. (1928), University of Washington. At Oregon College of Education since 1966.
S. K. Anderson, Ph.D., Associate Professor of Social Science.

Stephen Cary Andres, B.S., Instructor in Humanities.

Frances Mattingly Armour, B.S., Assistant Professor; Reference Librarian.
B.A. (1931), Friends University, Wichita, Kansas; B.S. (1942), School of Library Service, Columbia University. At Oregon College of Education since 1953.

David LeRoy Austin, M.S., Instructor in Education; Supervisor of Teaching.

Robert Samuel Baker, M.A., Assistant Professor of Humanities.

James Allan Barnard, M.S., Instructor in Mathematics.

Ronald James Beck, Ed.D., Assistant Professor of Humanities.

John Edward Bellamy, Ph.D., Professor of Humanities.

Herma John Bergman, M.A., Assistant Professor of Social Science.

Martin Julian Birnbam, M.A., Instructor in Humanities.

Wildon Charles Blackburn, M.S., Instructor in Physics.
B.S. (Physics), B.S. (Mathematics), (1962), University of Alaska; M.S. (1966), Oregon State University. At Oregon College of Education since 1965.

Barbara Jean Bradley, B.S., Instructor in Education.

Myra Jean Brand, B.A., Instructor in Voice.

Ray Arlyn Brodersen, Ph.D., Associate Professor of Physical Sciences.
B.A. (1953), Fresno State College; Ph.D. (1962), University of California, Berkeley. At Oregon College of Education since 1962.

†David Silin Brody, Ph.D., Professor of Psychology.

Carol Joan Brownlow, B.S., Instructor in Physical Education.

Joseph R. Caligare, M.S., Assistant Professor of Physical Education.
B.S. (1952), M.S. (1966), University of New Mexico. At Oregon College of Education since 1966.

Nancy Ferguson Canon, M.S., Instructor in Education; Supervisor of Teaching.

Mary Josephine Carr, M.A., Assistant Professor of Education for the Deaf.
B.A. (1938), Oklahoma College for Women; Diploma (1942), Teacher Education Department of Clarke School for Deaf, Northampton; M.A. (1951), State University of Iowa, Iowa City. At Oregon College of Education 1962-64 and since 1965.

JOHN JOSEPH CASEY, M.F.A., Instructor in Art.

HAL DICK CHAMBERS, M.A., and M.F.A., Assistant Professor of Art Education.

JOAN ARTHURNOT CHAMBERS, B.A. in Ed., Instructor in Education; Supervisor of Teaching.

MARY ISABEL CHAMPION, Ed.D., Associate Professor; Associate Dean of Students.

RONALD LEWIS CHATHAM, Ph.D., Professor of Geography; Director of Planning.

HARLAN DON CONKEY, Ed.D., Associate Professor of Audiology.

CLIFFORD LEE CORLEY, Ed.D., Professor of Education.

ROSS RALPH COTRONO, Ph.D., Assistant Professor of Social Science.

RUTH PEARSON CULBERTSON, M.A., Assistant Professor of Art.

ERNEE LEE CUMMINS, Ed.D., Professor of Physical Sciences and Science Education.

*JOSEPH KENNETH CUMMISKEY, Ph.D., Associate Professor of Physical Education.
B.S. (1952), Springfield College, Massachusetts; M.Ed. (1953), Oregon State University; Ph.D. (1963), Stanford. At Oregon College of Education since 1955.

RICHARD ANTHONY DAVIS, M.A., Instructor in Humanities.

ETTA Mae WELLS DEFERING, B.S., Instructor; Director of Administrative Services and Nursing, Health Service.
R.N. (1931), Salem General Hospital School of Nursing; Ph.N. (1939), University of Oregon School of Nursing; B.S. (1957), Oregon State College. At Oregon College of Education since 1963.

MABEL EWALT DOBBS, M.M. Assistant Professor of Music.

ERHARD KARL DORTMUND, M.A., Assistant Professor of Social Science.

EDNA RACHEL DOUGHTY, M.M.Ed., Instructor in Education; Supervisor of Teaching.
B.A. (1939), Tarkio College, Missouri; M.M.Ed. (1947), University of Colorado. At Oregon College of Education since 1964.

RANDI LOUISE DOUGLAS, M.A., Instructor in Education.

DONALD HUBBARD DUNCAN, Ed.D., Associate Professor of Education.

EILEA JOAN ENSTAD, M.S., Assistant Professor of Education; Supervisor of Teaching.

DENNIS JOHN FAHEY, Ed.D., Associate Professor of Education.

HENRY KENT FARLEY, Ed.D., Professor of Education; Coordinator of Graduate Programs.
B.S. (1927), M.A. (1932), University of Missouri; Ed.D. (1949), University of Southern California. At Oregon College of Education since 1947.

RALPH ARTHUR FARROW, Ed.D., Associate Professor of Education.

JAMES KENNETH FITSEL, M.A., Assistant Professor of Humanities.

*JESSE HOWARD GARRISON, Ed.D., Professor of Education.

EDWARD GARVANIAN, M.S., Assistant Professor of Physical Education.
B.S. (1952), M.S. (1966), University of New Mexico. At Oregon College of Education since 1966.

MELVIN HENRY GEIST, M.M., Associate Professor of Music.
B.M. (1929), University of Kansas, Lawrence; M.M. (1938), University of Michigan. At Oregon College of Education since 1964.

CHARLES RICHARD GENGLER, Ed.D., Assistant Professor of Education.

JAMES ARCHIE GIBBS, M.S., Assistant Professor of Education.
B.A. (1957), Berea College, Kentucky; M.S. (1964), Oklahoma State University. At Oregon College of Education since 1966.

DONALD EDWARD GILES, M.A., Assistant Professor of Biology.

ALICE EBRIGHT GLASSOW, B.A., Instructor in Music.

ROBERT BYRON GLASSOW, Ed.D., Assistant Professor of Music.

ARTHUR HUGH GLOGAU, Ph.D., Professor of Education.

JAMES MARION GOODMAN, Ph.D., Associate Professor of Geography.
B.A. (1952), University of Oklahoma; M.S. (1953), Ph.D. (1953), Northwestern University. At Oregon College of Education since 1956.

CLARENCE CLIFFORD GORCHELS, M.S., Professor; Director of the Library.
B.S. (1940), Wisconsin State College, Oshkosh; B.L.S. (1945), University of Wisconsin; M.S. (1952), Columbia University. At Oregon College of Education since 1966.

*Beryl Mansfield Green, M.S., Assistant Professor of Mathematics.  

Paul Francis Griffin, Ph.D., Professor of Geography.  

Lyman Burgess Hagen, M.A., Assistant Professor of Humanities.  

Lloyd Theodore Hanson, M.A., Assistant Professor of Humanities.  

Harold Dale Harp, M.S., Assistant Professor of Education; Program Director, Campus Elementary School.  

Zenas Russell Hartvigson, M.A.T., Instructor in Science and Mathematics.  

Serge Conrade Head, Ph.D., Associate Professor of Biology.  
B.A. (1953), Brigham Young University; M.S. (1956), Washington State University; Ph.D. (1959), Oregon State University. At Oregon College of Education since 1965.

Jon Dennis Helser, M.Ed., Instructor in Art.  

Leland Elmer Hess, M.A., Assistant Professor of Social Science.  
B.A. (1938), Ripon College; M.A. (1940), University of Chicago. At Oregon College of Education since 1956.

Margaret Louise Hiatt, Ed.D., Professor of Education.  

Vern Donald Hiebert, M.S., Assistant Professor of Mathematics.  
B.A. (1952), Willamette University; M.S. (1959), University of Illinois. At Oregon College of Education 1959-63 and since 1963.

Howard Clinton Hill, M.A., Instructor; Catalog Librarian.  

Martha Helen Hill, B.S., Assistant Professor; Executive Secretary, President's Office.  
Diploma (1929), Oregon College of Education; B.S. (1932), Oregon State College. At Oregon College of Education since 1945.

Richard David Hill, M.A., Assistant Professor of Mathematics.  

Betty Lou Phillips Holdt, M.A., Assistant Professor of Education for the Deaf.  

Nellie Elvira Holstad, M.L., Instructor; Reference Librarian.  

John Morton Howard, Ed.D., Associate Professor of Education.  

ELIZABETH EMILY HOYSER, M.A., Assistant Professor of Education.

MAJDUDDIN MOHAMMED JAFFER, M.S.E., Assistant Professor of Physical Sciences.
B.Sc. (1945), Osmania University, India; B.S.Ch.E. (1950), University of Michigan; M.S.E. (1951), University of North Dakota. At Oregon College of Education since 1958.

CHARLES WILFORD JOHNSON, M.S., Assistant Professor of Social Science.
B.Ed. (1938), Illinois State Normal University; M.S. (1948), University of Wisconsin. At Oregon College of Education since 1961.

WALLACE EARLE JOHNSON, M.S., Assistant Professor of Humanities; Director of Information.

HOWARD JONES, B.S., Instructor in Music.

STANLEY JAY KENYON, M.S., Assistant Professor; Assistant Registrar; Admissions Officer.

MILTON KIELSMEIER, Ph.D., Associate Professor of Education; Director of Counseling Services.

DOROTHY MARIE KIRBY, M.A., Assistant Professor of Humanities.
B.A. (1927), University of Oregon; M.S. (1932), Middlebury College, Vermont. At Oregon College of Education since 1960.

LEO JAMES KIRK, M.A., Assistant Professor of Art.

ALICE SNYDER KNUTH, Ed.D., Professor of Music Education.

E. LOUISE HENDERSON KRIEY, M.A., Assistant Professor of Physical Education.
B.A. (1935), Louisiana State University; B.S. in L.S. (1936), Louisiana State University, School of Library Science; M.A. (1952), University of Oregon. At Oregon College of Education 1952-53 and since 1955.

GARY C. LANSING, M.A., Assistant Professor of Social Science, OEO.

GEORGE ROBERT LARSEN, B.A., Assistant Professor of Social Science, OEO.
B.A. (1958), University of the Pacific; S.T.B. (1962), Boston University School of Theology. At Oregon College of Education since 1965.

ANN MARIE LARSON, M.S., Instructor in Biology.
B.A. (1958), College of St. Catherine; M.S. (1963), University of Syracuse. At Oregon College of Education since 1965.

RUTH ELIZABETH LAUTENBACH, Ed.D., Professor of Physical Education.
B.S. (1930), M.A. (1931), University of Iowa; Ed.D. (1957), University of Colorado. At Oregon College of Education since 1940.

WILLIAM DAVID LEWIS, Ph.D., Associate Professor of Social Science, OEO.

JAMES DALE LIEBKE, Ph.D., Assistant Professor of Physical Sciences.
B.S. (1959), Portland University; Ph.D. (1964), Washington State University. At Oregon College of Education since 1965.
MARVIN HERMAN LIESKE, Ed.D., Assistant Professor of Social Science.

ROBERT CLARENCE LIVINGSTON, Ed.D., Professor of Physical Education.

DUANE RUBEN LAPPNOW, M.S., Instructor in Art.

MAY FOLSOM LUCAS, M.S., Assistant Professor of Education.
B.S. (1946), M.S. (1953), Oregon College of Education. At Oregon College of Education since 1957.

ROBERT JAMES LUTZ, B.S., Instructor in Social Science; OEO.
B.S. (1965), Linfield College. At Oregon College of Education since 1966.

INGEBORG SEENA MAHFFIE, M.A., Instructor in Education.
B.S. (1931), University of Nebraska; M.A. (1942), Teachers College, Columbia University. At Oregon College of Education since 1966.

HAROLD FRANK MACKEY, Ph.D., Associate Professor of Social Science.

JOHN DAVID MAGEE, M.A., Instructors in Humanities.

DONALD ERNEST MARTIN, B.A., Instructor in Social Science; Space Analyst.

HAROLD IRVIN MASON, M.S., Assistant Professor of Education; Coordinator of Field Services.

WILLIAM DEAN MCGARTHUR, Ed.D., Professor of Physical Education.
B.A. (1941), Santa Barbara College; M.S. (1942), University of Oregon; Ed.D. (1956), Oregon State University. At Oregon College of Education since 1947.

DAVID VERNON MCCORKLE, M.S., Assistant Professor of Biology.

ROBERT PATRICK McCULLOUGH, M.A., Assistant Professor of Physical Education.

GLORIA JEAN MCFADDEN, M.S., Assistant Professor of Education.

DOUGLAS CHARLES McKENZIE, M.A., Instructor in Humanities.

FRANK G. MILES, M.Ed., Assistant Professor of Education.
A.B. (1954), Brigham Young University, Provo, Utah; M.Ed. (1963), University of Oregon. At Oregon College of Education since 1963.

FRANK WENDELL MILLER, M.A., Assistant Professor of Humanities.

MARIAN MARGARET MILLER, B.S., Assistant Professor of Physical Education.

LUCILLE NAVARE MILLSAP, Ed.D., Associate Professor of Education.
EWAN HARRRECHT MINTON, Assistant Professor of Music.
Private study with Ruth Miller, Chamlee, Los Angeles; Grace Leslie, New York; Lina Paglauhi, Milan; Mime, Gall, Paris; Maggie Teyte, London; Opera under Carl Elbert, Roberto Moranzoni; Tanglewood Festival. Professional experience includes Los Angeles Opera, New England Opera, featured soloist with Salt Lake Tabernacle Choir, national tours under Columbia Artist management. At Oregon College of Education since 1962.

MARY LYNETTE MOORE, B.A., Instructor in Education.

HORACE BLAKE MORANVILLE, B.S., Instructor; Associate Dean of Students.

BEVERLY KAY DICK MORRISON, B.A., Instructor in Education; Supervisor of Teaching.
B.A. (1953), Humboldt State College, Arcata, California. At Oregon College of Education since 1962.

JACK DONALD MORTON, M.S., Assistant Professor; Dean of Students.
B.S. (1948), University of Oregon; M.S. (1957), Oregon College of Education. At Oregon College of Education since 1955.

ROBERT LEONARD MULDER, Ph.D., Professor of Speech Pathology; Director, Western Oregon Cooperative Speech and Hearing Center.

PATRICIA LAWLER NEWTON, B.S., Instructor in Education; Supervisor of Teaching.

KATHLEEN DEWEES O'DELL, B.S., Research Assistant, OEO.

ROBERT G. OGAN, M.S., Assistant Professor of Education; Supervisor of Teaching.
B.A. (1955), Nebraska State College, Wayne; M.S. (1956), University of Omaha. At Oregon College of Education since 1964.

ERNEST MAYNARD OGDARD, JR., B.S., Instructor in Social Science; OEO.

*THOMAS NEILL OLMSTEAD, M.A., Assistant Professor of Humanities.

WILFRED RALPH OPAGER, B.S., Assistant Professor of Accounting; Assistant Director of Business Affairs.

CHARLES JAMES PHILLIPS, M.A., Instructor in Mathematics.

SUSAN PAGE PHILLIPS, M.A., Instructor in Social Science, OEO.

MARIE BETH PLETHCHMY, M.S., Instructor in Art.

ANTON POSTL, Ph.D., Professor of Physical Sciences.
B.S. (1940), M.S. (1942), University of Hawaii; Ph.D. (1953), Oregon State University. At Oregon College of Education since 1947.

LAFYRNE FRANCES PRATT, B.A., Instructor; Campus Elementary School Librarian.

DONALD LEROY PRATTON, M.A., Assistant Professor of Social Science.

PETER LOUIS QUINN, Ph.D., Assistant Professor of Physical Sciences.
B.S. (1925), B.S. Hons. (1926), University, Cardiff, Wales; Ph.D. (1958), London University, At Oregon College of Education since 1966.

HELEN MARIE REDBIRD, Ed.D., Associate Professor of Social Science; OEO Project Program Coordinator.

LEONARD WILLIAM RICE, Ph.D., Professor; President.
B.A. (1941), Brigham Young University; M.A. (1943), Ph.D. (1950), University of Washington, At Oregon College of Education since August 1962.

ROBERT RAY RICHARDSON, M.A., Instructor in Art.

*MONTANA HOPKINS RICKARDS, M.Ed., Assistant Professor of Humanities and Education.

GUY HARLAN ROOT, M.S., Assistant Professor of Physical Sciences.
B.A. (1958), University of New Hampshire; M.S. (1959), Lehigh University, At Oregon College of Education since 1966.

MARION OLINDO ROSSI, M.A., Instructor in Humanities.
B.A. (1963), Idaho State University; M.A. (1965), University of Illinois, At Oregon College of Education since 1965.

STANLEY VAN RUCKMAN, M.A., Assistant Professor of Education; Supervisor of Teaching.
B.A. (1939), West Liberty State College, West Virginia; M.A. (1943), Western Reserve University, At Oregon College of Education since 1948.

*LOREN LEWIS SCOTT, M.S., Assistant Professor of Education.

RICHARD TYLER SCOTT, Ed.D., Assistant Professor of Education.

DONALD HOWARD SEARING, M.D., Assistant Professor; Director of Medical Services, Health Service.
B.S. (1929), College of Puget Sound; M.D. (1934), University of Oregon Medical School, At Oregon College of Education since 1936.

MATTHEW NATHANIEL STERNMAN, Ed.M., Assistant Professor of Education.
B.A. (1952), Boston University; Ed.M. (1955), Harvard University, At Oregon College of Education since 1966.

RICHARD GERALD SHOLLENBERGER, M.Ed., Assistant Professor of Physical Education.

AJMER SINGH, Ph.D., Assistant Professor of Social Science.
B.S. (1955), Punjab University, India; M.S. (1961), Oregon State University and University of Minnesota; Ph.D. (1964), Oregon State University, At Oregon College of Education since November 1965.

EDMOND JAMES SKINKSKI, M.S., Assistant Professor of Social Science, OEO.

CLAUDE EDWARD SMITH, M.S., Assistant Professor of Education; Director of Audio-Visual Services.

EDGAR HERBERT SMITH, Ph.D., Professor of Music.
B.A. (1935), State University of New York; M.Ed. (1943), Temple University, Pennsylvania; Ph.D. (1952), New York University. At Oregon College of Education since 1954.

WALTER EDWARD SNYDER, Ed.D., Professor of Education; Dean of Instruction.
B.S. (1925), Oregon State University; M.S. (1938), Ed.D. (1951), University of Oregon. At Oregon College of Education since 1956.

JOHN NATHAN SPARKS, B.S., Assistant Professor of Accounting; Director of Business Affairs.
B.S. (1947), University of Oregon. At Oregon College of Education since 1960.

ELLIS ARNOLD STEBBINS, B.A., Professor; Dean of Administration.
B.A. (1924), Pacific University. At Oregon College of Education since 1928.

MARGARET LILLIAN STEINER, B.S., Assistant Professor; Associate Librarian.
B.A. (1931), Willamette University; B.S. in Library Science (1938), University of Illinois, Library School. At Oregon College of Education since 1947.

LEONARD ELVA TABOR, M.S., Assistant Professor of Education; Supervisor of Teaching.

BUD TAMLER, M.A.T., Assistant Professor of Social Science.

HENRY EVERETT TETZ, M.A., Assistant Professor of Education; Director of Student Teaching.
B.S. (1925), M.S. (1937), University of Oregon. At Oregon College of Education since 1957.

BERNIECE LUTHRO THAYER, B.S., Instructor in Education; Supervisor of Teaching.
B.S. (1951), University of Alaska, College. At Oregon College of Education since 1963.

LEONA ESTHER TODD, M.S., Assistant Professor of Biology.

JAY BEVERLY VANDERFORD, Jr., B.A., Instructor in Social Science, OEO.

PHILIP EUGENE VOGEL, Ph.D., Associate Professor of Geography.
B.S. (1953), Central Missouri State College; M.A. (1956), Ph.D. (1960), University of Nebraska. At Oregon College of Education since 1966.

KENNETH WALDROFF, M.A., Assistant Professor; Coordinator, Continuing Education and Special Programs, OCE.

VIRGINIA SWASEY WALES, M.S. in Ed., Assistant Professor of Education; Supervisor of Teaching.
B.A. (1941), Lewis and Clark College; M.S. in Ed. (1961), Wheelock College, Boston. At Oregon College of Education since 1964.

KENNETH MERRIAM WALKER, Ph.D., Associate Professor of Biology.

DAVID EDWARD WALLACE, Ph.D., Associate Professor of Music Education.
MAXINE AMMER WARNATH, M.A., Assistant Professor of Education and Psychology.  

DONALD JAMES WEISS, M.A., Assistant Professor of Humanities.  

DAVID WILLIAM WILCOXSON, JR., M.Sc., Assistant Professor of Social Science.  
A.B. (1950), San Jose State College; M.Sc. (1953), University of Arizona. At Oregon College of Education since 1966.

CHARLES RUSSELL WOOLUMS, B.S., Instructor in Mathematics.  

LYNN WIEDEN WOSTENBERG, B.S., Instructor in Education.  
B.S. (1963), University of Oregon. At Oregon College of Education since 1966.

ARTHUR KENNETH YOST, Ed.D., Professor of Education; Director of Educational Media.  

MINNIE HUBBARD ANDREWS, Director of Alumni Relations.  
At Oregon College of Education since 1946.

FAY JOHNSON GIRARD, Assistant Registrar.  
At Oregon College of Education since 1927.

N. ERNEST GRESHAM, Superintendent of Buildings and Grounds.  
At Oregon College of Education since 1961.

BETTY COXEN HOYT, Placement Secretary.  
At Oregon College of Education since 1964.

MARIE LINEHAN MILLER, Administrative Assistant, Business Office.  
At Oregon College of Education since 1927.

NOTE: Since the general catalog is published before the faculty assignments have all been made for the 1967-68 school year, the official faculty list for the Fall quarter of the 1966-67 school year is shown in this catalog. Where possible, however, recently awarded degrees are shown. Included in this list are both full-time faculty and faculty employed half-time or more.

---

Emeritus Faculty

OSCAR CARL CHRISTENSEN, M.S., Associate Professor Emeritus of Social Science.  
At Oregon College of Education from 1925 to 1964.

MARY AGNES DONALDSON, M.A., Associate Professor Emeritus of Education.  
At Oregon College of Education from 1921 to 1962.

FRANCIS D. HAINES, Ph.D., Professor Emeritus of Social Science.  
At Oregon College of Education from 1951 to 1964.

PEARL BIRCH HEATH, M.S., Professor Emeritus of Art.  
At Oregon College of Education from 1927 to 1963.

EMMA FRANCIS HENKLE, M.A., Associate Professor Emeritus of Education.  
At Oregon College of Education 1922-29 and 1932-57.

CHARLES ABNER HOWARD, M.A., LL.D., President Emeritus.  
At Oregon College of Education from 1939 to 1947.
FLORENCE WHITE HUTCHINSON, M.S., Associate Professor Emeritus of Music.
At Oregon College of Education from 1929 to 1961.

OMA BELLE EMMONS Mcabee, M.S., Associate Professor Emeritus of Education.
At Oregon College of Education from 1922 to 1959.

CHARLES RAYMOND McCULKE, Ph.D., Professor Emeritus of Humanities.
At Oregon College of Education from 1952 to 1964.

EDNA MINGUS, M.A., Associate Professor Emeritus of English.
At Oregon College of Education from 1919 to 1948.

EDITH LORETTA OLSON, B.S., Assistant Professor Emeritus of Health.
At Oregon College of Education from 1952 to 1963.

IDA MAE SMITH, M.A., Assistant Professor Emeritus of Education.
At Oregon College of Education 1918-24 and 1927-47.

CLARA VAUGHN THOMPSON, B.S., Assistant Professor Emeritus.
At Oregon College of Education 1930-34 and 1953-61.

MATTHEW ROY THOMPSON, Ed.D., Professor Emeritus of Mathematics.
At Oregon College of Education from 1946 to 1966.

HENRIETTA B. WOLFER, M.S., Associate Professor Emeritus of Education.
At Oregon College of Education from 1925 to 1961.

LOUISE WOODRUFF, M.A., Assistant Professor Emeritus of Music.
At Oregon College of Education from 1946 to 1947.

Teaching Research Division Faculty

JAMES H. BRAIRD, Associate Research Professor.

LESTER F. BECK, Research Professor.
Ph.D. Brown University, 1933. OSSHE since 1956.

MELVIN T. COLLINS, Systems Analyst.

JACK V. EDLING, Director, Research Professor.
Ph.D. University of Nebraska, 1955. OSSHE since 1955.

GERRY GIBBS, Research Assistant, Instructor.

JOHN GORDON, Jr., Assistant Research Professor.

THOMAS R. HAINES, Research Assistant, Instructor.

DALE G. HAMREUS, Assistant Research Professor.

MARILYN HOLINGER, Research Assistant, Instructor.

PAUL H. JENSEN, Research Professor.
Ph.D. University of North Dakota, 1938. OSSHE since July 1966.

ROBERT R. LANGE, Research Assistant, Instructor.

VICTOR E. LUND, Assistant Research Professor.
ALEX MACKERTICH, Assistant Research Professor.

PATRICK R. MAHONEY, Business Manager.
B.S. Seattle University, 1963. OSSHE since 1966.

SIDNEY MICEK, Research Assistant, Instructor.

KEVIN MORSE, Research Assistant, Instructor.

CASPER F. PAULSON, Jr., Assistant Research Professor.

TIM PETTIBONE, Research Assistant, Instructor.

JOHN R. PYPER, Assistant Research Professor.

HENRY D. SCHALOCK, Associate Research Professor.
Ph.D. University of Nebraska, 1955. OSSHE since 1956.

PETER E. SMITH, Research Assistant, Instructor.

PAUL A. TWELKER, Assistant Research Professor.

CARL J. WALLEN, Assistant Research Professor.

VIRGINIA WEIGEL, Research Assistant, Instructor.

WARREN WELCH, Research Assistant, Instructor.
B.S. Oregon State University, 1949. OSSHE since 1960.

EILEEN WILLIAMS, Research Assistant, Instructor.

ASSOCIATE FACULTY

(Off-Campus Supervisors of Elementary Student Teachers and Interns)

HUGH ALEXANDER—Faye Wright School, Salem
JEAN ALLEGE—North Gresham School, Gresham
IVA ANDERSON—Edwards School, Newberg
NANCY AUSTIN—Lyle School, Dallas
DAVID BARKER—Principal, Independence Elementary School, Independence
HOWARD BAY—Supervisor, Elementary Education, Salem
WALTER BECK—Principal, Morningside School, Salem
FRANCES BELL—Waverly School, Albany
RITA BENEDICT—North Gresham School, Gresham
LUCILLE BERNDT—Morningside School, Salem
CAROLINE BLAKE—Principal, West Salem School, Salem
GENE BRADFORD—Principal, Brush College School, Salem
ART BRADLEY—Principal, Hayesville School, Salem
KEN BRINKERHOFF—Principal, Monmouth Elementary School, Monmouth
VIVIAN BROWN—Witworth School, Dallas
JIM BUCK—Forest Hills School, Lake Oswego
DORIS BUCKOVIC—Independence Elementary School, Independence
VERNE BUEHLER—Edwards School, Newberg
MILDRED BURCHFIELD—Auburn School, Salem
PHYLLIS CARR—Forest Hills School, Lake Oswego
JACQUELINE DAVIS—Roberts School, Salem
CONSTANCE DUNCAN—Monmouth Elementary School, Monmouth
CAROLYN ENGLE—Auburn School, Salem
ARLENE FALLEN—West Salem School, Salem
FLORENCE FAWK—Highland School, Salem
MAURICE FLEISHMANN—Forest Hills School, Lake Oswego
ROSE FLORY—Candalaria School, Salem
GLADEC FOLLIS—Principal, Washington School, Salem
LOU HELEN GADWAY—Brush College School, Salem
CURT GETTIS—Salem Heights School, Salem
LAUJANA GIBSON—Lyle School, Dallas
MATHILDA GILLIS—Principal, Richmond School, Salem
DALE GILSON—Washington School, Salem
CHARLENE GIRARD—Independence School, Independence
DOROTHY GIONNES—Hoover School, Salem
VELMA GLISAR—Liberty School, Salem
opal GRAHAM—Whitworth School, Dallas
Rod GROSHONG—Principal, Uplands School, Lake Oswego
MARGARET HARLING—Waverly School, Albany
AL HOREAUF—Principal, Bush School, Salem
RUTH HUFFAKER—Washington School, Salem
STEVE IRVING—Principal, Liberty School, Salem
DEE ANN JANES—Palisades School, Lake Oswego
PHIL JEMIESON—Brush College School, Salem
MILDRED JOHNSON—Morrison School, Salem
WILLA JOHNSTON—Morningside School, Salem
ANNE JOY—Morrison School, Dallas
John JUDGE—Englewood School, Salem
DICK KEMPER—Hayesville School, Salem
EMMA JUNE KITZMILLER—Morrison School, Dallas
HARRY MOHR Jr.—Principal, Faye Wright School, Salem
ARTHUR MYERS—Assistant Superintendent, Salem
KENT MYERS—Assistant Superintendent, Lake Oswego
LAURENE NEWTON—Independence Elementary School, Independence
MARILYN PAULSEN—Independence Elementary School, Independence
MEL PETERSON—Elementary Curriculum Coordinator, Dallas
DALE PEYTON—Kennedy School, Salem
DON PLUMMER—Principal, Cummings School, Salem
DONNI RAMSDELL—Bush School, Salem
GORDON RANDS—Principal, Candalaria School, Salem
LOIS RANDS—Hoover School, Salem
Hazel RIEKE—Faye Wright School, Salem
JULIA RICHARDSON—Auburn School, Salem
EILEEN ROLLINS—Forest Hills School, Lake Oswego
JOHN SCHaffer—Principal, Powell Valley School, Gresham
carole SMITH—Special Ed., Salem
ALLEYNE SPENCER—Bush School, Salem
MARGUERITE STERNS—Bryant School, Lake Oswego
VIVIAN STROUT—Principal, Cook School, McMinnville
MABEL SUMPTER—Principal, Hoover School, Salem
MARILYN SWANSON—Lake Grove School, Lake Oswego
Thelma Tallent—Independence Elementary School, Independence
Jean Thibeaud—Hayesville School, Salem
Mildred Thompson—Morningside School, Salem
Dorothy Thurlow—Uplands School, Lake Oswego
Arnold Turnbull—Principal, Waverly School, Albany
Lucille Wardle—Washington School, Salem
Tena Warkentin—Lyle School, Dallas
Alvina Warren—Liberty School, Salem
Ladele Watt—Lake Grove School, Lake Oswego
Mildred Watt—West Salem School, Salem
Carmalite Weddle—Principal, Kennedy School, Salem
Genevieve Wegner—Salem Heights School, Salem
Gene Weldon—Auburn School, Salem
Marilyn Wickert—Morningside School, Salem
Joan Wilson—Richmond School, Salem
Susan Wilson—Morningside School, Salem
Emma Wolfard—Keizer School, Salem
Marie Wood—McKinley School, Salem
Phyllis Wood—Lyle School, Dallas
James Wright—Principal, C. J. Tigard School, Tigard
George Wright—Principal, Highland School, Salem
Alyce Yoshikai—Principal, Baker School, Salem
Fama Yost—Independence Elementary School, Independence
Dick Zahlner—C. J. Tigard School, Tigard

(Off-Campus Supervision of Secondary Student Teachers and Interns)

Ronald August—Dallas High School, Dallas
Georgianne Austin—Henry Hill Junior High School, Independence
Victor Backlund—McNary High School, Salem
Eldore Baisch—McMinnville High School, McMinnville
Stewart Baker—Walker Junior High School, Salem
Raymond Ballantyne—South Salem High School, Salem
Bruce Barker—McNary High School, Salem
Carmelita Barquist—South Salem High School, Salem
Frank Beer, Jr.—McNary High School, Salem
Joseph Benninghoff—South Salem High School, Salem
Bruce Boatman—Parrish Junior High School, Salem
Antoinette Bove—South Salem High School, Salem
James Borsberry—North Salem High School, Salem
Bill Boyd—South Salem High School, Salem
Gerald Brenneman—Albany High School, Albany
Marvin Brenneman—La Creole Junior High School, Dallas
Joe Brock—Stayton High School, Stayton
Anne Brooks—North Salem High School, Salem
Eugene Brown—Henry Hill Junior High School, Independence
Neil Brown—Vice Principal, South Salem High School, Salem
Gary Burch—South Salem High School, Salem
Ted Buselle—Principal, La Creole Junior High School, Dallas
Carol Cable—Central High School, Independence
Don Carey—Stayton High School, Stayton
Guido Caldrazzo—North Salem High School, Salem
Charles Campbell—Assistant Superintendent, Woodburn High School, Woodburn
Bob Cantonwine—Dallas High School, Dallas
E. A. Carleton—Principal, North Salem High School, Salem
ESTHER CARLSON—North Salem High School, Salem
DONALD CHRISTENSEN—North Salem High School, Salem
ART CHRISTIANSEN—South Salem High School, Salem
ROY CHRISTIANSON—Stayton Junior High School, Stayton
JUANITA CLARK—Dallas Junior High School, Dallas
THELMA CLEMENT—Waldo Junior High School, Salem
RAY COLEMAN—Central High School, Independence
GLEN COLLINS—Parrish Junior High School, Salem
CLELL CONRAD—Principal, Highland View Junior High School, Corvallis
CLIFFORD COOK—South Salem High School, Salem
WRIGHT COWGER—Principal, Stayton Union High School, Stayton
EDWARD CREECY—Waldo Junior High School, Salem
ERWIN DALKE—North Salem High School, Salem
ROGER DANIELSON—Stayton High School, Stayton
ROGER DASCH—McNary High School, Salem
KATHLEEN DAVIS—McNary High School, Salem
HARRY DAWSON—McMinnville High School, McMinnville
LOUIS DE LORETO—South Salem High School, Salem
VIRGINIA DE LORETO—North Salem High School, Salem
ADRIAN DICKSON—Principal, Stayton Junior High School, Stayton
WALTER DICKSON—North Salem High School, Salem
ROBERT DOW—Principal, Waldo Junior High School, Salem
DONA DRAKE—North Salem High School, Salem
EARL EDMONDS—Henry Hill Junior High School, Independence
DON EDWARDS—Central High School, Independence
KAY ELLING—North Salem High School, Salem
ELEANOR ELLIS—South Salem High School, Salem
HENRY ERCOLINI—Principal, Walker Junior High School, Salem
LENARD EVANS—Walker Junior High School, Salem
RICHARD EVANS—Dallas High School, Dallas
DON FINERAN—Leslie Junior High School, Salem
GURNEY FLESHER—Principal, McNary High School, Salem
KATHERINE FOREMAN—Central High School, Independence
MEL FOX—McNary High School, Salem
LANDO FRIESEN—Dallas High School, Dallas
HATTIE GALE—Parrish Junior High School, Salem
ROBERT GEISLER—Central High School, Independence
GRETA GETTIS—McNary High School, Salem
LEWELL GILHAM—Parrish Junior High School, Salem
CHESTER GILLIHAN—Vice Principal, Lake Oswego High School, Lake Oswego
JERRY GILMAN—South Salem High School, Salem
PETER GLENNIE—Central High School, Independence
LORETTA GOTTFRIED—McNary High School, Salem
FRED GRAHAM—Superintendent, Stayton Union High School, Stayton
LAURA LYNN GRAHAM—South Salem High School, Salem
ELNORA GRIMSDO—Whitaker Junior High School, Salem
RALPH GRIFFIN—South Salem High School, Salem
ROBERT HABERLY—Albany High School, Albany
PAUL HALSEN—North Salem High School, Salem
DECKER HALSTEAD—Central High School, Independence
ROBERT HALSTEAD—Principal, Dallas High School, Dallas
LIDA HALVORSEN—South Salem High School, Salem
EARL HAMPTON—Principal, Judson Junior High School, Salem
RAY HANSON—Stayton High School, Stayton
ASSOCIATE FACULTY

WILLIAM HARGADINE—Central High School, Independence
FRED HARGAND—Waldo Junior High School, Salem
RANDALL HARRISON—Albany High School, Albany
DALLAS HAVERLAND—North Salem High School, Salem
JAMES HAYDEN—Principal, Henry Hill Junior High School, Independence
JOHN HEPLER—Leslie Junior High School, Salem
KENDRA HISE—South Salem High School, Salem
LEAH HOUGUE—South Salem High School, Salem
THOMAS HOLMAN—Principal, Memorial Junior High School, Albany
BETTY HOLMES—South Salem High School, Salem
CAROLYN HOWELLS—Dallas High School, Dallas
JHN HUTTSBERGER—Highland View Junior High School, Corvallis
CARL HUNTZLER—North Salem High School, Salem
JOAN INGRAM—Memorial Junior High School, Albany
LYDIA ISON—Parrish Junior High School, Salem
MORRIE JIMINEZ—Whiteaker Junior High School, Salem
ROGER JUDD—North Salem High School, Salem
RAYMOND KAUFFMAN—Albany High School, Albany
STANLEY KERZEL—Waldo Junior High School, Salem
FRANK KETTLESON—Academy Junior High School, Dallas
RAY KLAPPENBACH—Superintendent Schools, Dallas
MILDRED KLIEVER—Dallas High School, Dallas
GLENN KNIGHT—Dallas High School, Dallas
RAYMOND KREUGER—Central High School, Independence
GOLDWYN KULBEL—South Salem High School, Salem
JOHN LA FONTAINE—Principal, Academy Junior High School, Dallas
JANE LAUSE—North Salem High School, Salem
STEWARD LEEK—Assistant Principal, North Salem High School, Salem
ALBERT LEOPOLD—South Salem High School, Salem
MARGARET LEWIS—Parrish Junior High School, Salem
WAYNE LUEHR—Dallas High School, Dallas
DON MABE—McMinnville High School, McMinnville
JONE MACNAMARA—Judson Junior High School, Salem
JERRY MADDY—Memorial Junior High School, Albany
ROBERT MARR—South Salem High School, Salem
GEORGE MARTIN—Assistant Superintendent, Salem
GLORIA MARTIN—North Salem High School, Salem
TED MARTIN—Walker Junior High School, Salem
LYLE MASON—South Salem High School, Salem
CARLEEN MATTHEWS—Albany High School, Albany
SHIRLEY MCCAULEY—Central High School, Independence
EDNA MCCLEARY—Academy Junior High School, Dallas
MARY McCONNELL—Parrish Junior High School, Salem
CHARLES McNATT—Silverton High School, Silverton
DAVID McWILLIAMS—Memorial Junior High School, Albany
BRYON MEURLOTT—Principal, Lake Oswego Junior High School, Lake Oswego
LORAIN MEUSEY—North Salem High School, Salem
ADRIAN MILLER—Walker Junior High School, Salem
ROBERT MITCHELL—Dallas Junior High School, Dallas
COLIN MORSE—McNary High School, Salem
CHARLES MORT—Principal, Leslie Junior High School, Salem
FAY MORT—McNary High School, Salem
TERRY MURRAY—Dallas High School, Dallas
SCHOLASTICA MURTY—Lake Oswego High School, Lake Oswego
KENNETH MYERS—Principal, McMinnville High School, McMinnville
CARL NEBEL—South Salem High School, Salem
MARY NOLAND—Judson Junior High School, Salem
GORDON PRATT—Principal, Central High School, Independence
MARIAN PUTNAM—North Salem High School, Salem
DON RASMUSSEN—South Salem High School, Salem
LOREN RIEBEN—Lake Oswego Junior High School, Lake Oswego
GARY RITCHIE—South Salem High School, Salem
ELEANOR ROBERTS—Judson Junior High School, Salem
DWIGHT RUNNER—McNary High School, Salem
ROBERT SABIN—Administrative Assistant, Salem
ALF SATHER—Leslie Junior High School, Salem
BENJAMIN SCHAAD—McMinnville High School, McMinnville
DON SCHEAER—North Salem High School, Salem
RUBEN SCHELLENBERG—Dallas Junior High School, Dallas
PAUL SCHIMP—Central High School, Independence
MARILYN SEA—McNary High School, Salem
WILLIAM SEELEY—Principal, Parrish Junior High School, Salem
JEROME SHEPARD—Waldo Junior High School, Salem
JAN SHIDLER—Whiteaker Junior High School, Salem
BERT SIMMONS—Stayton High School, Stayton
DORIS SIX—South Salem High School, Salem
EDWARD SNYDER—North Salem High School, Salem
RUDY SONNEN—Dallas High School, Dallas
LOIS SPARKS—Central High School, Independence
PERRY SPERRINK—South Salem High School, Salem
DENNIS SPENCER—Memorial Junior High School, Albany
LEO STEINBACH—South Salem High School, Salem
CONLEY STEPHENSON—Central High School, Independence
BRUCE STEWART—McNary High School, Salem
LELAND SUDERMAN—Dallas Junior High School, Dallas
GLEN SWEET—Dallas Junior High School, Dallas
KARL THELEN—Waldo Junior High School, Salem
SHIRLEY THOMAS—Walker Junior High School, Salem
JOHN C. THOMPSON—Principal, Silverton Union High School, Silverton
NEAL TIGNER—McMinnville High School, McMinnville
EVA VAN DEN BOSCH—Academy Junior High School, Dallas
MARGARET VANDERFORD—McNary High School, Salem
EMIL VEEJ—Waldo Junior High School, Salem
PAUL WARD—Dallas High School, Dallas
PAUL WARREN—Leslie Junior High School, Salem
JAMES WATSON—Waldo Junior High School, Salem
JANICE WEIDNER—McMinnville Junior High School, McMinnville
LYLE WILHELM—South Salem High School, Salem
MARK WILLIAMS—Henry Hill Junior High School, Independence
TOBY WOLF—Dallas Junior High School, Dallas
ROBERT WOOD—Waldo Junior High School, Salem
ROGER WOOD—McMinnville Junior High School, McMinnville
HARRY WOODWARD—Whiteaker Junior High School, Salem
WINONA WRIGHT—South Salem High School, Salem
MARLEN YODER—Superintendent Schools, Monmouth—Independence
### Index

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Calendar</td>
<td>6-7</td>
</tr>
<tr>
<td>Academic Procedures and Regulations</td>
<td>37</td>
</tr>
<tr>
<td>Accreditation</td>
<td>9</td>
</tr>
<tr>
<td>Activities, Student</td>
<td>30</td>
</tr>
<tr>
<td>Administrative Officers of OCE</td>
<td>161</td>
</tr>
<tr>
<td>Admission Requirements</td>
<td>12</td>
</tr>
<tr>
<td>Advanced Placement Program</td>
<td>13</td>
</tr>
<tr>
<td>Advanced Standing</td>
<td>15</td>
</tr>
<tr>
<td>Agriculture</td>
<td>74</td>
</tr>
<tr>
<td>Alumni Association</td>
<td>29</td>
</tr>
<tr>
<td>Anthropology</td>
<td>148</td>
</tr>
<tr>
<td>Architecture</td>
<td>79</td>
</tr>
<tr>
<td>Art</td>
<td>48,51,61,74,107-111</td>
</tr>
<tr>
<td>Art Education</td>
<td>56,64</td>
</tr>
<tr>
<td>Assemblies</td>
<td>34</td>
</tr>
<tr>
<td>Associate in Arts Certificate</td>
<td>72</td>
</tr>
<tr>
<td>Athletics</td>
<td>33</td>
</tr>
<tr>
<td>Audiology</td>
<td>122</td>
</tr>
<tr>
<td>Awards</td>
<td>34</td>
</tr>
<tr>
<td>Bachelor's Degree, Requirements for</td>
<td>35,69</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>62,139</td>
</tr>
<tr>
<td>Biology</td>
<td>60,74</td>
</tr>
<tr>
<td>Botany</td>
<td>74,140</td>
</tr>
<tr>
<td>Business Administration</td>
<td>75,155</td>
</tr>
<tr>
<td>Business Administration and Technology</td>
<td>75</td>
</tr>
<tr>
<td>Campus Store</td>
<td>28</td>
</tr>
<tr>
<td>Certificate, Requirements for</td>
<td>35</td>
</tr>
<tr>
<td>Chemistry</td>
<td>59,62,75,142</td>
</tr>
<tr>
<td>Concerts</td>
<td>34</td>
</tr>
<tr>
<td>Counseling</td>
<td>123</td>
</tr>
<tr>
<td>Counselors, Preparation of</td>
<td>96</td>
</tr>
<tr>
<td>Course Descriptions</td>
<td>107-155</td>
</tr>
<tr>
<td>Course Numbering System</td>
<td>38</td>
</tr>
<tr>
<td>Curricula, Graduate</td>
<td>89</td>
</tr>
<tr>
<td>Curricula, Undergraduate</td>
<td>41</td>
</tr>
<tr>
<td>General Studies</td>
<td>69</td>
</tr>
<tr>
<td>Honors Program</td>
<td>41</td>
</tr>
<tr>
<td>Medical Technology</td>
<td>82</td>
</tr>
<tr>
<td>Preprofessional</td>
<td>73</td>
</tr>
<tr>
<td>ROTC, Air Force</td>
<td>41,107</td>
</tr>
<tr>
<td>Teacher Education</td>
<td>41</td>
</tr>
<tr>
<td>Dads Club</td>
<td>30</td>
</tr>
<tr>
<td>Deaf, Teachers of</td>
<td>93</td>
</tr>
<tr>
<td>Degrees and Certificate</td>
<td>12</td>
</tr>
<tr>
<td>Degrees Award—1965-66</td>
<td>156-158</td>
</tr>
<tr>
<td>Degrees, Awarding of</td>
<td>39</td>
</tr>
<tr>
<td>Degrees, Requirements for</td>
<td>35</td>
</tr>
<tr>
<td>Dramatics</td>
<td>33</td>
</tr>
<tr>
<td>Dropping a Course</td>
<td>38</td>
</tr>
<tr>
<td>Economics</td>
<td>148</td>
</tr>
<tr>
<td>Education and Psychology</td>
<td>111-124</td>
</tr>
<tr>
<td>Educational Administration</td>
<td>123</td>
</tr>
<tr>
<td>Educational Media Specialist</td>
<td>123</td>
</tr>
<tr>
<td>Educational Opportunity Grants</td>
<td>23</td>
</tr>
<tr>
<td>Educational Specialists, Curriculum</td>
<td>92</td>
</tr>
<tr>
<td>Elementary School Curriculum</td>
<td>46</td>
</tr>
<tr>
<td>Employment</td>
<td>25</td>
</tr>
<tr>
<td>Engineering</td>
<td>76</td>
</tr>
<tr>
<td>English</td>
<td>128</td>
</tr>
<tr>
<td>Extreme Learning Problems</td>
<td>48,94</td>
</tr>
<tr>
<td>Facilities</td>
<td>9</td>
</tr>
<tr>
<td>Faculty</td>
<td>161-178</td>
</tr>
<tr>
<td>Fee Refunds</td>
<td>18</td>
</tr>
<tr>
<td>Fees and Deposits</td>
<td>16</td>
</tr>
<tr>
<td>Financial Aids</td>
<td>20</td>
</tr>
<tr>
<td>Follow-up Services</td>
<td>29</td>
</tr>
<tr>
<td>Foreign Students</td>
<td>16</td>
</tr>
<tr>
<td>Forestry</td>
<td>76</td>
</tr>
<tr>
<td>Freshman Standing</td>
<td>14</td>
</tr>
<tr>
<td>General Information</td>
<td>9</td>
</tr>
<tr>
<td>General Science</td>
<td>138</td>
</tr>
<tr>
<td>General Social Science</td>
<td>147</td>
</tr>
<tr>
<td>General Studies</td>
<td>69</td>
</tr>
<tr>
<td>Geography</td>
<td>149</td>
</tr>
<tr>
<td>Geology</td>
<td>76,143</td>
</tr>
<tr>
<td>Graduate Degree Programs</td>
<td>85</td>
</tr>
<tr>
<td>Graduate Study</td>
<td>85-105</td>
</tr>
<tr>
<td>Graduation Expenses</td>
<td>18</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>52,61,124-127</td>
</tr>
<tr>
<td>Health Requirements</td>
<td>13</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>79</td>
</tr>
<tr>
<td>Health Services</td>
<td>29</td>
</tr>
<tr>
<td>History</td>
<td>131</td>
</tr>
<tr>
<td>History and Location of OCE</td>
<td>9</td>
</tr>
<tr>
<td>Home Economics</td>
<td>76,127</td>
</tr>
<tr>
<td>Honors</td>
<td>127</td>
</tr>
<tr>
<td>Honors Program</td>
<td>41</td>
</tr>
<tr>
<td>Humanities</td>
<td>48,57,91,127-135</td>
</tr>
<tr>
<td>Humanities, Philosophy and Religion</td>
<td>130</td>
</tr>
<tr>
<td>Industrial-Arts Education</td>
<td>76</td>
</tr>
<tr>
<td>Insurance, Accident and Sickness.</td>
<td>29</td>
</tr>
<tr>
<td>Internship</td>
<td>45</td>
</tr>
<tr>
<td>Intersession</td>
<td>84</td>
</tr>
<tr>
<td>Junior High School Curricula</td>
<td>49-54</td>
</tr>
<tr>
<td>Journalism</td>
<td>63,77,131</td>
</tr>
<tr>
<td>Kindergarten Curriculum</td>
<td>46</td>
</tr>
</tbody>
</table>
Languages .............................................. 52,62,131
Law ...................................................... 79
Liberal Arts and Sciences, Lower
Division ............................................... 72
Library .................................................. 54,63
Library Science ..................................... 135
Literature, Writing and Language 52,61
Living Accommodations ....................... 18
Loan Funds ............................................ 23
Master of Arts in Teaching ....................... 99
Master of Science in Education ............. 89
Mathematics .......................................... 48,53,60,63,77,144
Medical Technology .................................. 82
Mentally Retarded, Teaching the ............. 67,94
Microbiology ......................................... 77
Mothers Club .......................................... 30
Music .................................................... 34,40,53,62,135-138
Music Education ..................................... 58,65
New Student Week .................................. 28
Non-Degree Fifth Year Program .............. 102
Organizations, Student ............................ 31-33
Personnel, Student Program .................... 26
Physical Education ................................. 48,51,58,61,77,125
Physical Science-General
Science ................................................. 53,59,62
Placement ............................................. 29
Placement Examinations ......................... 13
Physics ................................................. 78,143
Political Science ..................................... 152
Preprofessional Curricula ...................... 73
Probation, Student ................................. 39
Psychology ............................................ 120-122
Publications, Student ............................. 33
Recreation ............................................. 33
ROTC, Air Force .................................... 41,107
Scholarships ......................................... 20
Science and
Mathematics ......................................... 48,53,59,91,138-147
Senior High School Curricula ................... 54-63
Social Activities .................................... 30
Social Science ................................. 48,54,60,62,92,147-155
Social Science-Corrections ..................... 70
Socially and Educationally Deprived Individuals, Program for
Study of ................................................ 97
Sociology .............................................. 154
Special Education ................................. 48,54,63,66
Special Fees ......................................... 17
Speech and Drama .................................. 53,63,133
Speech Correction ................................. 49,95
Speech Pathology and Audiology .......... 68,122
Sports .................................................... 33
Student Discipline ................................ 27
Student Expenses .................................. 33
Student Health Services ....................... 29
Student Personnel Program ................... 26
Student Teaching and Internship .......... 45
Student Welfare ..................................... 26
Summary of Enrollment and
Graduates, 1965-66 ............................... 159
Summer Session 1967 ............................. 83
Supervisor’s Program ............................. 96
Teacher Education .................................. 41
Teacher Education, Admission to ........... 44
Teacher Education, Levels of
Preparation .......................................... 42-44
Teacher Education Programs ................... 46
Teaching Research Division .................... 12
Unaccredited Institutions,
Credit from ......................................... 15
Veterinary ............................................. 82
Welfare, Student ...................................... 26
Withdrawal from School ....................... 38
Workshops ............................................. 84
Writing .................................................. 127
Zoology, .............................................. 78,141