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 University Portland
Oregon College of Education Monmouth
Southern Oregon College Ashland
Eastern Oregon College La Grande
Oregon Technical Institute Klamath Falls

The University of Oregon Medical School and the University of Oregon Dental School 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’s administrative office is at Oregon State University; offices are located on most OSSHE campuses and in Salem.

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 3175, Eugene, Oregon 97403.

State Board of Higher Education

<table>
<thead>
<tr>
<th>Member</th>
<th>Term Expires</th>
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<tr>
<td>Philip A. Joss, Portland</td>
<td>1970</td>
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<td>George Layman, Newberg</td>
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<td>Robert D. Holmes, Portland</td>
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<td>Ray T. Yasui, Hood River</td>
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<td>Ancil H. Payne, Portland</td>
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<td>Charles R. Holloway, Jr., Portland</td>
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<td>Elizabeth H. Johnson, Redmond</td>
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<td>George H. Corey, Pendleton</td>
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<td>John W. Snider, Medford</td>
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</tbody>
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Officers

George Layman ........ President and Chairman, Executive Committee
John W. Snider, ............. Vice President
Charles R. Holloway, Jr. ........ Member Executive Committee
Philip A. Joss ................. Member Executive Committee

Roy E. Lieuallen, Chancellor
Richard L. Collins, Secretary of Board

Office of the State Board of Higher Education
Post Office Box 3175
Eugene, Oregon 97403

* Board members are appointed to six-year terms by the Governor of Oregon, with confirmation by the State Senate.
Oregon State System of Higher Education

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LEONARD W. RICE, Ph.D.
President, Oregon College of Education
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Director of Teaching Research
R. DUANE ANDREWS, Ph.D.
Director of Continuing Education

Teaching Research Division

of the Oregon State
System of Higher Education

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

The purposes of Teaching Research, 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 professional staff of Teaching Research 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.

Division of Continuing Education

of the Oregon State
System of Higher Education

As a branch of the State System of Higher Education, the Division of Continuing Education is an agent of the institutions in extending courses on the campuses and in nearby communities.

Upon approval by the appropriate institution, qualified students may apply work in specified courses to degree programs. Courses also may be taken by persons interested in personal enrichment or professional advancement.

A regional office of the Division of Continuing Education is located on the Oregon College of Education campus. This office schedules both graduate and undergraduate courses on the campus.
## ACADEMIC CALENDAR, 1970-71

### Fall Quarter 1970
- New Student and Registration Week, September 22-26
- Registration of returning students, September 26
- Classes begin, September 28
- Late registration fee effective, September 28
- Change of program fee effective, September 28
- Last day for new registration or addition of new courses, October 10
- Last day for dropping courses without being responsible for grades, October 24
- Thanksgiving Holiday, November 26-29
- Final examinations, December 14-19
- Fall quarter ends, December 19

### Winter Quarter 1971
- Registration, January 4
- Classes begin, January 5
- Late registration fee effective, January 5
- Change of program fee effective, January 5
- Last day for new registration or addition of new courses, January 16
- Last day for dropping courses without being responsible for grades, January 30
- Final examinations, March 15-20
- Winter quarter ends, March 20

### Spring Quarter 1971
- Registration, March 29
- Classes begin, March 30
- Late registration fee effective, March 30
- Change of program fee effective, March 30
- Last day for new registration or addition of new courses, April 10
Last day for dropping courses without being responsible for grades, April 24
Memorial Day Holiday, May 31
Final examinations, June 7-12
Commencement, June 11
Spring quarter ends, June 12

Summer Session 1971
Registration, June 21
Classes begin, June 22
Late registration fee effective, June 22
Change of program fee effective, June 22
Last day for new registration or addition of new courses, June 28
Independence Day Holiday, July 5
Last day for dropping courses without being responsible for grades, July 6
Final examinations, August 12-13
Eight-week Summer Session ends, August 13

Intersession 1971
Undergraduate courses for students who wish to earn additional credit toward graduation, August 16-September 3

Fall Quarter 1971
New Student and Registration Week, September 21-25
Registration of returning students, September 25
Classes begin, September 27
Thanksgiving Holiday, November 25-28
Fall quarter ends, December 18

| MARCH 1971 | |
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| APRIL 1971 | |
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| JUNE 1971 | |
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| JULY 1971 | |
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| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
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| AUGUST 1971 | |
|---|---|---|---|---|---|
| S | M | T | W | T | F | S |
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| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | ... | ... | ... | ... |
1. Administration Building
2. Music Hall
3. Library
4. Music Hall Annex
5. West House
6. Arnold Arms
7. Physical Education & Wolverton Memorial Pool
8. Natural Sciences Building
9. Humanities & Social Science Building
10. Campbell Hall
11. Maple Hall
12. Cottage
13. Todd Hall
14. Student Health Service
15. Grandstand
16. Teaching Research Annex "B"
17. The Village
18. Student Center
19. Maaske Hall
20. Arbuthnot Hall
21. Physical Plant
22. Butler Hall
23. Gentle Hall
24. Barnum Hall
25. Dormitory Number 8 (under construction)
26. Food Service Building (under construction)
27. Teaching Research Annex "A"
28. Teaching Research Annex "C"
29. Swindell Hall
30. Education Building
31. Campus Elementary School
32. Elementary School Gym
33. Science Annex
34. Sedivy House
35. Fine Arts Building (future location)
36. Physical Education Building (future location)
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Its Objectives

Oregon College of Education is a liberal arts college with special emphasis on the preparation of teachers and on research in teacher education. The liberal arts curriculum of the college provides the basis for programs designed to prepare teachers at all levels, and also for various related programs, interdisciplinary in nature, which prepare students for advanced study and for professions other than teaching.

The Liberal Arts Basis for Specialized Programs

At Oregon College of Education all students are provided a liberal education regardless of their area of specialization. This means that the college curriculum is designed to foster certain knowledge, abilities, and attitudes which define the liberally educated person. Each student is expected to show that he has made some progress in his efforts to achieve liberal breadth as well as mastery of a particular study before being graduated, but each in his own unique way. Each student learns that the completion of a college education is only the beginning of a lifetime of learning.

A paramount characteristic of a liberally educated person is the ability and self-discipline to learn independently. The basic liberal arts program of the college attempts to provide the driving force toward continuing study after graduation. It is directed toward the development of enjoyment for all fields of study.

The liberally educated person has other characteristics which are fundamental in importance. Some reflect cultural values; others reflect the present needs of society. Following is a list of objectives which the college administration, faculty, and students generally agree all students should strive to attain regardless of their special interests and abilities. The list is under continuing study and is subject to change.

The OCE student should strive to develop

- the ability and self-discipline to learn independently in preparation for a lifetime of continuing study.
- the ability to communicate more effectively in both speech and writing.
- an acquaintance with thought and culture expressed through works of literature, music, and art.
- the capability for mature thought and judgment through knowledge of history, literature, religion, and philosophy.
- the ability to solve problems or to communicate with men or machines for problem solving using quantitative and non-quantitative mathematical systems.
- a fixed pattern of sustained physical and mental vigor through regular physical activity and through application of good mental and personal health practices.
- the capability for creative expression and aesthetic enjoyment through knowledge and experience in the creative and performing arts.
- a basic understanding of computer-based man-machine systems used in such fields as transportation, communication, health, and education, through knowledge of the physical and social sciences.
- the ability to deal with processes of human interaction, learning, and development as a parent, teacher, or other agent of social change, through knowledge of the natural and social sciences.
- the ability to deal with political, social, economic, and environmental problems and processes, through knowledge of the natural and social sciences.

The knowledge, abilities and attitudes described above are not necessarily acquired through particular courses of instruction, but rather through numerous arrangements of curricular offerings together with a host of extra-curricular opportunities for growth and exploration.
ITS HISTORY

Historically, the college has been vitally involved in the preparation of teachers since it was chartered by the territorial legislature in 1856 as Monmouth University. The name was changed to Christian College and the institution was chartered by the state legislature in 1865. 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 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 as colleges of education.


The college is situated on approximately 115 acres in Monmouth, a community of some 5,000 persons located fifteen miles southwest of Salem.

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."

Oregon College of Education is an associate member of the National Association of Schools of Music.

THE COLLEGE

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; Education (elementary, junior high, senior high); General Studies (Humanities, Social Science, Science-Mathematics, and the Arts).

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

Master of Arts in Teaching.

Master of Music Education.

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 delayed. The registrar will evaluate the records and will notify the applicant of his entrance standing.

Placement Examinations

All beginning freshmen planning to enter Oregon College of Education must complete the College Entrance Examination Board's Scholastic Aptitude Test prior to registration. 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. They should be completed as early in the summer as possible.

The results of these tests should be received by the registrar's office at OCE at least two weeks prior to registration. Special arrangements will be necessary if the tests are not completed prior to the student's arrival on the campus.

Health Requirements

At least four weeks prior to registration, freshmen and transfer students must submit a health history and physical examination report to the OCE Health Service. The student must arrange for this examination by a doctor of medicine or osteopathy of his own choice at his own expense. Delay in furnishing this record might delay the student's registration. Forms for the required record are sent to each student who applies for admission.

Students transferring from another college or university may request a health transcript from the health service of the school previously attended. It will be accepted if not more than five years old and if it contains the required information.

Evidence of current immunity to smallpox, diphtheria, and tetanus (within ten years) and a tuberculin test (within six months) are required from all new students.

Exemption from immunizations may be granted on religious grounds. Forms are available from the health service for this purpose. A physical examination and proof of freedom from active tuberculosis are required of all students.

Freshman Standing

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

a. Graduated from a standard high school.

b. Achieved 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 Scholastic 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. Graduated 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

(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.

NOTE: Because of the pressure of enrollment, the Oregon State Board of Higher Education, at the instance of the Oregon State Legislature, has provided for enrollment quotas for the institutions of the State System of Higher Education, of which Oregon College of Education is a member.

These enrollment quotas mean that Oregon College of Education may not be able to offer admission to all nonresident
students who meet the basic nonresident admission requirements stated above. In determining which nonresident students will be admitted, the institution will use various criteria, including the high school GPA, College Entrance Examination Board SAT scores, the proposed major field of study, date of application, and other subjective criteria.

Students who have not been graduated from a standard high school may be admitted provided that their high school class has been graduated and:

a. their performance on the GED tests is acceptable, or
b. they have successfully completed 12 term hours of collegiate work as described for transfer students.

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 550 on the College Entrance Examination Board Scholastic Aptitude Test may be granted early admission to the college prior to their graduation from high school. In order to be granted early admission 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 Admission 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 any and all colleges previously attended. A student transferring fewer than 12 term hours must satisfy the entrance requirements for both transfers and entering freshmen.

Oregon residents must file an application for admission by August 15, 1970, to insure proper consideration.

Nonresidents of Oregon are subject to an enrollment quota established by the Oregon State Board of Higher Education. This means that Oregon College of Education may not be able to offer admission to all nonresident students who meet the basic admission requirements stated above. The date of application will serve as a major deciding factor in the consideration of the nonresident student's admission.

Advanced standing is granted to students transferring with acceptable records 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.

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 registrar's office.

Upon receipt of the test material, the acceptable units presented will automatically be credited toward the total hours required for graduation. In some 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. Advanced 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 Hist 201, 202, 203 if a score of 3, 4, or 5 is attained.

Biology. Eight hours of credit will be granted for Biol 101 and Biol 102 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. Eight 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 Wr 121, 222, 323 (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 Wr 323. 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 Hist 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 Literature) or RL 341, 342, 343 (Survey of Spanish Literature) if a score of 4 or 5 is attained. Eight hours of credit will be granted for RL 102, 103 (last two terms of second-year French) or RL 108, 109 (last two terms of second-year Spanish) if a score of 3 is attained.

Germanic Languages. Eight hours of credit will be granted for GL 102, 103 (last two terms of second-year German) if a score of 3, 4 or 5 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 are determined by the departmental staff.

Foreign Students
Admission of foreign students is limited to those who plan to prepare to teach in their homelands. 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, Pages 103-115)

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.

The following tuitions and fees are charged to full-time students (enrolled for at least 8 term hours) during the regular academic year:

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<th>1 term</th>
<th>3 terms</th>
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<td>$408</td>
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<td>Non-resident</td>
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<td>Graduates</td>
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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.

d. A student who graduated from an Oregon high school after regular attendance of one year and who matriculates as an entering freshman.
A student who has been classified as a non-resident 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 $17 per credit hour per term; the minimum fee is $34. 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 for the first day and $1 for each additional day. Part-time students pay $1 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 will be charged.

Change-of-Program Fee. Students are charged a fee of $1 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 is charged for each application for admission. Payment must be included with the application form. The fee is nonrefundable and is not transferable between institutions.

Transcript Fee. Each order is $1 for the first copy and 50 cents for each additional copy ordered at the same time.

Art Charge. There is an additional charge per term determined by the course in the Art Department. The charge may range from $2.50 to $15, depending on the art course taken.

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). Fees for private lessons when the course is taken as an elective are as follows:
One lesson per week, $25 (organ, $32.50)
Two lessons per week, $42.50 (organ, $47.50)

Physical Education Fees. Certain physical education activity courses are taught at private facilities near the college. These fees are required: Bowling (PE 114), $6.50; Intermediate Bowling (PE 214), $7.50; Golf (PE 114, 214), $10.

Graduate Qualifying Examination Fee. Students desiring to take this examination will be charged $1 to $15.

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 for the use of cap and gown and for other incidental expenses connected with graduation and commencement exercises. No person will be recommended for graduation until he has paid all fees and charges due the college.

INSTRUCTIONAL FACILITIES

The instructional facilities of Oregon College of Education include buildings on the campus which contain classrooms, libraries, laboratories,
and faculty offices; recreation fields; instructional equipment; and the facilities of schools and other institutions which become involved with the instruction of OCE students.

Many of these facilities receive the service of a closed circuit television system designed for viewing of college-produced instructional films and videotapes and commercial and educational television programs. The system extends into many classrooms and laboratories, residence halls, and other facilities on the campus.

Academic Buildings

Administration Building (1936). Major administrative offices and services, the registrar's office, business office, and classrooms are located here.

Arnold Arms (1925). This is a converted residence hall now used for classrooms and faculty offices.

Campbell Hall (1871, 1889, 1898, 1917). This historic building is used by the Art Department. It stood as a symbol of the college until 1962, when its imposing tower collapsed in a violent windstorm which also destroyed or damaged other parts of the building. Until the storm, it housed most of the classroom space at the college. The building was named in honor of two OCE presidents, T. F. Campbell (1869-1902) and his son, Prince L. Campbell (1889-1902). Student, faculty and guest artists exhibit in a small gallery here.

Campus Elementary School (1916, 1948, 1958). The college owns the school, which is part of the Independence-Monmouth School District. It is used by the Department of Education and Psychology as a teaching laboratory.

The Cottage (1917). This remodeled residence was used for many years as a women's residence hall. It will house faculty offices beginning fall term, 1970.

Education Building (1906). This is the headquarters of the Education and Psychology Department. It contains classrooms, faculty offices, and specialized facilities. The dean of students and his staff have offices here. It also is the administrative center of the Teaching Research Division of the State System of Higher Education.

Health and Physical Education Building (1936). Administrative and faculty offices of the Health and Physical Education Department are located here, as are activity areas, classrooms, and the 1,000-seat gymnasium. The indoor Wolverton Memorial Pool is in an addition to the building. This building will remain in use after the new Physical Education Building is completed.

Humanities and Social Science Building (1964). This building replaced the section of Campbell Hall that was destroyed in 1962. Administrative and faculty offices of the Humanities and Social Science departments are located here, as are 18 classrooms and three laboratories.

Library (1951, 1967). Accessibility to the open stacks, reading areas, and services is the best feature of this building. More than 96,000 books and 500 periodicals are available here. In addition to publications used in the college curricula, the library provides for bibliographical needs, reference services, and recreational reading. It regularly receives numerous government publications. Available in special collections are more than 4,000 elementary and high school textbooks, current editions of encyclopedias for children, and approximately 1,200 courses of study used in Oregon and elsewhere. Audiotape equipment is available.

The combined book resources of libraries of the State System of Higher Education and other colleges and universities are available through interlibrary loan services.

Maple Hall (1914). Physical education activity classes are held here. This building once served as the OCE student center.

Memorial Stadium and Fields. The covered grandstand, seating approximately 2,000 persons, is for spectators at football and track and field contests. It is near the center of a large area of athletic and physical education fields that are used extensively for classes and intercollegiate and intramural competition.

Music Hall (1958). The Music Department administrative and faculty offices are here. The building has listening, practice and rehearsal rooms, a teaching studio, and a small recital hall.

Natural Sciences Building (1970). Completion of this building recently has allowed the Department of Science and Mathematics to expand into roomier and better-equipped classrooms, laboratories, and offices. Meteorological equipment and a greenhouse are located on the roof.

West House (1924). This building is used as headquarters for several special programs in social science and for faculty offices. The campus office of the Division of Continuing Education is located here. The building was converted from a women's residence hall.

Under Construction. Two new academic buildings—a new Physical Education Building and a Fine Arts Building—will be completed at OCE within a few months.
Instructional Services

Educational Media Center. The center is located in the library. It is a repository for various media and equipment used in classrooms and activities, such as projection and audio-visual services. The center produces motion pictures in 8-mm., Super-8, and 16-mm. sizes; slides, photographs, overhead transparencies, audio and video tapes, charts and graphs. The campus’s closed circuit television system is operated by the center.

Instructional Materials Center. The center is located in the Campus Elementary School. It contains resource materials for the entire curriculum for grades one through twelve, textbooks, new teaching aids, and other material, all catalogued and available for check-out for class use. The center has study areas and equipment for student use.

Housing Regulations

All freshman men and women, except those living at home, must live in college-operated residences. Exceptions to this regulation are made only upon approval of petitions filed with the Housing Committee. Petitions by freshmen and sophomores are approved only upon the presentation of evidence of financial necessity, reasons of health, or other special circumstances. Unmarried upperclassmen must live in college residences, at home, or in approved off-campus housing. The Housing Committee approves all off-campus residence for unmarried students.

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

College Residences

Arbuthnot Hall (1963). A three-story residence with living facilities for 162 women in double rooms, plus accommodations for the head resident. A lounge and kitchenette are located on each floor.

Butler Hall (1964), Gentle Hall (1966), Barnum Hall (1968). Four students live together in apartments, each having a living-study area, sleeping room and connecting bath. Men live in Butler and Gentle; women live in Barnum. Each hall consists of four buildings, three containing living units and the fourth having lounge and activity areas and the head resident’s apartment. Each hall houses about 140 students.

Dormitory No. 8 (1970). This residence hall was scheduled for occupancy in September, 1970. It will accommodate 318 students in double rooms. The hall consists of seven buildings, six containing living units and the seventh having lounge and activity areas, plus the head resident’s apartment. The hall was unnamed when this catalog was printed.

Maaske Hall (1956). This three-story residence for men is located adjacent to the Student Center. It accommodates 112 men in double rooms, plus the head resident. It has lounges, a study room, and recreation room.

Todd Hall (1912, 1921). This residence for women is near the center of the campus. About 170 women, plus the head resident, live here in single, double and triple rooms. It has three lounges and a snack kitchen.

The Village (1946). Thirty-six partially furnished studio, two-bedroom and three-bedroom apartments for married students.
Other Student Facilities

Student Center (1960). The dining facilities are located here, but the building also is the center for student government and organizations, containing meetings rooms and offices. There are several lounge areas, a popular coffee shop, a game room, student publications offices, and a book store. The dining room doubles as a ballroom.

Health Center (1963). The student health service and the counseling services are located here. Facilities include examination rooms, medical laboratories, treatment rooms, and a small pharmacy.

Food Service Building (under construction). This is located among the cluster of newer residence halls in the northern part of the campus. It will have cooking and dining facilities for more than one thousand students.

Residence Policies

Residence hall accommodations are for room and board, and are contracted for by the student for the full academic year. If the student withdraws from college, the contract is considered void.

Application for residency in halls must be completed on an official form signed by the student, and must be accompanied by a room deposit of $50, 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 complied with.

Board and room rates per year for residence halls are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Multiple</th>
<th>Single</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arbuthnot, Maaske, Butler, Gentle, Barnum, Dormitory No. 8</td>
<td>$825.00</td>
<td>997.50</td>
</tr>
<tr>
<td>Todd</td>
<td>810.00</td>
<td>979.50</td>
</tr>
</tbody>
</table>

When reservations are cancelled, a full refund of the $50 deposit will be made only if cancellation is made before August 15, 1970, on reservations for the fall term; and at least 14 days before the official opening dates of winter and spring terms. Students found ineligible for admission will have the full deposit refunded.

No refunds will be made for missed meals. Students may not transfer the use of their meal tickets. Improper use of meal tickets and allowing unauthorized persons to sleep in residence halls may result in disciplinary action.

Board-and-room fees are payable in advance, not later than the 10th day after the date they are due.

Students who pay board-and-room charges after the date payment is due are assessed a late-payment fee of $1 for the first day, and $1 for each additional day until a maximum charge of $5 is reached. If residence hall charges are not paid within 10 days after the date due, the student's registration may be cancelled.

No grades will be issued to students who are in default of payment of any regular or assessed charges.

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

The charges for rooms cover the period of the college term. Residences open at 2 p.m. of the day before the first scheduled day of the academic calendar, and close 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 published rate.

If a student withdraws from a residence but does not withdraw from the college, he must pay all board-and-room charges for the entire school year remaining unless he provides a substitute occupant, not then living in a hall, acceptable to the dormitory director.

Housing for Married Students. The college owns and operates seven buildings containing 38 partially furnished apartments for married students. Monthly rentals are: Studio, $39; two-bedroom, $45; three-bedroom, $48. Water and garbage disposal service are included. Applications for rental may be obtained from Village Office, Oregon College of Education.

The college does not inspect private housing for married students, but the dean of students' office keeps a list of such available housing.

Off-Campus Housing for Unmarried Students. Many apartments and housekeeping rooms are available in Monmouth and nearby for unmarried junior and senior students and others who receive permission of the Housing Committee to live off-campus. The dean of students' office maintains a list of approved housing and will advise students on their obligations to the landlord. Students are expected to conduct themselves in a way to bring credit upon themselves, their residence, and the college. Information about off-campus living may be obtained from the dean of students' office at OCE.

No fraternities or sororities have been established at OCE for housing purposes.

STUDENT WELFARE

Special personnel services and agencies coordinate the student welfare programs, and all members of the faculty and staff assist in pro-
moting a personnel program designed to further mental health and educational development.

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.

A new student advisement program offers personalized help for every student in planning his college program 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 by notifying the registrar's office. 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 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 services when tests are involved.

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

Students have opportunity for fellowship in several religious organizations which are active on the campus.

Student Discipline

Principles. 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 also should 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.
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 college life. Advisement teams help the student to prepare his academic schedule. The students sign the Freshman Walk and become familiar with other OCE traditions. Freshman class government is organized, and general orientation to the college curricular and co-curricular programs takes place.

Campus Store

The college maintains a self-service campus store where students may purchase textbooks, paperbacks, art supplies, personal items, and miscellaneous articles.

Student Health Service

Through the student health service, 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, health education, health counseling and basic medical and nursing services. The service is supported by student fees and is nonprofit.

All regularly enrolled students are entitled to medical consultation and treatment 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 year. Hospitalization contracts for OCE students for ward care have been arranged with the Salem Hospital. Expenses incurred without the authorization of the student health service are not covered by the college. Surgeon’s fees, medical consultations, X rays, drugs, laboratory fees and special nurse’s fees must be met by the student unless covered by supplementary insurance. A group insurance plan may be purchased on registration day. See information below.

After closing hours, emergency care is available from a physician at the Independence Clinic. After-hours care is at the student’s expense unless covered by insurance.

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

Accident and Health Insurance

A committee of the Associated Students of OCE annually chooses a group insurance plan for students to supplement the college services. The plan provides for additional hospitalization, medical and surgical benefits, diagnostic and laboratory tests, and coverage for accidental injuries. The group insurance may be purchased at registration time at less cost than individual coverage. It provides protection on or off campus whether school is in session or not.

Placement Service

The college maintains a placement service to assist graduating students and alumni in obtaining new or better positions. By working closely with schools and school administrators the placement office is able to assist students prepared for teaching to obtain teaching positions.

Services are also offered to general studies graduates. Job opportunities are listed in the placement office.

Follow-up Services

The college, through its frequent contacts with the public schools, has a continuing program of evaluation of its teacher education program, calling on the advice of school administrators and teachers. Through these contacts, the college also is able to help its graduates evaluate their classroom experiences and to assist in professional adjustments.
Alumni Association

The Oregon College of Education Alumni Association is organized and operated by graduates of the college. Contact between the college and its graduates, and among alumni themselves, is maintained through an alumni newsletter and other communication. The newsletter, OCEAN (Oregon College of Education Alumni News), is published three times a year.

The association is a major asset of the college. Alumni have promoted the work of the college through various gifts, which include transportation used for various student activities. The carillon, memorializing the Campbell Hall tower and the Grove, is a gift of alumni and friends, the result of Alumni Association leadership.

Alumni gather often in regional meetings in various areas of Oregon. Homecoming in the fall and Alumni Day in the spring are important events on the campus.

Dues are $3 annually or $35 for a life membership. They entitle members to all privileges of the association and to the newsletter. All inquiries regarding the association should be addressed to the director of alumni relations at the college.

Development Foundation

The Oregon College of Education Development Foundation was organized by friends of the college to accept gifts on behalf of the college for restricted and unrestricted purposes. Gifts for educational grants, facilities, and other purposes are tax-deductible.

The foundation is managed by a board of trustees which includes friends of OCEA broadly representative of the state. The board holds its annual meeting and other meetings on the campus.

Inquiries about the foundation should be addressed to the director of information at the college.

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.

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 on the OCE campus.

STUDENT ACTIVITIES

Activities and organizations of students add direction and vitality to the college. They not only help to educate and develop students for community service, but also strengthen and enrich the life of the college.

Student activities are focused in the Student Center, a building designed to meet cultural, recreational and social needs of the college community and its friends.

Interested students may work on arrangements for concerts, speakers, assemblies, and special invitational days. These special days include Dads Day, Folks Festival, Moms Day, Alumni Day, Student Preview Day, Homecoming, the Forensics Invitational, and other events.

Other social affairs that students arrange include dances, talent shows, and fund-raising for charitable purposes.

Organizations

Associated Students

All students at Oregon College of Education are members of the Associated Students of OCE (ASOCE), the organized student government which includes an executive council, student senate, judicial board, social board, elections board, and financial board. Student government, through these boards and their committees, shares with the faculty many administrative responsibilities. It also coordinates activities of campus clubs and organizations. All students are eligible to participate in ASOCE social, educational, and recreational activities.

Scholastic Honorary Organizations

Election to membership in scholastic honor societies honors students for outstanding academic achievement.

Blue Key is a national honor fraternity for selected junior and senior men who have distinguished themselves academically and by their service to the college.

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

Professional Honor Societies

Student interest in professional areas is encouraged through professional honor societies. Election to membership is based on special fitness or attainment in a departmental or professional field.

Kappa Pi. Students elected to membership in this, the oldest of honorary art fraternities, must be upperclassmen with high scholastic records and outstanding art ability; candidates must be approved by the art faculty.

Kappa Mu Cast of Alpha Psi Omega is the OCE chapter of a national dramatics honorary. Election to membership is based upon participation in drama; students may affiliate with the chapter and work their way from apprentices to understudies, then to full membership.
The chapter frequently presents evenings of one-act plays. It also offers a drama scholarship to a superior student in the speech-drama area.

Kappa Kappa Psi. The OCE chapter of this band men’s fraternity is dedicated to the cultivation and promotion of the activities and achievements of the college bands. Membership, by invitation, is based on: 2.5 grade-point average; participation in the marching, concert, or stage bands; service to the bands; and band performance.

Tau Beta Sigma. This is the OCE chapter of a band women’s sorority whose purposes are similar to Kappa Kappa Psi, described above. Membership, by election, is based on: 2.75 GPA in music, membership in an OCE band, musicianship, and service.

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

Pi Lambda Delta is a national honor and professional association of women in education. Beta Iota, the OCE chapter, offers free tutoring for OCE students. Members must have at least junior standing and an accumulative GPA of 3.25.

Mu Phi Epsilon, a professional music sorority, was chartered in 1968. Women elected to memberships must be music majors or minors, achieving a 3.0 average in music.

Service Honoraries

Several service honoraries offer selected students an opportunity to work together on educational and recreational projects and to perform service functions for the associated students.

Staff and Key is a women’s service club. To be a member 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 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) is organized to serve the needs of the students. The class organizations participate in student government and in planning social and educational activities.

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

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

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

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

Hui O Aloha (Hawaiian Students Club) is an organization which encourages strong ties between Hawaii and the other states. Membership is open to students who have resided in Hawaii for at least one year.

Wolfettes 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.

Spanish Club is an organization open to all students who are enrolled in Spanish or have studied Spanish. This group fosters a continuing interest in the Hispanic world through various types of programs and activities.

WRA, the Women’s Recreation 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.
Women's Chorale is a class open to students with singing ability. It presents concerts both on and off campus.

Ski Club organizes several trips and activities during the school year.

Deseret Club is organized by student members of the Jesus Christ Church of Latter-day Saints and intends to foster the religious life of OCE students.

Inter-Varsity Christian Fellowship is an interdenominational, international movement to strengthen spiritual life and present opportunities in the mission field.

Newman Club is an organization of Catholic students who meet weekly on campus.

Collegiate Veterans Club is composed of veterans of the armed forces.

Black Students Union (BSU) is open to all black students. BSU sponsors a special cultural week each year on the campus.

Chamber Symphony is a class open to students who play orchestral instruments. It performs on and off campus.

Select Singers is a class open only to students who are members of the Choir or the Women's Chorale. It presents concerts on and off campus.

Campus Ecumenical Movement (CEM) is the joint organization of the Protestant-supported United Campus Christian Fellowship and the Catholic-supported Newman Club. Programs and speakers are scheduled. A Protestant minister works full-time on campus with CEM.

Rally includes squads for both varsity and junior varsity teams.

Publications

The Lamron is the weekly newspaper written, edited, and managed by students with the aid of a faculty adviser. It is designed to report and comment on topics of student and faculty interest and to give student staff members experience in journalism.

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

We're Wolves is printed to acquaint new students with OCE and student government and activities.

Literary Magazine annually publishes original literary works of OCE 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, gymnastics, swimming and bowling. Freshman and junior varsity schedules are maintained in several of the sports.

Women participate in a program of intramural and intercollegiate recreational and competitive activities under the sponsorship of the Women's Recreation Association. OCE belongs to and accepts the governance of the Northwest College Women's Extramural Association, which sponsors many Northwest events such as field hockey, volleyball, gymnastics, swimming, tennis, basketball, bowling, and track and field.

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

Dramatics

Many opportunities are present in dramatics at OCE. Students are encouraged to audition for the major fall, winter and spring productions or to participate by assisting in costuming, scenery, lighting, and direction. Credit is given for such participation. A variety of courses on many aspects of the theatre also may be taken for credit. The OCE chapter of Alpha Psi Omega, national dramatics honorary, frequently presents one-act, experimental, and original productions on the campus.

Forensics

OCE has a growing forensics program. Students enrolled receive credit and may pursue intensive work in the area of debate, interpretative reading, oratory and extemporaneous speaking. In addition to hosting an annual tournament, the OCE Forensics Group participates in a number of competitive tournaments throughout the West.

Art

In the Campbell Hall Art Gallery, planned exhibition programs of work by artists in Oregon and from other locations are offered. A series of cultural events including readings, concerts, lectures and the like also are part of the regular gallery programming. In ad-
dition, student and faculty work is shown throughout the campus as part of the intra-institutional exhibition program. A permanent collection of works of art has been established at the college, including student work of outstanding merit retained for this purpose.

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 and 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.

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.

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-dentals 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>$136.00</td>
<td>$408.00</td>
</tr>
<tr>
<td>Books and supplies</td>
<td>70.00</td>
<td>200.00</td>
</tr>
<tr>
<td>Board and room</td>
<td>371.25</td>
<td>825.00</td>
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<tr>
<td>Incidents</td>
<td>150.00</td>
<td>450.00</td>
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<tr>
<td><strong>Totals</strong></td>
<td><strong>$727.25</strong></td>
<td><strong>$1883.00</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 to students at Oregon College of Education. A variety of scholarships and loan funds have been established. Part-time work is available at the college and in the community.

State Scholarships
By action of the state legislature, financial aid in a limited amount has been established for students attending the institutions of the State System of Higher Education for the year 1970-71. Value of certain grant awards are subject to adjustment to reflect fee changes approved by the State Board of Higher Education.

Financial Aid for Oregon Residents. The following scholarships are available to students in the upper one-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 per cent of the awards are made to entering freshmen.

Application should be made by March 1 to the Oregon State Scholarship Commission, 1445 Willamette, Eugene, Oregon 97401. 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% per cent of the college's annual enrollment. These awards carry a value of $81 per year, or $243 for the 1970-71 school year. They are open to students in any curriculum.
District and County Grant Awards. The State Scholarship Commission annually awards throughout the State System of Higher Education one scholarship for each state legislative seat and one for each county. These awards carry a value of $243 per year at Oregon College of Education and are granted for a period not to exceed four years, subject to satisfactory scholastic achievement year by year. 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 Grant Awards. Full-tuition-and-fee grant awards are available to students in elementary teacher education for the year 1970-71. These awards amount to waiver of all tuition and fees, a total of $408.

Special Cash Awards. The state legislature has authorized a very limited number of special cash awards to be granted 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, 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, 1445 Willamette, Eugene, Oregon 97401, by March 1.

Financial Aid for Foreign Students. Grant awards 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. This fund was established by the will of Dr. Bernard Daly of Lakeview, Oregon. Income from this fund is 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 which selects 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 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 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 C. Jackson, widow of C. S. Jackson, founder of the Oregon Journal. The trustees of the foundation have granted Oregon College of Education a $1,000 scholarship for the 1970-71 school year. All scholarship applicants are automatically considered for this award.

Kappa Pi Art Scholarship. The Kappa Pi art honorary offers funds to art students on a competitive-need basis.

Burt Snyder Education Foundation. This fund, created by the will of Burt K. Snyder of Lakeview, Oregon, provides money for Lake County students for graduate and undergraduate work. This money may be loaned or granted at the discretion of the board of trustees. The trustees who manage the fund are the same as the Bernard Daly Education 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 and is to apply toward board and room costs for the winter and/or spring terms.
6. The scholarship shall be awarded by the OCE Scholarship Committee.

OCE 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 OCE 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 for $250 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, Oregon 97204, 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 OCE 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 97301, by March 1.

P.E.O. Scholarships. Two scholarships of $250 each are awarded annually by the Oregon State Chapter of P.E.O. to girls who are residents of Oregon. These awards are to be used during the junior or senior year at a college or university in Oregon. Applications should be obtained from and filed with the scholarship chairman of the State Chapter of P.E.O.

Non-Resident Grant Awards

A limited number of non-resident fee remission awards are made annually by the State Scholarship Commission to residents of other states. 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 $100 per 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 $1,000 a year, and can be no more than one-half of the total assistance given the student. 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.

Student 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 the college as specified by the respective donors. Applications for loans should be made to the dean of students' office.

National Defense 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.

Law Enforcement Education Program Loans. Eligible students currently enrolled or accepted for enrollment in programs directly related to law enforcement may borrow a maximum of $1,500 per academic year. These loans are cancelled at the rate of 25 per cent for each year of employment in an approved law agency. Grants in the amount of tuition are available for approved students who are full-time employees of law enforcement agencies.

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. The major objective of this program is to make loan insurance available to any qualified college student who wants to borrow.

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, established a loan fund for men and women preparing to teach.

Bruce Bradshaw Memorial Loan Fund. Established in 1968 as a memorial to Bruce E. Bradshaw, outstanding athlete and student.

Donna Jean Buck Memorial Loan Fund. Established in 1968 as a memorial to Donna Jean Buck, outstanding student and leader.

Thomas H. Gentle Memorial Student Loan Fund. This loan fund was established by relatives and friends of the late Thomas H. Gentle, once a member of the faculty and an outstanding leader in teacher education. Loans from this fund are made to 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 made to male students (except those planning careers in 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.

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

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.

Katherine Elle Klein Memorial Loan Fund. Relatives of Katherine Elle Klein established this memorial fund for loans to senior men and women in teacher education.

The J. S. Landers Loan Fund. Named in memory of the late Joseph S. Landers, president of the college from 1921 to 1932, this fund is for emergencies. Loans are in small amounts for short durations.

Roben J. Maaske Memorial Student Loan Fund. This fund is in memory of the late Roben J. Maaske, president of the college from 1950 to 1955, to provide loans to worthy and deserving students preparing for teaching.

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.

The Virginia Martin Memorial Loan Fund. Established in 1948, the fund makes available to students loans not to exceed $100.

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

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.

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.

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

The Julia McCulloch Smith Loan Fund. Given to Oregon College of Education by John E. Smith, of Ames, Iowa, in memory of his wife, Julia McCulloch Smith, a graduate of Oregon College of Education; loans are made to women students.

The Charles H. Thompson Fund for Girls. Young women are eligible for loans from this fund, which was established by the will of the late Charles H. Thompson.

Beulah Stebno Thornton Memorial Loan Fund. Friends and relatives established this memorial to the late Beulah Stebno Thornton through the sponsorship of Eta Chapter of Delta Kappa Gamma, women's educational society. Mrs. Thornton taught at OCE from 1926 to 1942. Junior and senior women preparing to teach in the language arts are eligible to borrow from the fund.

OCE Alumni Association Loan Fund was established in 1963 to assist OCE students.

Mothers Club and Dads Club Loan Fund. This fund was established in 1951 for students at Oregon College of Education.
Oregon Department, Daughters of Union Veterans of the Civil War Student Loan Fund. The Oregon Department has established this fund to assist selected men and women students. Preference is given to descendants of Union veterans.

The Federation of Women’s Clubs Education Fund. Provides loans to a limited number of students.

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

The Knights Templar has a national fund available for the aid of students in the junior and senior years. The student applying need not have Masonic affiliations.

Masonic Educational Funds. The Grand Lodge of the State of Oregon has assigned $2,000 to a fund for children of Master Masons. Loans are made at the discretion of the trustees of the Grand Lodge upon recommendation of the president of the college and the approval of the master and wardens of the lodge located nearest to the college. Loans to any one student may not exceed $300 in a college year, subject to repayment at the borrowing student’s earliest convenience.

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

P.E.O. Educational Loan Fund. Undergraduate or graduate women students in good standing may be eligible for P.E.O. loans not to exceed $500 for up to five years. The interest rate is 3 per cent. The loan is processed through P.E.O.

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

Other Loan Funds. Anonymous donors have contributed sums of money for emergency loans. These funds are available to all students.

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 college program while earning a major part of their expenses. The work available includes 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 dean of students’ office. 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 expect to earn money unless he 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.
REQUIREMENTS FOR DEGREES AND CERTIFICATE

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 of 192 includes:
   a. minimum of 45 in upper division in elementary and junior high curricula;
   b. minimum of 63 in upper division (including 27 in the teaching area) in the senior high curriculum, and
   c. minimum of 63 in general studies.

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 this 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 80 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.

Advanced Degrees

For advanced degree requirements see Graduate Study section.

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

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.
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 two or three closely articulated courses in a subject extending through the academic year.

A TERM HOUR (also called a "quarter hour") represents one hour of the student's time in the classroom each week for one term. Other time may be required for laboratory work or for outside preparation. The number of lecture, recitation, laboratory, studio, or other periods per week for any course may be found in the course descriptions in this catalog or in the published schedule of classes.

Credit by Examination. The purpose of this program is to permit any regularly enrolled, full-time undergraduate student whose background has given him exceptional proficiency in an academic subject offered by the college to take an examination in order to receive credit toward degree requirements. A maximum of 48 term hours may be granted by examination, but none of these may be substituted for residence requirements. This program is not available during summer session. Further information regarding this program is available from the registrar's office.

Concurrent Registration. The State Board of Higher Education has authorized concurrent enrollments at various authorized institutions and in courses offered by the Division of Continuing Education. The maximum charge shall not exceed $136 for undergraduates or $162 for graduate students. For further information contact the registrar.

Class Standing. Freshmen, 44 or fewer hours; sophomores, 45-99 hours; juniors, 90-135 hours; seniors, 135-plus.

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. Certain elective courses may be taken with a pass-fail option.

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.

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 with designation be taken for graduate credit. |
| (G) or (g) | Graduate courses. |
| 500-599 | In-service |

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 |
| 409, 509 | Practicum |

Class Enrollment. Ordinarily, a student may enroll in a course numbered one year beyond his class standing 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 if prerequisites are met and by approval of the instructor in the course to be taken. Those seeking graduate credit in 400 G or g courses are expected to perform at a level of academic competence considerably above that expected of undergraduates, both in quality of work and in the acquisition of knowledge related to the course. They are expected to seek additional conferences with their instructors early in the term to determine the specific requirements and standards to which they will be held. The regular procedures and deadlines for course changes apply in the case of students seeking, or withdrawing from, graduate credit.

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 and 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 should be signed by the instructor 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 his adviser and the dean of students 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.

Waiver for Military Service
a. No credit will be allowed on the basis of basic training in military service.
b. No waiver of any physical education required courses will be granted to students in elementary education because of military service.
c. No waiver will be granted to any student who is majoring or minoring in physical education.
d. Students in secondary education may petition for waiver of three hours of activity courses in physical education.
e. General studies students will be held for the same requirements as students in secondary education.

Waivers indicated above will be granted to students who have served a minimum of six months consecutively on active duty in the military service, not to include National Guard or reserve drills or summer camps. To qualify for waiver the student must file official documentary evidence of his service.

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 2.0 (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 2.0 or better:

(a) he is removed from probation if his cumulative grade-point average is 2.0 or better.

(b) he is continued on probation if his cumulative grade-point average is below 2.0.

A probationary student whose scholastic average for any term falls below 2.0 will be suspended and will not be permitted to re-register without the consent 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.

Summer Session, 1971

Oregon College of Education has been authorized by the State Board of Higher Education to offer two summer sessions in 1971. The regular summer session consists of eight weeks beginning on Monday, June 21, and closing on Friday, August 13. This session is followed by an intersession of three weeks opening on August 16 and closing on September 3. 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 bulletin.

Regular Session, June 21-August 13

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 bulletin to be available in March, 1971. They will be chosen from the courses listed in this bulletin, supplemented by special courses designed to meet the needs of experienced teachers and administrators.

Intersession, August 16-September 3

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. Residence hall accommodations will be available on campus.

Workshops

A variety of workshops is offered during the eleven weeks planned primarily for experienced teachers. The summer bulletin will give full details of all such offerings.
The two major divisions of the undergraduate curricula at Oregon College of Education are Teacher Education and the Liberal Arts and Sciences. The curricula provide the bases for programs designed to prepare teachers, for various related programs, and for professions other than teaching.

### Contents

- 34 Teacher Education
- 36 Elementary
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- 38 Art Education
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- 39 Speech Pathology and Audiology
- 40 Liberal Arts and Sciences
- 40 General Studies
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- 41 Preprofessional
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Teacher education candidates may find the requirements for degrees in three places:
1. General education requirements are listed with each curriculum in this section of this catalog.
2. Professional education requirements may be found on page 53.
3. Requirements for major and minor areas are listed in departmental sections of this catalog.
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 Oregon Board of Education. 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
  - Speech Correctionists
  - Teachers of the Mentally Retarded

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.

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 internships 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 or a four-year program including one or more planned summer sessions.
2. Selected candidates serve a full year as a paid intern in a school district under special certification provisions of the Oregon Board 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. College seminars every other week 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 15-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.

Application for Teaching Certificate. All teaching certificates are issued by the superintendent of public instruction in the Oregon Board 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 Oregon Board of Education, Salem, along with the required $8 fee and an official transcript of college record, which is obtained from the registrar’s office for a $1 fee.

KINDERGARTEN CURRICULUM

Students who complete the requirements in the elementary school curriculum for the degrees 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.
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 degrees 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. 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 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 approved hours in one of the following fields:
      Art
      Humanities
      English
      French
      Spanish
      Mathematics
      Music
      Physical Education
      Science
      Social Science
   d. Second Minors (optional)
      Special Education
      Extreme Learning Problems
      Mental Retardation
      Speech Correction
      Library

2. B.A. Degree:
   Completion of all requirements given under 1, plus two years of college work in a modern foreign language. One year of this requirement may be satisfied by two or more years of the same language in high school.

**General Education Requirements**

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).

| Humanities | 21 |
| Social Science | 18 |
| History of Western Civilization | 9 |
| Introductory Geography | 6 |
| History of the Pacific Northwest | 3 |
| Science | 20 |
| Biological Science | 8 |
| Physical Science | 12 |
| Mathematics | 12 |
| Essentials of Mathematics | 9 |
| Mathematics for Elementary Teachers | 3 |
| Art | 6 |
| Art Appreciation and 3 hours selected from Drawing and Composition, A 220, 221, 226; Design, A 223, 225, 229; Crafts, A 230, 231, 232; Art History, A 251, 252, 253; Ceramics A 254. |
| Music | 6 |
| Music Fundamentals | 6 |
| Physical Education | 6 |
| Designated activity courses | 12 |
| Professional Education requirements | 48 |
| Minor | 36 |
| Minimum quarter hours | 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. 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. Many teachers in the area of English will also teach social science, and teachers of science will also teach mathematics. Careful planning with an adviser 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)
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
   Humanities (Literature, Writing and Language)
   Foreign Languages (French or Spanish)
   Speech and Drama
   Music
   Mathematics
   (Elementary Algebra and Geometry)
   Science
   (Physical Science-General Science)
   Social Science
d. Optional Minors in specialized fields.
   Special Education
   Speech Correction
   Mental Retardation
   Library

2. B.A. Degree:
Completion of all requirements given under 1, plus two years of college work in a modern foreign language. One year of this requirement may be satisfied by two or more years of the same language in high school.

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 approved speech course.
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. Students should have academic experience in both the biological and physical sciences, as well as an introduction to mathematics. The college sequence should complement the high school background.
Art ................................................. 3
   Art Appreciation.
Music ............................................... 3
   Introduction to Music and its Literature.
Physical Education .............................. 6
   Selected activity courses

Psychology ........................................ 12
   Psychosocial Development sequence (Psy 295, 296, 297) satisfies teacher education requirements. Transfer students who have completed some course work in psychology may complete either the above sequence or other approved courses from the following: Ed 311, Psy 311, Psy 312, Psy 394.

Professional Education Requirements — 66
(Pages 53)
   Teaching fields and electives to total a minimum of 192

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. 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 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: Must include 27 term hours of upper-division course work. One major must be selected from the following:
   Art Education
   Humanities (Optional fields of concentration)
   Literature, Writing and Language
   Speech-Drama/Literature, Writing and Language
   French
   Spanish
   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 (French or Spanish)
Physical Education
Health and Physical Education
Humanities (Literature, Writing and Language)
Speech and Drama
Elementary Algebra and Geometry
Advanced Mathematics
Music Education
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. One year of this requirement may be satisfied by two or more years of the same foreign language in high school.

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.)

Humanities ......................................................... 21
Including composition, literature, and approved speech courses.

Social Science ..................................................... 9
One sequence selected from the fields of history, geography, economics, political science, sociology, or anthropology.

Science-Mathematics .......................................... 12
A planned sequence in science and/or mathematics. Students should have academic experience in both the biological and the physical sciences, as well as an introduction to mathematics. The college sequence should complement the high school background.

Art ................................................................. 3
Art Appreciation.

Music ............................................................. 3
Introduction to Music and its Literature.

Physical Education ............................................. 6
Selected activity courses.

Psychology ...................................................... 12
Psychosocial Development sequence (Psy 225, 226, 227) satisfies teacher education requirements. Transfer students who have completed some course work in psychology may complete either the above sequence or other approved courses from the following: Ed 311, Psy 311, Psy 312, Psy 334.

Professional Education Requirements 31
Teaching fields and electives to total a minimum of 192

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.

General Education Requirements

Humanities ....................................................... 24
Wr 121, 222, 323 .................................................. 9
Sp 111. Fundamentals of Speech (or other approved speech course) ................................................. 3
Any lower division literature sequence ...................... 9

Physical Education ............................................. 6
Physical Education (rhythms, games and relays, gymnastics and self-testing, individual and dual sports, aquatics, and team sports)

Science ........................................................ 12
GS 104, 105, 106, or other approved sequence in science.
Foundation of Physical Sciences.

Mathematics .................................................... 12
Mth 121, 122, 123. Essentials of Mathematics .............. 9
Mth 311. Mathematics for Elementary Teachers ............. 3

Music ............................................................ 3
Mus 361. Music fundamentals

Social Science ................................................... 18
Hst 101, 102, 103. History of Western Civilization ............ 9
Geog 105, 106. Introductory Geography ....................... 6
Hst 478. History of the Pacific Northwest ................. 3

Psychology ...................................................... 12
Psychosocial Development sequence (Psy 225, 226, 227) satisfies teacher education requirements. Transfer students who have completed some course work in psychology may complete either the above sequence or other approved courses from the following: Ed 311, Psy 311, Psy 312, Psy 334.

Professional Education Requirements, page 53
Art Major, page 48
MUSIC EDUCATION
A specialized four-year program in music education with educational experience 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.

General Education Requirements

Art
A 127. Art Appreciation .................................................. 3

Humanities
Wr 121, 222, 223. English Composition .......................... 9
Sp 111. Speech, or approved substitute ............................. 3
Any lower division literature sequence .............................. 9
Mus 201, 202, 203. Introduction to Music and Its Literature .. 9
Sp 304. Play Direction or Sp 357. Play Production ................. 3

Physical Education

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

Social Science
Hist 101, 102, 103. History of Western Civilization, or an approved sequence in social science

Psychology
Psychosocial Development sequence (Psy 225, 226, 227) satisfies teacher education requirements. Transfer students who have completed some course work in psychology may complete either the above sequence or other approved courses from the following: Ed 311, Psy 311, Psy 312, Psy 334.

75

Professional Education Requirements, page 54
Music Major, page 78

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.

General Education Requirements

Humanities
Wr 121, 222, 233. English Composition .......................... 9
Any lower division literature sequence .............................. 9
Sp 111. Fundamentals of Speech .................................... 3

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

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

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

Art
Art Appreciation and 3 hours selected from Drawing and Composition, A 220, 221, 226; Design, A 222, 228; Crafts, A 230, 231, 232; Art History, A 251, 252, 253

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

Psychology
Psychosocial Development sequence (Psy 225, 226, 227) satisfies teacher education requirements. Transfer students who have completed some course work in psychology may complete either the above sequence or other approved courses from the following: Ed 311, Psy 311, Psy 312, Psy 334.

Professional Education Requirements

Minor ................................................................. 36
Electives ............................................................. 17

Total hours in the B.S. Program ...................................... 192
Liberal Arts and Sciences

Oregon College of Education offers undergraduate programs of study leading to either the associate in arts (A.A.) certificate or to the bachelor’s degree (B.A. and B.S.) designed especially for students who wish to prepare themselves for professions related to teaching. Also, non-degree programs of study lasting one, two, or three years are offered to meet prerequisites for entrance to many other professional schools (such as schools of law, medicine, dentistry, nursing, and pharmacy), or for completing major programs of study at other colleges (such as agriculture, business administration, and home economics).

BACHELOR’S DEGREE IN GENERAL STUDIES

The general studies program consists of four years of work leading to the bachelor of arts or the bachelor of science degrees. 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. Specific courses within the majors and minors must be planned with the assistance of departmental advisers.

General Education Requirements

B.A. degree: Minimum 192 term hours including 62 upper division

a. Grade-point average: a 2.0 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

<table>
<thead>
<tr>
<th>Humanities</th>
<th>21</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>9</td>
</tr>
<tr>
<td>Speech</td>
<td>3</td>
</tr>
<tr>
<td>A one year sequence in literature</td>
<td>9</td>
</tr>
<tr>
<td>Physical Education</td>
<td>6</td>
</tr>
<tr>
<td>Science-Mathematics</td>
<td>9–12</td>
</tr>
<tr>
<td>A one year sequence in biological science, physical science, or mathematics. Students should have academic experience in both the biological and the physical sciences as well as an introduction to mathematics. The college sequence should complement the high school background.</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>9</td>
</tr>
<tr>
<td>A one year sequence in social science</td>
<td></td>
</tr>
<tr>
<td>A one term course selected from three of the following areas and a one year (3 term) sequence in the remaining area</td>
<td>18</td>
</tr>
</tbody>
</table>

| Art—Art Appreciation or | 3–9 |
| Music—Music Literature or | 3–9 |
| Music History | 3–9 |
| Philosophy | 3–9 |
| Psychology | 3–9 |

Major

To be chosen from one of the broad fields of social science, science-mathematics, humanities or the arts (music, art, and drama). 72 hours of work must be completed in the major area, 36 of which shall be upper division. General education work in the selected area will apply toward both major and minor, the 72 hours wherever applicable. The student must complete upper division sequences in at least two subject matter fields in the major.

Minor

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

PROGRAM LEADING TO AN ASSOCIATE IN ARTS CERTIFICATE

This program is recommended especially for those students who have not yet determined their area of specialization. Students in this program have the opportunity to sample a variety of academic areas while gaining a sound general education. This curriculum can lead either to later majors or, after two years, to the associate in arts certificate. This program permits students to complete the elements of a sound general education program during their first two years, delaying specialization until the junior and senior years. The program encourages exploratory contact which enables the institution to assist students in making a wise selection of specialization on the basis of interest, ability and aptitude.
# LOWER-DIVISION CURRICULUM IN LIBERAL ARTS AND SCIENCES

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
</tr>
<tr>
<td>English Composition (Wr 121)</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111) or approved substitute</td>
<td>3</td>
</tr>
<tr>
<td>Sequence in social science</td>
<td>9</td>
</tr>
<tr>
<td>Sequence in science-mathematics</td>
<td>9-12</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>17-20</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
</tr>
<tr>
<td>English Composition (Wr 222)</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>9-12</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>18-21</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>48</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.

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>Quarter</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
</tr>
<tr>
<td>English Composition (Wr 121)</td>
<td>3</td>
</tr>
<tr>
<td>College Algebra (Mh 101)</td>
<td>4</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111) or approved substitute</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 (Bi 203, Bot 204)</td>
<td>8</td>
</tr>
<tr>
<td>General Zoology (Bi 203, Z 204)</td>
<td>12</td>
</tr>
<tr>
<td>General Chemistry (Ch 104, 105, 106)</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>18-21</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>48</td>
</tr>
</tbody>
</table>

# BOTANY

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
</tr>
<tr>
<td>English Composition (Wr 121)</td>
<td>3</td>
</tr>
<tr>
<td>General Botany (Bi 203, Bot 204)</td>
<td>9</td>
</tr>
<tr>
<td>General Chemistry (Ch 204, 205, 206)</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>12</td>
</tr>
<tr>
<td>Electives</td>
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<td><strong>Total</strong></td>
<td>47</td>
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# BUSINESS ADMINISTRATION

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<th>Quarter</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
</tr>
<tr>
<td>English Composition (Wr 121)</td>
<td>3</td>
</tr>
<tr>
<td>Introductory Geography (Geog 105, 106, 107)</td>
<td>9</td>
</tr>
<tr>
<td>Any lower division literature sequence</td>
<td>9</td>
</tr>
<tr>
<td>College Algebra, Trigonometry, Intro. to Calculus (Mth 101, 102, 200)</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
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<td>Electives</td>
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<tr>
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# BUSINESS ADMINISTRATION AND TECHNOLOGY

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
</tr>
<tr>
<td>English Composition (Wr 121)</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111) or approved substitute</td>
<td>3</td>
</tr>
<tr>
<td>Introductory Geography (Geog 105, 106, 107) or Principles of Economics (Ec 201, 202, 203)</td>
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</tr>
<tr>
<td>Fundamentals of Accounting (BA 211, 212, 213)</td>
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<tr>
<td>Sequence in science</td>
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<tr>
<td>Intermediate Algebra (Mth 100)</td>
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* Specific course to be determined by field of specialization.

# CHEMISTRY

<table>
<thead>
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<th>Hours</th>
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<tbody>
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<td></td>
</tr>
<tr>
<td>English Composition (Wr 121)</td>
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<tr>
<td>Sequence in social science or lower division literature</td>
<td>9</td>
</tr>
<tr>
<td>General Chemistry (Ch 204, 205, 206)</td>
<td>12</td>
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<tr>
<td>College Algebra, Trigonometry, Intro. to Differential and Integral Calculus (Mth 101, 102, 200)</td>
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<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
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<td>Electives</td>
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# SECOND YEAR

<table>
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<th>Hours</th>
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<tbody>
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<tr>
<td>English Composition (Wr 222)</td>
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<tr>
<td>Sequence in humanities or social science</td>
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<tr>
<td>General Physics (Ph 201, 202, 203)</td>
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<tr>
<td>Organic Chemistry (Ch 334, 335, 336)</td>
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<tr>
<td>Differential and Integral Calculus (Mth 201, 202, 203)</td>
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<td>COURSE</td>
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<tr>
<td>Mathematics Sequence (Mth 200, 201, 202)</td>
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<td>General Physics (Ph 201, 202, 203)</td>
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<tr>
<td>General Chemistry (Ch 204, 205, 206)</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
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</tr>
<tr>
<td>Sequence in Social Science or Humanities</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<table>
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<tr>
<td><strong>FORESTRY</strong></td>
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</tr>
<tr>
<td>Fundamentals of Speech (Sp 111) or approved substitute</td>
<td>3</td>
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<tr>
<td>Elem. or Gen. Chemistry (Ch 104, 105, 106)</td>
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<tr>
<td>General Botany (Bi 203, Bot 204)</td>
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<tr>
<td>College Algebra, Trigonometry, Intro. to Differential and Integral Calculus (Mth 101, 102, 200)</td>
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<td>Physical Education (PE 100 and 200 courses)</td>
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<tr>
<td>Principles of Economics (Ec 201, 202, 203)</td>
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<td>General Chemistry (Ch 104, 105, 106, or Ch 204, 205, 206)</td>
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<tr>
<td>Geology (G 201, 202, 203)</td>
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<td>Introductory Geography (Geog 105, 106, 107)</td>
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<td>College Algebra, Trigonometry, Intro. to Differential and Integral Calculus (Mth 101, 102, 200)</td>
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<td>Physical Education (PE 100 and 200 courses)</td>
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<td>English Composition (Wr 121)</td>
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</tr>
<tr>
<td>History of Western Civilization (Hist 101, 102, 103)</td>
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<tr>
<td>General Chemistry (Ch 104, 105, 106)</td>
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<tr>
<td>General Psych. (Psy 201, 202)</td>
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<tr>
<td>Nutrition (HE 325)</td>
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<td>Fundamentals of Speech (Sp 111) or approved substitute</td>
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<tr>
<td>Introduction to Music and its Lit. (Mus 201)</td>
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<td>for Art Appreciation (A 127)</td>
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<tr>
<td>Fundamentals of Speech (Sp 111) or approved substitute</td>
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<td>General Psychology (Psy 201, 202)</td>
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<tr>
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<td>Foundations of Physical Science (GS 201, 202, 203)</td>
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<tr>
<td>Intermediate Algebra (Mth 101)</td>
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<tr>
<td>Personal Hygiene (HE 151)</td>
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<td><strong>TOTAL</strong></td>
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<tr>
<td>Fundamentals of Speech (Sp 111) or approved substitute</td>
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<tr>
<td>History of Western Civilization (Hist 101, 102, 103)</td>
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<tr>
<td>or History of the United States (Hist 201, 202, 203)</td>
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<tr>
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<td>Reporting (J 212)</td>
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<td>Copy Editing and Makeup (J 213)</td>
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<td><strong>TOTAL</strong></td>
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<tr>
<td>Sequence in social science or lower division sequence</td>
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<tr>
<td>General Zoology (Bi 203, Z 204)</td>
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<td>General Chemistry (Ch 204, 205, 206)</td>
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<td>Physical Education (PE 100 and 200 courses)</td>
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<tr>
<td>Electives</td>
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<td><strong>PHYSICS</strong></td>
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<td>General Physics (Ph 201, 202, 203)</td>
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<td>Sequence in biology</td>
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<tr>
<td>Calculus (Mth 200, 201)</td>
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<tr>
<td>Sequence in social science</td>
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<td>Physical Education (PE 100 and 200 courses)</td>
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<td>Electives</td>
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<th>QUARTER HOURS</th>
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</thead>
<tbody>
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<td>Second Year</td>
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</tr>
<tr>
<td>English Composition (Wr 222)</td>
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</tr>
<tr>
<td>General Chemistry (Ch 204, 205, 206)</td>
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<tr>
<td>Introduction to Modern Physics (Ph 311, 312)</td>
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<tr>
<td>Calculus (Mth 202, 203)</td>
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<td>Sequence in lower division literature</td>
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<td>Electives</td>
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<thead>
<tr>
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</tr>
<tr>
<td>General Zoology (Bi 203, Z 204)</td>
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<td>General Chemistry (Ch 204, 205, 206)</td>
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<td>French (RL 50, 51, 52 or 101, 102, 103)</td>
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<td>Electives</td>
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<td>Course</td>
<td>Quarter hours</td>
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<td>Second Year</td>
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<td>English Composition (Wr 222)</td>
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<tr>
<td>College Algebra, Trigonometry, Intro. to Differential and Integral Calculus (Mth 101, 102, 200)</td>
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<tr>
<td>General Botany (Bot 204, 205)</td>
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<tr>
<td>Comparative Vertebrate Anatomy (Z 324, 325)</td>
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<td>Organic Chemistry (Ch 334, 335)</td>
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<td>Comparative Vertebrate Embryology (Z 326)</td>
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<td>Electives</td>
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<tr>
<td><strong>Total</strong></td>
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</table>

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. Whenever 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**

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<th>Preprofessional First Year</th>
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<td>Sequence in social science</td>
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</tr>
<tr>
<td>Sequence in lower division literature</td>
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</tr>
<tr>
<td>College Algebra, Trigonometry, Intro. to Differential and Integral Calculus (Mth 101, 102, 200)</td>
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<tr>
<td>Drawing and Composition (A 220, 221, 229)</td>
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<tr>
<td>and Design (A 222, 228, 229)</td>
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</tr>
<tr>
<td>Personal Hygiene (HE 151)</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>47</strong></td>
</tr>
</tbody>
</table>

**LAW**

Preprofessional Program

The minimum requirement for admission to the University of Oregon School of Law is a bachelor's degree from the institution in which the student completes his prelegal work.

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.

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.

<table>
<thead>
<tr>
<th>First Year</th>
<th>Quarter hours</th>
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<tbody>
<tr>
<td>Sequence in Math-Science</td>
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<tr>
<td>Introductory Geography (Geog 105, 106, 107)</td>
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<tr>
<td>Fundamentals of Speech (Sp 111) or approved substitute</td>
<td>3</td>
</tr>
<tr>
<td>English Composition (Wr 121)</td>
<td>3</td>
</tr>
<tr>
<td>American Governments (PS 206, 301, 302)</td>
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</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
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</tr>
<tr>
<td>Art Appreciation (Art 127)</td>
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<tr>
<td>Introduction to Music (Mus 201)</td>
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<td>Introduction to History (History 140)</td>
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<td><strong>Total</strong></td>
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**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.

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.
### 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.

<table>
<thead>
<tr>
<th>Quarter hours</th>
<th>First Year</th>
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<tbody>
<tr>
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<td>English Composition (Wr 121)</td>
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<tr>
<td>8</td>
<td>General Zoology (Bi 203, Z 204)</td>
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<tr>
<td>12</td>
<td>General Chemistry (Ch 204, 205, 206)</td>
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<tr>
<td>12</td>
<td>College Algebra, Trigonometry, Intro. to Differential and Integral Calculus (Mth 101, 102, 200)</td>
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<td>3</td>
<td>Physical Education (PE 100 and 200 courses)</td>
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<td>Electives</td>
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<td><strong>47</strong></td>
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<tr>
<td>Quarter hours</td>
<td>Second Year</td>
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<tr>
<td>3</td>
<td>English Composition (Wr 222)</td>
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<tr>
<td>9</td>
<td>Sequence in social sciences</td>
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<tr>
<td>9</td>
<td>First sequence in lower division literature</td>
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<tr>
<td>4</td>
<td>Quantitative Analysis (Ch 312)</td>
</tr>
<tr>
<td>4</td>
<td>Organic Chemistry (Ch 334, 335)</td>
</tr>
<tr>
<td>12</td>
<td>General Physics (Ph 201, 202, 203)</td>
</tr>
<tr>
<td>3</td>
<td>Physical Education (PE 100 and 200 courses)</td>
</tr>
<tr>
<td></td>
<td><strong>48</strong></td>
</tr>
<tr>
<td>Quarter hours</td>
<td>Third Year</td>
</tr>
<tr>
<td>3</td>
<td>English Composition (Wr 323)</td>
</tr>
<tr>
<td>3</td>
<td>Fundamentals of Speech (Sp 111)</td>
</tr>
<tr>
<td>9-12</td>
<td>Second sequence in social sciences</td>
</tr>
<tr>
<td>8</td>
<td>Second sequence in literature or foreign language</td>
</tr>
<tr>
<td>4</td>
<td>Comparative Vertebrate Anatomy (Z 324, 325)</td>
</tr>
<tr>
<td>4</td>
<td>Comparative Vertebrate Embryology (Z 326)</td>
</tr>
<tr>
<td>6-9</td>
<td>Electives</td>
</tr>
<tr>
<td>3</td>
<td>Jewelry or Sculpture (A 315 or 331), by special permission</td>
</tr>
<tr>
<td></td>
<td><strong>45-51</strong></td>
</tr>
</tbody>
</table>

* 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.

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.

<table>
<thead>
<tr>
<th>Quarter hours</th>
<th>First Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>English Composition (Wr 121)</td>
</tr>
<tr>
<td>8</td>
<td>General Zoology (Bi 203, Z 204)</td>
</tr>
<tr>
<td>12</td>
<td>General Chemistry (Ch 204, 205, 206)</td>
</tr>
<tr>
<td>12</td>
<td>College Algebra, Trigonometry, Intro. to Differential and Integral Calculus (Mth 101, 102, 200)</td>
</tr>
<tr>
<td>3</td>
<td>Fundamentals of Speech (Sp 111)</td>
</tr>
<tr>
<td>6</td>
<td>Electives</td>
</tr>
<tr>
<td></td>
<td><strong>47</strong></td>
</tr>
<tr>
<td>Quarter hours</td>
<td>Second Year</td>
</tr>
<tr>
<td>3</td>
<td>English Composition (Wr 222)</td>
</tr>
<tr>
<td>9</td>
<td>First sequence in social science</td>
</tr>
<tr>
<td>9</td>
<td>First sequence in humanities (literature)</td>
</tr>
<tr>
<td>8</td>
<td>Quantitative Analysis (Ch 312, 313)</td>
</tr>
<tr>
<td>12</td>
<td>General Physics (Ph 201, 202, 203)</td>
</tr>
<tr>
<td>3</td>
<td>Physical Education (PE 100 and 200 courses)</td>
</tr>
<tr>
<td></td>
<td><strong>46</strong></td>
</tr>
<tr>
<td>Quarter hours</td>
<td>Third Year</td>
</tr>
<tr>
<td>3</td>
<td>English Composition (Wr 323)</td>
</tr>
<tr>
<td>9</td>
<td>Second sequence in social science</td>
</tr>
<tr>
<td>9</td>
<td>Second sequence in humanities (literature, foreign language)</td>
</tr>
<tr>
<td>8</td>
<td>Comparative Vertebrate Anatomy (Z 324, 325)</td>
</tr>
<tr>
<td>8</td>
<td>Comparative Vertebrate Embryology (Z 326)</td>
</tr>
<tr>
<td>12</td>
<td>Organic Chemistry (Ch 334, 335, 336)</td>
</tr>
<tr>
<td>3</td>
<td>Genetics (Bi 341)</td>
</tr>
<tr>
<td></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

* Courses required for admission to the professional program.

PREPHARMACY

This prepharmacy curriculum prepares a student for admission to the Oregon State University School of Pharmacy. The pharmacy curriculum at OSU embraces four years of professional study, during which time courses in the humanities and social science also are taken. Transfer students must enter the program as sophomores. A total of five academic years, with 240 quarter hours, is required for the bachelor's degree.

<table>
<thead>
<tr>
<th>Quarter hours</th>
<th>First Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>English Composition (Sp 111)</td>
</tr>
<tr>
<td>3</td>
<td>Fundamentals of Speech (Sp 111)</td>
</tr>
<tr>
<td>3</td>
<td>Sequence in social science</td>
</tr>
<tr>
<td>9</td>
<td>Sequence in lower division literature</td>
</tr>
<tr>
<td>12</td>
<td>General Chemistry (Ch 104, 105, 106)</td>
</tr>
<tr>
<td>3</td>
<td>Nutrition (HE 325)</td>
</tr>
<tr>
<td>3</td>
<td>Physical Education (PE 100 and 200 courses)</td>
</tr>
<tr>
<td></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>
FIRST YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 121)</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics through 200</td>
<td>8</td>
</tr>
<tr>
<td>General Chemistry (Ch 204, 205, 206)</td>
<td>12</td>
</tr>
<tr>
<td>Principles of Economics (Ec 201, 202)</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>General Sociology (So 213, 214)</td>
<td>6</td>
</tr>
<tr>
<td>Electives (speech, humanities, history, computer coding, accounting)</td>
<td>9</td>
</tr>
</tbody>
</table>

Total: 47 Quarter Hours

*(Students should enroll in mathematics at the level indicated by placement test scores. However, trigonometry and calculus are required.)*

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 degrees 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 similar suggested curricula under Predental and Premedicine in this section of the catalog.)

SECOND YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 222)</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>12</td>
</tr>
<tr>
<td>Comparative Vertebrate Anatomy &amp; Embryology (Z 324, 325, 329), or Bacteriology (Bi 221)</td>
<td>4</td>
</tr>
<tr>
<td>Quantitative Analysis (Ch 312)</td>
<td>8</td>
</tr>
<tr>
<td>Organic Chemistry (Ch 334, 335)</td>
<td>12</td>
</tr>
<tr>
<td>General Physics (Ph 201, 202, 203)</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</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 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>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Zoology (Bi 203, Z 204)</td>
<td>8</td>
</tr>
<tr>
<td>General Chemistry (Ch 204, 205, 206)</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>Genetics (Bi 341)</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics (Mth 101 and 102 or Mth 104)</td>
<td>4-8</td>
</tr>
<tr>
<td>Essentials of Physics (Ph 101, 102, 163)</td>
<td>9</td>
</tr>
<tr>
<td>Bacteriology (Bi 221, 412)</td>
<td>7</td>
</tr>
</tbody>
</table>

Total: 65 Quarter Hours

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

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 readiness on the part of superior students to recognize 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 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.

HONORS

H 201. Sophomore Honors.  1 hour.
Additional work related to a regular course taken simultaneously is guided by an instructor during weekly meetings. Students and work are subject to approval of the Honors Committee.

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.

AIR FORCE ROTC

The Air Force Reserve Officers Training Corps advanced course, a voluntary program, is offered by OCE to junior and senior men in cooperation with Willamette University and Linfield College. Qualifying examinations are administered during the sophomore year. A combination of three hours of classroom work and one hour of ROTC training is required each term. Those who are enrolled in the program are paid $50 a month and are required to attend summer training programs. A commission of second lieutenant in the U. S. Air Force Reserve is granted upon successful completion of this program.

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 development of aerospace power.

AS 400, 401, 402. The Professional Officer.  3 hours each term.
Professionalism, leadership, and management. Includes the meaning of professionalism, professional responsibilities, the Military Justice System; leadership theory, functions, and practices; management principles and function problem solving; and management tools, practices, and controls.
The academic offerings at Oregon College of Education are divided into seven departments. Each department is dedicated to fostering certain knowledge, abilities and attitudes which define the liberally educated person. This section of the catalog describes departmental programs and lists course offerings.

Contents

48  Art
53  Education and Psychology
64  Health and Physical Education
68  Humanities
78  Music
83  Science and Mathematics
92  Social Science

Teacher Education candidates may find the requirements for degrees in three places:

1. General education requirements are listed with each curriculum in the Undergraduate Curricula section of this catalog.

2. Professional educational requirements may be found on Page 53.

3. Requirements for major and minor areas are listed under departmental headings in this section of the catalog.
Art

Chairman: Mr. Daniel Cannon
Assistant Professors: Cannon, Casey, Culbertson, Kirk,
Fletcher, Richardson, Stobie, Stone.
Instructors: Mattingly, Smith, Van Patten.

The Art Department serves the institution in a variety of ways. It contributes to the general education of students in the programs in teacher education and in the liberal arts and sciences. The department makes a significant contribution to the programs of preprofessional study as well as providing a share of the total education of the students of the college.

The minor programs offer the student the necessary background to proceed in the field later if he chooses and also sufficient preparation that he may work in art with some degree of confidence in a classroom situation.

The major programs provide breadth in studio and theoretical areas and the opportunity to concentrate in depth in a chosen area. As structured, the art department major programs may be considered terminal for those students wishing certification and norm requirements only, or as baccalaureate programs which provide the necessary background for future work on the master's level in either studio or professional education curricula.

The Art Department offers, in addition, a five-year program unique in the State System of Higher Education that prepares the student for teaching art on any level from kindergarten through high school. This program leads to the B.S. degree and the standard norm in art. 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, and (3) a standard subject matter norm in art.

The Art Department's temporary and permanent exhibition collections include students' outstanding work retained for these purposes.

Art Programs for Teacher Education Curricula
ART MAJOR (63 hours) for Senior High School Curriculum
Art History .................................................. 9
Lower Division Drawing .................................. 9
Lower Division Design .................................. 9
Two Dimensional Areas .................................. 15
Three Dimensional Areas ................................ 15
Theoretical Areas ......................................... 6

Total: 63

ART MAJOR (79 hours) Specialized Five Year Program
Art Education (E and J or S) ......................... 6
Art History .............................................. 9
Lower Division Drawing ............................... 9
Lower Division Design ................................ 9
Two Dimensional Areas ................................ 15
Three Dimensional Areas ............................. 15

Total: 63

Fifth Year Program:
Theoretical and Studio areas ......................... 16

ART MINOR (42 hours) Junior High School and Senior High School
Art Appreciation ........................................ 3
Lower Division Drawing .............................. 6
Lower Division Design ............................... 6
Courses approved by Art Department ............... 27

Total: 42

ART MINOR (36 hours) for Elementary Education Majors

A minimum of 36 quarter hours in art. This minor will fulfill the requirements of an area of concentration in the elementary education program.
Art Appreciation ........................................ 3
Lower Division Drawing .............................. 6
Lower Division Design ............................... 6
Courses approved by Art Department ............... 21

Total: 36

General Studies Curricula

The general studies program provides the opportunity for a student to complete a broad-based academic program. It is possible to complete a program with a major in the arts (art, music, drama) or to include the area of art as a minor in the degree program.

All programs are planned with the assistance of a departmental adviser.

Major—The arts (art, music, drama), 72 hours, 36 hours upper division. The program and areas of concentration must be planned with the assistance of a departmental adviser.

Minor—27 approved hours in art with a minimum of 12 hours upper division.
COURSE DESCRIPTIONS

A 127. Art Appreciation. 3 hours.
A survey of the visual arts for the general student. Illustrated lectures on painting, sculpture, architecture, and design, with emphasis on the contemporary view. No prerequisites.

A 211. Life Drawing I. 3 hours.
A studio introduction to the structure and form of the figure. No prerequisites.

A 220. Drawing and Composition I. 3 hours.
A general studio introduction to drawing and composition. Emphasis on line, shape, and texture. No prerequisites. Non-sequential.

A 221. Drawing and Composition II. 3 hours.
A general studio introduction to drawing and composition. Emphasis on planes, values, and volumes. No prerequisites. Non-sequential.

A 222. Design I. 3 hours.
Theory and studio practice in basic methods of articulating visual ideas in two and in three dimensional space. Emphasis on texture, line, shape. No prerequisites. Non-sequential.

A 223. Printmaking I. 3 hours.
A survey of and studio practice in the expressive and technical principles of relief printing processes. Prerequisites: six hours of drawing, six hours of design.

A 224. Printmaking II. 3 hours.
A survey of and studio practice in the expressive and technical principles of stencil and serigraphic processes. Prerequisites: six hours of drawing, six hours of design.

A 225. Watercolor I. 3 hours.
Analysis of compositional and technical principles in watercolor painting. Studio practice in still life and landscape, using aqueous media. Prerequisites: six hours of drawing, six hours of design.

A 226. Drawing and Composition III. 3 hours.

A 227. Life Drawing II. 3 hours.
A studio course involving the structure and form of the figure. Prerequisite: A 211.

A 228. Design II. 3 hours.
Theory and studio practice in basic methods of articulating visual ideas in two and in three dimensional space. Emphasis on color and value. No prerequisites. Non-sequential.

A 229. Design III. 3 hours.
Theory and studio practice in basic methods of articulating visual ideas in two and in three dimensional space. Emphasis on light, space, and movement. No prerequisites. Non-sequential.

A 230. Crafts I. 3 hours.
A studio exploration in crafts with emphasis on individual design and professional skills related to the exterior consideration of landscape and architecture. No prerequisites. Non-sequential.

A 231. Crafts II. 3 hours.
A studio exploration in crafts with emphasis on individual design and professional skills related to consideration of the interior. No prerequisites. Non-sequential.

A 232. Crafts III. 3 hours.
A studio exploration in crafts with emphasis on individual design and professional skills related to personal concomitants. No prerequisites. Non-sequential.

A 233. Textile Design. 3 hours.
Articulation of design concepts in textile. Original design production using dying processes. Studio experience in batik, dye painting, tie dye, and other dye techniques, with exploration of combined techniques.

A 238. Lettering. 3 hours.
An introductory studio course exploring both historic and contemporary letter design and layout. Emphasis on developing personal calligraphic skills. No prerequisites.

A 251. Art History I. 3 hours.
A survey of ancient and classical Art History beginning with pre-historic art and continuing through Gothic. No prerequisites. Non-sequential.

A 252. Art History II. 3 hours.

A 253. Art History III. 3 hours.
A survey of Art History beginning with Neo-Classicism and continuing through Post-Imressionism. No prerequisites. Non-sequential.

A 254. Ceramics I. 3 hours.
Basic laboratory exploration in hand-building processes and glazing of ware. Survey of clay origins and composition, decorating processes, drying and firing kilns, and glaze composition. No prerequisites.
A 255. Ceramics II. 3 hours.
Basic laboratory practice in throwing on the potter’s wheel. Nontechnical glaze composition, kiln stacking and firing. Prerequisite: A 254.

A 256. Weaving. 3 hours.
Studio introduction to handweaving. Emphasis on design consideration in weaving. Survey of current trends in weaving. Study of basic principles, weaves, and processes. Preparation of a variety of looms. Recommended prerequisites: 3 hours of design or consent of instructor.

A 258. Mixed Media I. 3 hours.
An introduction to mixed media as an expressive visual form. Studio practice in the use of a variety of homogeneous and heterogeneous materials in the execution of two and three dimensional work. Prerequisites: six hours of design.

A 259. Ceramics III. 3 hours.
A course designed to explore specific possibilities in glaze formulation and application as related to the forms and functions of pottery. Prerequisite: A 255.

A 261. Bookbinding. 3 hours.
Introduction to bookbinding through the construction of various types of bindings. Stress on individual use of materials as well as technical binding skill. No prerequisites.

A 277. Watercolor II. 3 hours.
Continued analysis of compositional and technical principles in watercolor painting. Studio practice in still life and landscape, using aqueous media. Prerequisite: A 225.

A 280. Painting I. 3 hours.
A survey of expressive and technical principles in painting. Studio practice in still life and landscape, using oil and related media. Prerequisites: six hours of drawing, six hours of design.

A 281. Painting II. 3 hours.
A survey of expressive and technical principles in painting. Studio practice in still life and landscape, using oil and related media. Prerequisites: six hours of drawing, six hours of design.

A 282. Painting III. 3 hours.
A survey of expressive and technical principles in painting. Studio practice in still life and landscape, using oil and related media. Prerequisites: six hours of design, six hours of drawing.

A 291. Sculpture I. 3 hours.
A studio introduction to sculptural form using traditional and contemporary media. Prerequisites: three hours of drawing, six hours of design.

A 292. Sculpture II. 3 hours.
Continued study of sculpture techniques with emphasis on the expressive principles of three-dimensional design. Prerequisite: A 291.

Upper-Division Courses

A 311. Advanced Printmaking. 3 hours.
A survey of and studio practice in the expressive use and technical principles of intaglio processes. Prerequisites: six hours of lower division printmaking.

A 312. Advanced Crafts. 3 hours.
Advanced creative work in selected craft media. Emphasis on considerations related to the exterior environment. Prerequisites: six hours in lower division crafts.

A 313. Advanced Printmaking. 3 hours.
A survey of and studio practice in the expressive use and technical principles of planographic (lithographic) processes. Prerequisites: Six hours of lower division printmaking.

A 315. Jewelry I. 3 hours.
Introductory course in the design and production of jewelry. Studio practice in traditional and contemporary techniques using silver and other metals, ebony, bone, and teak. Prerequisites: six hours of design.

A 316. Jewelry II. 3 hours.
Metal design and construction involving hand processes of raising, forging, and casting with silver and other metals. Prerequisite: A 315.

A 317. Advanced Drawing—Life. 3-6 hours.
Advanced study of anatomical structure and form. Life drawing as a means of graphic communication. Prerequisites: six hours of lower division life drawing. May be repeated once for credit.

A 319. Advanced Ceramics. 3 hours.
Advanced course in ceramic art with an emphasis on sculptural possibilities in the medium. Prerequisites: A 254, 255.

A 320. Advanced Crafts. 3 hours.
Advanced creative work in selected crafts media. Emphasis on considerations related to the interior environment. Prerequisites: six hours of lower division crafts.

A 321. Advanced Drawing. 3 hours.
Advanced study of technique and composition in graphic expression. Prerequisites: six hours of lower division drawing.

A 322. Advanced Design. 3 hours.
Advanced study of design theory with studio practice. Emphasis on three-dimensional exploration. Prerequisites: six hours of lower division design.
A 323. Art Education (Elementary). 3 hours.
A survey of art education for prospective elementary teachers. Studio experiences in painting, design, and crafts, integrated with art theory, appreciation, and philosophy. Prerequisites: six hours of lower division art and upper-division standing.

A 324. Art Education (Secondary). 3 hours.
A survey of art education for prospective secondary teachers. Studio experiences in painting, design, and crafts, integrated with art theory, appreciation, and philosophy. Prerequisites: six hours of drawing, six hours of design, six hours of crafts, and upper division standing.

A 325. Art Education (Junior High). 3 hours.
A survey of art education for prospective junior high school teachers. Studio experiences in painting, design, and crafts, integrated with art theory, appreciation, and philosophy. Prerequisites: six hours of lower division art, and upper division standing.

A 330. Advanced Design. 3 hours.
Advanced study of design theory with studio practice. Emphasis on two-dimensional exploration. Prerequisites: six hours of lower division design.

A 331. Advanced Sculpture. 3-6 hours.
Advanced study of the technical and expressive principles of sculpture. Individual choice of media. May be repeated once for credit. Prerequisites: A 291 and consent of instructor.

A 337. Advanced Painting. 3 hours.
Advanced study in composition. Individual work in selected media. Prerequisites: six hours of lower division painting.

A 338. Advanced Painting. 3 hours.
Advanced study in composition. Individual work in selected media. Prerequisites: six hours of lower division painting.

A 339. Advanced Painting. 3 hours.
Advanced study in composition. Individual work in selected media. Prerequisites: six hours of lower division painting.

A 343. Jewelry III. 3 hours.
Advanced study in jewelry design, analysis of design trends, individual exploration and projects. Prerequisites: A 315, 316.

A 351. Advanced Drawing. 3-6 hours.
Advanced study of technique and composition in graphic expression. Prerequisites: six hours of lower division drawing. May be repeated once for credit.

A 352. Environmental Design I. 3 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. Prerequisites: 6 hours of drawing, 6 hours of design, and upper division standing.

A 354. Advanced Ceramics. 3 hours.
Advanced study in ceramic art. Individual projects in selected ceramic areas. Prerequisites: A 254, 255.

A 357. Modern Art History I. 3 hours.
A survey of modern art history beginning with abstract art and continuing through the art today. Prerequisite: upper division standing.

A 407. Seminar. Terms and hours to be arranged. Maximum credit: 9 hours.

A 424. Layout and Design. 3 hours.
Specialized studio course in advanced work dealing with problems of page and area layout, color, texture, line, and lettering. Prerequisites: six hours of design, six hours of drawing, and A 238.

A 425. Advertising Design. 3 hours.
Specialized studio course in advanced work dealing with problems of poster, package, and publicity techniques. Prerequisites: six hours of design, six hours of drawing, and 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. The student will normally have completed all catalog offerings in an area before individual studies are permitted.

A 428. Art in the Elementary School. (g) 3 hours.
A course designed to provide additional art experiences in the philosophy, materials, and techniques of the visual arts for teachers and administrators. Prerequisites: upper division or graduate standing.

A 429. Contemporary Problems in Art Education. (g) 3 hours.
A course designed to offer a critical examination of the current status of art education with particular emphasis in the areas of creativity, research, and the place of art in education. Prerequisite: upper division or graduate standing.
A 434. Visual Techniques. (g) 3 hours.
Advanced production and design class in newer media; including film, light, sound, and plastics in kinetic as well as static interpretation. Prerequisites: consent of instructor and upper division standing.

A 447. Advanced Ceramics. 3 hours.
Advanced study in ceramic art. Individual projects in selected ceramic areas. Prerequisites: A 254, 255.

A 449. Advanced Crafts. 3 hours.
Advanced creative work in selected craft media. Emphasis on considerations related to personal concomitants. Prerequisites: six hours of lower division crafts.

A 453. Appreciative Aspects in Art. (g) 3 hours.
A theory course designed to aid the general as well as the art student in his understanding of the visual arts. Emphasis on art criticism, aesthetic appreciation, the viewpoint of the artist, and art and the public. Prerequisites: upper division or graduate standing.

A 460. Art for the Handicapped. (g) 3 hours.
Procedures and philosophy of art for the handicapped; studio experiences in painting, design, and crafts integrated with the theory of expressive art for handicapped children and adults. Prerequisite: upper division or graduate standing.

A 485. Foundations of Aesthetic Education. 3 hours.
A study and analysis of historical and philosophical aspects of art education. Designed to introduce the student to the changing functions of art in American education and to the examination of various conceptions of art as they relate to education. Prerequisite: consent of instructor.

A 486. The Artistic Development of the Child. 3 hours.
Designed to introduce students to the child's artistic development as seen in the light of research in the behavioral sciences. Prerequisite: consent of instructor.

A 487. Curriculum Theory in Art Education. 3 hours.
Analysis of current curriculum theories and their application to curriculum construction in art education. Prerequisite: consent of instructor.

A 700. (p) In-Service Education.
The Education and Psychology Department provides the professional education offerings for prospective teachers in elementary, junior high, senior high, and special education areas. It is also responsible for the psychology area for the general studies program.

The department is organized into three subdivisions for elementary education, secondary education, and special education. Through this organization students may prepare for state certification and eligibility to teach by meeting the norm programs and being recommended by the institution.

In an effort to provide instruction related to the work teachers will need to be aware of, the department provides block-of-time, team teaching course patterns, coupled with field experiences, which provide the student with contacts with children at the sophomore and junior level, prior to student teaching. The American Association of Colleges for Teacher Education awarded the elementary education program a Distinguished Achievement Award for excellence in teaching in 1967.

The professional education courses required for completion of a program are indicated by level. All students must complete the general education requirements and the appropriate professional education requirements. For majors and minors refer to the departmental sections of this catalog.

**Elementary Education Major**

**Professional Teacher Education Requirements**

**Major:** Elementary Education

- Learning and Instruction in the Elementary School (9 hours per term) 18
- School Health 3
- Specialized Methods in Art, Music, and Physical Education 9
- Student Teaching and Seminar 15

- 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, sciences, mathematics, and AV aids.

**Junior High Education Major**

**(Teaching areas listed by department)**

**Professional Teacher Education Requirements**

**Major:** Junior High School Education

- 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
- Educational Media and Materials 3
- Student Teaching and Seminar 15

**Senior High Education Major**

**(Teaching areas listed by department)**

**Professional Teacher Education Requirements**

**Minor:** Secondary Education

- Psychological Foundation of Education 4
- Teaching Reading in the Secondary School 3
- Principles of Secondary Teaching 3
- Special Methods in the Major Field 3
- Student Teaching and Seminar 15

**Specialized Programs**

**FIVE-YEAR ART EDUCATION PROGRAM**

General Education requirements, page 38
Major in Art Education, page 48

**Professional Teacher Education**

- Learning and Instruction in Elementary Education 18
- School Health Program 3
- Physical Education in the Grades 3
- Children's Literature or Literature for Adolescents 3
- Music Education 5
- Student Teaching (Elementary) 15

**Fifth year in Art Education Program**

- Principles of Secondary Teaching 3
- Teaching in the Junior High School 4
- Student Teaching and Seminar, Secondary 15
MUSIC EDUCATION PROGRAM
General Education requirements, page 39
Music Education requirements, page 78
Professional Teacher Education Requirements
Minor: Education
Psychological Foundations of Education .................. 4
Principles of Secondary Teaching .......................... 3
Educational Media and Materials (G) ...................... 3
Music Education: Elementary ................................ 3
Music Education: Secondary .................................. 3
Methods and Research Materials: Music .................... 3
Student Teaching Seminar .................................... 3
Student Teaching: Elementary (5-10 hours) ................ 15
Student Teaching: Secondary (5-10 hours) ................. 37

Special Education
Oregon College of Education is authorized by the State Board of Higher Education to offer work in special education. To qualify requires successful completion of a teacher education program and the preparation listed in one of the following optional special education minors.

Courses Comprising the Optional Minors in Specialized Fields
Teachers of the Mentally Retarded
Ed 449. Arts and Crafts for the Mentally Retarded (G) .... 3
Ed 464. The Mentally Retarded Child (G) .................... 3
Ed 489. Curriculum for the Mentally Retarded (G) ........... 3
Ed 409. Practicum: The Mentally Retarded .................. 3

Speech Correction
Sp 487. Audiology (g) ........................................... 3
Sp 371. Speech Science .......................................... 3
Sp 370. Phonetics ............................................... 3
Sp 484, 485, 486. Clinical Speech Therapy (g) ............... 6
Sp 480. Speech Pathology (Introduction) (g) ................ 3
Sp 481 or 482 or 483. Speech Pathology (g) ................. 3
Sp 478. Diagnostic Methods in Speech Pathology and Audiology (g) 3
Sp 488, 489. Audiology (g) .................................... 6
Ed 393. Speech Correction in the Schools .................... 3

Extreme Learning Problems (Elementary Majors only)
Ed 470. 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 468. Diagnostic and Remedial Techniques in Reading (G) 3
Ed 409. Practicum: Remedial Reading ....................... 6

Approved Courses ............................................ 24

Special undergraduate program in speech pathology and audiology (elementary majors only)

General Education requirements listed on page 39.

Professional Teacher Education Requirements
Ed 316. Psychological Foundations of Education ............. 4
Ed 357. Methods and Materials: Reading .................... 3
Mus 383. Music Education (Elementary) ..................... 3
A 323. Art Education (Elementary) .......................... 3
Ed 381. School Health Program ................................ 3
Ed 411. Student Teaching Seminar ............................ 3
Ed 413. Student Teaching: Speech Correction ................. 12
Ed 435. Educational Media and Materials (G) ............... 3 34

Specialized Undergraduate Preparation
Minor: Speech Correction
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
Sp 482. Speech Pathology: Organic (g) ........................ 3
Sp 483. Speech Pathology: Stuttering (g) ................. 30

General Studies Curricula
Psychology Minor
The general studies program provides the opportunity for a student to complete a broad-based academic program. For those students in the corrections program, this minor is designed to help develop competencies in counseling and guidance, group therapy, and case supervision. Courses to be included are to be planned with the assistance of an adviser.
Minor: 27 approved hours in education-psychology with a minimum 12 hours upper division.

COURSE DESCRIPTIONS
EDUCATION
Upper-Division Courses
Ed 311. Historical Foundations of Education ................ 3
Historical and philosophical backgrounds of American education to assist in the development of understandings and interpretation of present-day educational issues.
Ed 316. Psychological Foundations of Education .......... 4
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 325. 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 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 references 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.

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. Observation 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 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.

Ed 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.
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. 1-9 hours.
COUNSELING
SPEECH PATHOLOGY
AUDILOGY
REMEDIAL READING
THE MENTALLY RETARDED
THE DEAF

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 Experience. 1-6 hours.
An experience practicum to acquaint preservice and in-service teachers with programs for children and youth in various societal and educational agencies; summer practicums in pre-school and elementary education; practicums in addition to student teaching in subject matter areas to meet certification requirements. Students limited to six hours of Ed 412 or Psy 412 or a combination of both.

Ed 413. Student Teaching. 3-12 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. Organization and Administration of Instructional Materials Centers. (G) 3 hours.
The organization and administration of resource materials centers; acquisition of materials, cataloging and classification; source materials on pamphlets, tests, reference books, recordings, pictures, programmed materials; relationship to unit construction.

Ed 434. Preparation of Educational Media and Materials. (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. Educational Media and Materials. (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 aids, materials, and their practical use.

Ed 436. Programed Instruction. (G) 3 hours.
Principles and techniques employed in the development of programed 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 444. Medical Aspects in Special Education. (G) 3 hours.
A survey of clinical facilities dealing with the medical aspects and concerns of individuals receiving special education services and those who act as referral agents; to include consultant lectures, and field trips and observations at hospitals, clinics, and treatment facilities.

Ed 448. Habilitation of the Trainable Mentally Retarded. (G) 3 hours.
Organization of educational programs in schools and day centers for trainable mentally retarded children; diagnosis and classification; characteristics and needs; development of teaching materials and techniques; community organizations and parent education.

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 597.

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 472. Diagnosis in Special Education.  
(G) 3 hours.  
Critical evaluation of diagnostic techniques used in the identification and diagnosis of mentally retarded and other exceptional children. Students will gain experience in utilizing case history information, observation, and selected diagnostic tools, and in using these techniques to implement a program of learning for the mentally retarded and exceptional child.

Ed 473. Contemporary Educational Programs for International Understanding.  
(G) 3 hours.  
The analysis of international programs such as Peace Corps, AFS student exchange, AID, university area study centers; educational systems, philosophies, curricula, and recent developments with reference to need for understanding of American involvement; and need for understanding other parts of the world.

Ed 474. Comparative Education.  
(G) 3 hours.  
The analysis of problems of developed and under-developed parts of the world; factors underlying common and unique characteristics of various educational systems with reference to societal, economic system, organizational differences.

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 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.

(G) 3 hours.  
Introduction to the field of guidance and counseling. Methods and means of assisting educational 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.  
Purpose 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.

3 hours.  
To develop understanding and minimal competency in preparing the major components of a research proposal. (Not offered except through correspondence or as a specialized workshop.)

Ed 491. Communication With the Deaf.  
(G) 1-3 hours.  
Techniques for facilitating individual interviews with deaf clients and students. Factors important to lipreading. Intensive training in manual communication.

Graduate Courses
Courses numbered 400-499 and designated (G) or (g) may be taken for graduate credit.

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.  
1-9 hours.  
Counseling  
Speech Pathology  
Audiology  
Remedial Reading  
The Mentally Retarded  
The Deaf  
Supervision  

Ed 510. Skills and Techniques of Supervision. 3 hours.  
The supervisory process; group and individual processes and techniques; analysis of supervisory problems.  

Ed 512. Research Procedures in Education. 3 hours.  
Methods, techniques, and tools of research. 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. Social Foundations of Education. 3 hours.  
Major sociological, historical, philosophical, and psychological factors underlying 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 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 organization 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 developments of language by hearing impaired 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 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.

Ed 585. Administration of Special Education. 3 hours.
Organization and administration of special education programs. Laws, rules, and regulations governing the administration of special education programs in Oregon school districts.

Ed 590. Guidance and Counseling of the Deaf. 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.

Ed 597. Psychology of Reading. 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 700. (p) In-Service Education.

PSYCHOLOGY

Lower-Division Courses
Psy 201, 202, 203. General Psychology. 3 hours each term.
The study of behavior, processes of learning, perception, motivation, research methodology, and common modes of resulting individual and social behavior, and the individual in society.

Psy 225, 226, 227. Psychosocial Development. 4 hours each term.
A three-dimensional approach to the study of human behavior as it operates in societal settings: cognitive, affective, experimental. May be taken in any order. A completed sequence satisfies the professional education requirement in psychology and historical foundations of education.

Psy 225. Psychosocial Development: Nature of Man in Society. 4 hours.
The development of the individual from conception to maturity; the functioning of society as it affects the individual; the educative process in a changing society. Prerequisite: sophomore standing.

Psy 226. Psychosocial Development: Process of Human Interaction. 4 hours.
An analysis of human involvement with emphasis on the examination of the effect that one's behavior has upon others; the reciprocal effect of group behavior on the individual; personal application of human interaction theory in a small group setting. Prerequisite: sophomore standing.

Psy 227. Psychosocial Development: Individual Field Experience. 4 hours.
A study of human development in a variety of community and educational settings: scheduled weekly experiences in nearby state and local institutions, selected field trips, weekly discussion groups. Prerequisite: sophomore standing.

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 334. Social Psychology. 3 hours.
The individual in society, with special reference to the role of group behavior and social organization in the shaping of personality: analysis of socialization, individuation, and deviation. Not open to students who have completed Soc 334.

Psy 407. Seminar. Terms and hours to be arranged.

Psy 412. Laboratory Experiences. 3-6 hours.
An experience practicum to acquaint preservice 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. Note: Students limited to six hours of Psy 412 or Ed 412 or a combination of both.

Psy 423. Case Study Procedures. (G) 3 hours.
The application of psychological knowledge to procedures in the case study; principles, techniques, and report-writing; case studies of children, youth, and adults. Prerequisite:
Psy 436. Character and Personality. (G) 3 hours.
Major theories of personality development and function. Consent of instructor.

Psy 437. Social Psychology. (G) 3 hours.
An advanced course dealing with the relation of the individual to his social environment, especially in his participation in interpersonal relations and in small groups; social perception and motivation; group roles and attitude change. Prerequisite: Psy 334 or Soc 334 or consent of instructor.

Psy 440. Small Group Theory. (G) 3 hours.
Survey of major social-psychological theories and research related to small groups; application of theory and research to development, organization and functioning of small groups in gangs, industry, the military, the school, and the family.

Psy 443. Group Processes. (G) 3 hours.
Analysis of the basic psychological dynamics of group interactions; principles and techniques; characteristics of effective groups and effective leadership; application to the classroom, and to youth and adult groups in community settings.

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, attitudes, interests, and personality.

Graduate Courses
Courses numbered 400-499 and designated (G) or (g) may be taken for graduate credit.

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 underlyng these theories applied to modern educational practices. Includes learning theory and practices at all age levels through adulthood.

Psy 523. General Intelligence Testing. 3 hours.
Administration, scoring and interpretation of the Stanford Binet Intelligence Scale and the Wechsler Intelligence Scale for Children. Consent of instructor required.

Psy 524. Individual Intelligence Testing. 3 hours.
Selection, administration, and interpretation of individual tests. Problems in testing exceptional and extremely deviate children. Prerequisite: Psy 523 and Psy 525.

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 lip-reading, including Nitchie, Jena, Kinzie, Muller-Wale, and others. Techniques and principles of auditory training.
Health and Physical Education

Department Chairman: Dr. Robert Livingston

The Department of Health and Physical Education has broad functions and responsibilities that include both unique and shared contributions in the total education of students of the college. These contributions fall mainly into the following patterns:

- Toward the general education of all students of the college through the requirement of six term hours of instructional credit in courses which provide skills, attitudes and knowledges concerned with active, balanced living.
- Contribute to the professional preparation of all teacher education students and to assume the major responsibility for the specialized professional preparation of health and physical education teachers through the provision of majors and minors in that field.
- Assist in campus recreation through the provision of leadership and facilities for leisure time physical recreation activities particularly of the intramural nature.
- Prepare highly skilled individuals and groups for public performance against outside opposition in those sports and games that are traditional components of American culture.

Physical Education Programs for Teacher Education Curricula

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.

Professional Activities PE 100P/200P 1 hour courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 111P</td>
<td>Basic Rhythms</td>
</tr>
<tr>
<td>PE 112P</td>
<td>Gymnastics and Self Testing</td>
</tr>
<tr>
<td>PE 113P</td>
<td>Aquatics</td>
</tr>
<tr>
<td>PE 114P</td>
<td>Badminton</td>
</tr>
<tr>
<td>PE 115P</td>
<td>Archery</td>
</tr>
<tr>
<td>PE 116P</td>
<td>Golf</td>
</tr>
<tr>
<td>PE 117P</td>
<td>Track and Field</td>
</tr>
<tr>
<td>PE 118P</td>
<td>Tennis</td>
</tr>
<tr>
<td>PE 119P</td>
<td>Bowling</td>
</tr>
<tr>
<td>PE 120P</td>
<td>Wrestling (M)</td>
</tr>
<tr>
<td>PE 121P</td>
<td>Soccer-Speedball</td>
</tr>
<tr>
<td>PE 122P</td>
<td>Games and Relays</td>
</tr>
<tr>
<td>PE 123P</td>
<td>Hockey (W)</td>
</tr>
<tr>
<td>PE 124P</td>
<td>Basketball</td>
</tr>
<tr>
<td>PE 125P</td>
<td>Volleyball</td>
</tr>
<tr>
<td>PE 126P</td>
<td>Soft or Baseball</td>
</tr>
<tr>
<td>PE 211P</td>
<td>Folk and Square Dance</td>
</tr>
<tr>
<td>PE 212P</td>
<td>Social or Modern Dance</td>
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<tr>
<td></td>
<td>Body Mechanics</td>
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Theory Courses

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>HE 151</td>
<td>Personal Hygiene</td>
</tr>
<tr>
<td>HE 333</td>
<td>First Aid</td>
</tr>
<tr>
<td>Ed 344</td>
<td>P.E. in the Grades (Secondary)</td>
</tr>
<tr>
<td>Ed 351</td>
<td>School Health Program</td>
</tr>
<tr>
<td>PE 337</td>
<td>338, 339, Offering (W)</td>
</tr>
<tr>
<td>PE 343</td>
<td>Organization and Administration of P. E.</td>
</tr>
<tr>
<td>PE 359</td>
<td>Athletic Training and Conditioning (M)</td>
</tr>
<tr>
<td>PE 363, 364, 365, 366, 367, 368</td>
<td>Coaching Courses</td>
</tr>
<tr>
<td>PE 371</td>
<td>Kinesiology</td>
</tr>
<tr>
<td>PE 445</td>
<td>The Physical Education Curriculum</td>
</tr>
<tr>
<td>PE 446</td>
<td>Tests and Measurements in Physical Education</td>
</tr>
<tr>
<td>PE 447</td>
<td>Principles of Physical Education</td>
</tr>
<tr>
<td>PE 473</td>
<td>Physiology of Exercise</td>
</tr>
<tr>
<td>Z 334, 335</td>
<td>Anatomy and Physiology</td>
</tr>
</tbody>
</table>

Planned Electives 7

Total quarter hours 63

Minor: Junior High School-Senior High School

Physical Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE 252</td>
<td>First Aid</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Ed 344</td>
<td>Physical Education (G)</td>
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<td>3</td>
</tr>
<tr>
<td>PE 447</td>
<td>Principles of Physical Education (G)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>PE 343</td>
<td>Organization and Administration of Physical Education</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>PE 371</td>
<td>Kinesiology</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Z 334, 335</td>
<td>Anatomy and Physiology</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
### COURSE DESCRIPTIONS

#### 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; fundamental factors involved in intelligent living.

**HE 252. First Aid.** 2 or 3 hours.  
Emergency treatment of injuries or sudden illnesses, with emphasis on school situations; upon successful completion the student receives a Red Cross standard first aid certificate.

**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.

#### 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. Not more than 12 hours of physical education activity courses numbered 100 and 200 may be counted toward graduation except in the case of a physical education major or minor.

**PE 111, 211. Rhythms.** Folk and Square Dance, Social Dance, Modern Dance, Basic Rhythms.


PE 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.

Backgrounds 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.

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 361. Gymnastic Coaching. 2 hours.

Demonstration and discussion of the fundamentals, individual skills, methods of instruction, philosophy of coaching, and management of meets.

PE 362. Tennis Coaching. 2 hours.

Demonstration and discussion of fundamentals, individual skills, methods of instruction, philosophy of coaching, and management of matches.

PE 363. Golf Coaching. 2 hours.

Demonstration and discussion of the fundamentals, individual skills, methods of instruction, philosophy of coaching, and management of matches.

PE 364. Swimming and Diving Coaching. 2 hours.

Demonstration and discussion of the fundamentals, individual skills, methods of instruction, philosophy of coaching, and management of meets.

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, individual skills, methods of instruction, philosophy of coaching and management of meets.

PE 369. Wrestling Coaching. 2 hours.

Demonstration and discussion of the fundamentals, individual skills, methods of instruction, philosophy of coaching and management of matches.
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 415. Physical Education and Recreation for the Handicapped. 3 hours.
Theory and practice and the basic techniques for planning and implementing programs in physical education and recreation for the handicapped. Emphasis will be on the potential contributions of activities in these areas to the total growth and development of individuals. Includes class organization, teaching methods, physical fitness activities, specific sports and sports skills, special events, and evaluation. Opportunities for practicum with school age handicapped will be available.

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.

Graduate Courses
Courses numbered 400-499 and designated (G) or (g) may be taken for graduate credit.

PE 700. (p) In-Service Education.
Humanities

Department Chairman: Dr. Charles Alva
Ferte, Fissel, L. Hanson, Kelly, Kirby, Ross, Rossi, Schenck, Sewell, Slawson, Tompkins, Weiss.

Professors: Alva, Bellamy, Clarke.
Associate Professors: Rickards, Sikes.
Assistant Professors: Adams, Baker, Catura, R. Davis, T.

The Humanities Department is concerned with what makes man uniquely man, not as an inert object to be anatomized and controlled, but as the creating center of his culture. A study of the humanities can lead to a deeper understanding of the relations between self and the human world.

Central to the study of humanity is the study of that most distinctly human creation, language, so most courses and programs within the department are involved directly or indirectly with language: how language has been used (as in literature, philosophy, and linguistic courses), and how it can be used (as in writing, foreign language, speech and drama courses).

The Humanities Department offers a broad range of instruction in languages, theatre, literatures and philosophies—courses which can be combined in various ways to fulfill the intellectual and career needs of students. The department also serves other departments of the college in helping to prepare students to teach in other areas and to develop professional careers.

Recognizing that man’s search for knowledge is a continuous process, the department periodically reviews and alters its courses and programs to reflect the dynamic nature of humanities.

Programs in Humanities

The Humanities Department has options available in literature, writing and language; speech-drama/literature, writing and language; French, and Spanish for students preparing for teaching in secondary schools. 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.

Humanities Majors for Teacher Education Curricula

Literature, Writing and Language

Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 121, 222, 414g</td>
<td>9</td>
</tr>
<tr>
<td>SP 111 or approved substitute</td>
<td>3</td>
</tr>
<tr>
<td>Eng 301, 203, or 203 (any one)</td>
<td>3</td>
</tr>
<tr>
<td>SP 290 or SP 311 (with SP 290 prereq)</td>
<td>3</td>
</tr>
<tr>
<td>Phi 201, 202, 203, 311, 315, 313 (any one)</td>
<td>3</td>
</tr>
<tr>
<td>Eng 475g</td>
<td>3</td>
</tr>
<tr>
<td>Eng 489g or Eng 490g</td>
<td>3</td>
</tr>
<tr>
<td>Eng 489g</td>
<td>3</td>
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</tbody>
</table>

Any one sequence from the following three sequences, plus one course each from the remaining two:

Eng 101, 102, 103
Eng 107, 108, 109
Eng 253, 254, 255

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Upper Division Literature Options

One course each from any five of the following seven categories:

1) Eng 397
2) Eng 357, Eng 446g
3) Eng 314, 315, 316, 317, 361
   * RL 405, RL 442, 443
4) Eng 366, 367, 368, Eng 375, Eng 457g
   Sp 461g, 465g, 466g, *RL 405
5) Eng 435g, Eng 447g, 448g, 449g, *RL 405
6) Eng 466g, 467g, 468g
7) Eng 484g, 485g, 486g, 487g

Approved Elective in Humanities 3 63

* RL 405 is a reading and conference course which can count in only one category according to the content for the student taking it.

Speech-Drama/Literature, Writing and Language

Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 121, 222, 414g</td>
<td>9</td>
</tr>
<tr>
<td>SP 111, or SP 113</td>
<td>3</td>
</tr>
<tr>
<td>Eng 104, 105, 106</td>
<td>9</td>
</tr>
<tr>
<td>Eng 101, 102, 103</td>
<td>3</td>
</tr>
<tr>
<td>Eng 201, 202, 203 (any one)</td>
<td>3</td>
</tr>
<tr>
<td>Eng 107, 108, 109 (any one)</td>
<td>3</td>
</tr>
<tr>
<td>SP 120</td>
<td>3</td>
</tr>
<tr>
<td>SP 290</td>
<td>3</td>
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<tr>
<td>SP 251</td>
<td>3</td>
</tr>
<tr>
<td>Eng 253, 254, 255 (any one)</td>
<td>3</td>
</tr>
<tr>
<td>Eng 473g</td>
<td>3</td>
</tr>
<tr>
<td>Eng 475g or Eng 490g</td>
<td>3</td>
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<tr>
<td>Eng 489g</td>
<td>3</td>
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</table>

Speech-Drama Options

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP 244, 245, 246, SP 270 (any four hours)</td>
<td>4</td>
</tr>
<tr>
<td>SP 311, SP 321, SP 322, SP 323</td>
<td>6</td>
</tr>
<tr>
<td>SP 347, SP 356, SP 357</td>
<td>6</td>
</tr>
<tr>
<td>SP 364 or SP 412</td>
<td>3</td>
</tr>
<tr>
<td>SP 411g or SP 415g</td>
<td>3</td>
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</tbody>
</table>

English Options

Fifteen hours from any four of the following six categories:

1) Eng 357, Eng 387
2) Eng 314, 315, 316, 317, 361
3) Eng 366, 367, 368, Eng 375
4) Eng 435g, Eng 447g, 448g, 449g
5) Eng 466g, 467g, 468g
6) Eng 484g, 485g, 486g, 487g

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French
- RL 50, 51, 52. First Year French ............... 12
- RL 101, 102, 103. Second Year French .......... 12
- RL 311, 312, 313. Survey of French Literature .... 9
- RL 314, 315, 316. Inter. French Comp. and Conversation 9
- RL 319. French Pronunciation and Phonetics 3
- Eng 473. Nature of the English Language 3
- RL 411. Applied Linguistics 3
- RL 412. The Language Laboratory: Theory (1 hr) and Practicum (2 hrs) 3

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Spanish
- RL 60, 61, 62. First Year Spanish ............... 12
- RL 341, 342, 343. Survey of Spanish Literature .... 9
- RL 347, 348, 349. Inter. Spanish Comp. and Conversation 6
- RL 350. Spanish Pronunciation and Phonetics 3
- RL 359. Hispanic Culture and Civ.: Latin America 3
- Eng 473. Nature of the English Language 3
- RL 415. The Language Laboratory: Theory (1 hr) and Practicum (2 hrs) 3

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Minors: Junior High School—Senior High School

Literature, Writing and Language
Core Requirements
- Wr 121, 222, 414g ........................................ 9
- Sp 111 or approved substitute ....................... 3
- Eng 104, 105, 106 ...................................... 3
- Eng 107, 108, 109 (any one) ....................... 3
- Eng 253, 254, 255 (any one) ....................... 3
- Eng 473g or Eng 490g .................................. 3

Upper Division Literature Options
One course each from any four of the following six categories:
1) Eng 357, Eng 387 .................................. 12
2) Eng 314, 315, 316, 317, 318 ................................ 12
3) Eng 366, 367, 368, Eng 375, Eng 457g ............. 12
4) Eng 426g, Eng 447g, 448g, 449g .................... 12
5) Eng 466g, 467g, 468g ................................. 12
6) Eng 484g, 485g, 486g, 487g .......................... 12

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Foreign Language
French
- RL 50, 51, 52. First Year French ............... 12
- RL 101, 102, 103. Second Year French .......... 12
- RL 311, 312, 313. Survey of French Literature .... 9
- RL 331. French Pronunciation and Phonetics 3

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Spanish
- RL 60, 61, 62. First Year Spanish ............... 12

- Those who have completed two or more years of the same language 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 other than French are also required to complete Ed 393, Methods in Teaching Foreign Language.

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Library
- Lib 480. Children’s Literature (g) .................. 3
- Lib 483. Book Selection and Reference Materials (g) 3
- Lib 484. School Library Administration (g) ......... 3
- Lib 486. Introduction to Cataloging and Classification (g) 3
- Lib 489. Literature for Adolescents (g) ............ 3
- Ed 433. Organization and Administration of Instructional Materials Centers 3
- Ed 435. Educational Media and Materials (G) .... 3

- 21

Journalism
- J 211. Introduction to Journalism .................. 3
- J 212. Reporting ..................................... 3
- J 213. Copy Editing and Make-up .................... 3

- 9

Speech and Drama
- Sp 111. Fundamentals of Speech .................... 3
- Sp 120. Voice and Diction .......................... 3
- Sp 239. Oral Interpretation ........................ 3
- Sp 244, 245, 246. Technical Theater (any one) ... 3
- Sp 251. Elements of Acting ......................... 3
- Sp 255. Make-up ..................................... 1
- Sp 357. Play Production ............................. 3
- Sp 364. Play Direction ............................... 3
- Approved Upper-division Elective in Speech ....... 3

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Combined Language Arts and Social Sciences
(Junior High only)

Humanities
- Wr 121, 222, 414g ...................................... 9
- Sp 111 or approved ..................................... 3
- Eng 104, 105, 106 (any two or) .......................... 6
- Eng 253, 254, 255 (any two) .......................... 6
(A total of six other hours from two of the following five sequences)
- Eng 101, 102, 103 ...................................... 6
- Eng 104, 105, 106 ...................................... 6
- Eng 107, 108, 109 ...................................... 6
- Eng 201, 202, 203 ...................................... 6
- Eng 253, 254, 255 ...................................... 6
- Eng 473g .................................................. 3
- Eng 478g or Eng 490g .................................. 3
- Eng 489g .................................................. 3
- Approved Upper Division Elective .................... 3

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Social Science
- Hst 101, 102, 103. History of Western Civilization ........................................ 9
- Hst 201, 202, 203. History of the United States ........................................ 9
- Geog 105, 106, 107. Introductory Geography ........ 9
- Ps 301, 302. American Governments ................ 6

- 33

- 69
Minors—Elementary
Minimum of 36 quarter hours including lower division work. This minor will meet the requirement of an area of concentration for elementary education majors.

**Humanities**
- Composition (Wr 121, 222, and 414g) .......... 9
- Any 9 hour lower division literature sequence .......... 9
- Speech .......... 3
- Nature of the English Language (Eng 473) .......... 3
- Approved Humanities Electives .......... 12 — 36

**Foreign Language**
- FRENCH
  - RL 50, 51, 52, First-Year French .......... 12
  - RL 101, 102, 103, Second-Year French .......... 12
  - RL 314, 315, 316, Intermediate French Composition and Conversation .......... 9
  - RL 331, French Pronunciation and Phonetics .......... 3 — 36

- SPANISH
  - RL 60, 61, 62, First-Year Spanish .......... 12
  - RL 347, 348, 349, Intermediate Spanish Composition and Conversation .......... 6
  - RL 330, Spanish Pronunciation and Phonetics .......... 3
  - RL 339, Hispanic Culture and Civilization .......... 3
  - Latin America .......... 3 — 36

* Students who have completed two or more years of the same language in high school will enter the second year class and complete the required requirement from approved electives. Students preparing for a teaching norm in a language are also required to complete Ed 336, Methods in Teaching a Foreign Language.

**General Studies Curricula**
The general studies program provides the opportunity for a student to complete a broad based program suited to an individual's needs and interests. It is possible to complete a program with a major in humanities or the arts (art, music, drama) or to include humanities as a minor in the degree program.

All programs are planned with the assistance of a departmental advisor.

**Major**—The arts (music, art, drama) 72 hours, 36 hours upper division. The program and areas of concentration must be planned with the assistance of a departmental advisor.

**Humanities**—72 quarter hours with a minimum of 36 quarter hours of upper division.

**Minor**—27 approved hours in humanities with a minimum of 12 hours upper division.

**COURSE DESCRIPTIONS**

**WRITING**

**Lower-Division Courses**

Wr 121. English Composition. 3 hours. A basic course in expository writing. First course in a sequence that is followed by Wr 222 in the sophomore year and Wr 323 in the junior year.

Wr 218. Creative Writing. 3 hours. Opportunity and encouragement for those who wish to express themselves through literary mediums.

Wr 222. English Composition. 3 hours. The writing of the research paper. Part of a three-course sequence that includes Wr 121 in the freshman year and Wr 323 in the junior year. Prerequisite: sophomore standing.

Wr 323. English Composition. 3 hours. The development of style in writing. Part of a three-course sequence that includes Wr 121 in the freshman year and Wr 222 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; required for students who plan to teach 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 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 104, 105, 106. Introduction to Literature. 3 hours each term.
A sequence in narrative prose, drama, and poetry, which involves close reading of whole works both in English and in translation.

Eng 107, 108, 109. World Literature. 3 hours each term.
A chronological survey of masterpieces in Western-World literature from ancient times to the present.

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 256. The Literature of Black America. 3 hours.
A historical survey of literature by Black American writers, with an emphasis on selected contemporary works.

Upper-Division Courses

Eng 314. Studies in 16th Century Literature. 3 hours.
A study of selected literary currents and problems in 16th century literature, with special emphasis on English literature.

Eng 315. Studies in 17th Century Literature. 3 hours.
A study of literary currents and problems in 17th Century Literature with special emphasis on English Literature.

Eng 316. Studies in 18th Century Literature. 3 hours.
A study of literary currents and problems in 18th Century Literature with special emphasis on English Literature.

Eng 317. Studies in 19th Century Literature. 3 hours.
A study of literary currents and problems in 19th Century Literature with special emphasis on English Literature.

Eng 357. Theories of Literature. 3 hours.
An introduction to contemporary schools of literary theory, with emphasis on historical, formalist, sociocultural, psychological, and mythopoetic criticism.

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 375. The Development of the Short Story. 3 hours.
The short story in English and translation from the mid-19th century to the present.

Eng 387. Introduction to Mythology. 3 hours.
An introduction to the world’s mythologies, with special emphasis on the major Graeco-Roman myths.

Eng 436. Advanced Shakespeare. (g) 3 hours.
An intensive study of the sources, backgrounds, and texts of a selected few of Shakespeare’s plays. Prerequisite: at least one quarter of Eng 201, 202, 203 or consent of instructor.

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. Modern Poetry. (g) 3 hours.
A study of twentieth-century poetry and its foundations of judgment as seen in literary criticism.

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. (g) 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 473. Nature of the English Language. (g) 3 hours.
A general view of the English language with emphasis on modern American language.

Eng 475. Modern American Grammar and Usage. (g) 3 hours.
A study of grammar and usage with emphasis on new linguistic theories. Prerequisite: Eng 473 or consent of the instructor.
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 certification.)

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.
An analysis of tragedy and the tragic vision in a range of literary works.

Eng 486. The Study of Types in Literature: Epic. (g) 3 hours.
A study of selected works of the epic tradition including poems from oral and literary background as well as prose epics.

Eng 487. The Study of Types in Literature: Lyric. (g) 3 hours.
A study of lyric forms and traditions in Western literature.

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. Prerequisite: Eng 473 or consent of instructor.

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.
An examination of recent trends in language study, and their relationships with school and society.

Eng 523. The Age of Chaucer. 3 hours.
A study of 14th century English literature and its backgrounds (literary, religious, scientific, political, social) with special emphasis on the major works of Chaucer.

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 the 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 527. The Literature of the American Renaissance. 3 hours.
A study of the works of the major authors on the American Renaissance: Emerson, Thoreau, Hawthorne, Melville, and Whitman.

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
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.

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.)

Hum 700. (p) In-Service Education.

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 ob-
jectivity of writing.

J 213. Copy Editing and Makeup. 3 hours.
Instruction in the fundamentals of copy read-
ing, headline writing, proof reading, and
makeup; study of technical processes as they
affect copy preparation.

J 215. Journalism Projects. 1 hour each
term. Maximum of 6 hours.
Applications of journalistic techniques and
principles through work on student publica-
tions.

MODERN LANGUAGES (Germanic)
Lower-Division Courses

GL 50, 51, 52. First Year German. 4 hours
each term.
Elementary German with stress on com-
prehension and conversation. Pronunciation,
grammar, and reading included. Use of the
language laboratory required. Not open to
students with a background of high school
German without the consent of the instructor.

GL 101, 102, 103. Second-Year German.
4 hours each term.
Study of selected texts of modern German
authors with purpose of expanding the stu-
dent's competence and fluency in speaking,
writing, and understanding German. Com-
plete grammar review. Work in the language
laboratory required. Prerequisite: Completion
of GL 50, 51, 52 or two years of high
school German.

Upper-Division Courses

GL 331. German Pronunciation and Phonetics
3 hours.
Contrastive analyses of the English and Ger-
man sound systems with attention both to
improving the student's own command of
German and to preparing him to cope with
problems that he will encounter in teaching
German.

GL 334, 335, 336. German Composition and
Conversation. 3 hours each term.
Intensive oral and written practice. Class con-
ducted in German. Prerequisite: two years of
college German.

GL 340, 341, 342. Survey of German Culture
and Civilization. 3 hours each term.
A cultural survey of the history and civilization
of the German-speaking nations with special emphasis on their literature.

MODERN LANGUAGES (Romance)
Lower-Division Courses

RL 50, 51, 52. First-Year French. 4 hours
each term.
An introduction to French stressing compre-
hension and conversation with emphasis on
pronunciation. Practice in the language lab-
atory 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 compre-
hension and conversation. Pronunciation,
grammar and reading included. Use of lan-
guage laboratory required. Not open to stu-
dents with a background of high school Span-
ish without the consent of the instructor.

RL 101, 102, 103. Second-Year French.
4 hours each term.
Study of selected texts of modern French au-
thors with purpose of expanding the student's
competence and fluency in speaking, writing
and understanding French. Complete gram-
mar review. Work in the language laboratory
required. Prerequisite: Completion of RL 50,
51, 52 or two years of high school French.

4 hours each term.
Comprehensive grammar review with empha-
sis on understanding, speaking and reading
Spanish. Selections from representative Span-
ish authors. Use of language laboratory re-
quired. Prerequisite: RL 60, 61, 62 or two
years of high school Spanish.

Upper-Division Courses

RL 311, 312, 313. Survey of French-
Literature. 3 hours each term.
Masterpieces of various periods; general sur-
vey. Prerequisite: two years of college French
or equivalent.

RL 314, 315, 316. Intermediate French Com-
position and Conversation. 3 hours each
term.
Exercises in pronunciation, comprehension,
and composition. Ample opportunity for con-
versation. Conducted in French. Prerequisite:
two years of college French or equivalent.

RL 331, 332. French Pronunciation and Pho-
netics. 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. 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 411. Applied Linguistics: French. 3 hours.
A study of the application of linguistic principles to the concrete problems facing the teacher in the foreign language classroom. Prerequisites: completion of 300 level French and English 473, or equivalent.

RL 412. Applied Linguistics: Spanish. 3 hours.
A study of the application of linguistic principles to the concrete problems facing the teacher in the foreign language classroom. Prerequisite: completion of 300 level Spanish course and Eng 473, or equivalent.

RL 415. The Language Laboratory: Theory. 1 hour.
A study of various types of laboratory installations and their functions; the administration of a language laboratory; audio-lingual exercises and the making of tapes for use in a language laboratory; and monitoring and testing in the language laboratory.

RL 416. The Language Laboratory: Practicum. 2 hours.
Section 1 for students of French.
Section 2 for students of Spanish.
Practice in all aspects of administration of the language laboratory. Practicum may be taken any quarter during the regular school year. Credit for the practicum will be based on four hours per week working in the language laboratory. The supervision of the practicum will be administered by the teacher of the theory class in conjunction with the teacher of each language taught. Prerequisite: three years of modern foreign language at the college level. Previous or concurrent registration in RL 415.

RL 423, 424, 425. Twentieth Century French Literature. 3 hours each term.
Selected works of prose, poetry, and drama of the twentieth century. Study of writers and literary currents in France since 1900.

RL 429, 430, 431. French Culture and Civilization. 3 hours each term.
The historical, political and social background 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 sequences in literature or culture.

RL 461, 462, 463. Advanced Spanish Composition and Conversation. 3 hours each term.
A continuation of Intermediate Composition and Conversation. This course is designed to develop command of an idiomatic lexicon, and of oral and written fluency at an advanced level. Prerequisite: completion of RL 347, 348, and 349; or consent of the instructor.

RL 467, 468, 469. Advanced French Composition and Conversation. 3 hours each term.
A continuation of Intermediate French Composition and Conversation. Emphasis upon free oral and written expression in French based on literary texts and writing of original themes.
PHILOSOPHY AND RELIGION

Lower-Division Courses

Phl 201. Problems in Philosophy. 3 hours.
An introduction to basic problems of philosophy. The student is exposed to representative philosophers addressing themselves to problems of theology, metaphysics, epistemology, ethics, politics, and aesthetics.

Phl 202. Elementary Ethics. 3 hours.
The course develops the idea of man as a moral agent and considers critically various interpretations of the ideals and standards of moral conduct.

Phl 203. Aesthetics. 3 hours.
An introductory study of theories of beauty and art, and interpretations of the meaning and value of aesthetic experience.

Phl 204. Introduction to Logic. 3 hours.
A survey of informal fallacies; linguistic analyses, e.g., the nature of definition, directed toward clarification of ideas; formal logic, the syllogism, obversion, etc., techniques which have general utility; and inductive techniques of problem solving, e.g., Mill’s methods.

Phl 205. Philosophy of Science. 3 hours.
A study of such problems as the nature of scientific concepts, theories, and laws; the nature of scientific explanation; and the relation between science and mathematics.

Upper-Division Courses

Phl 311. Ancient Philosophy. 3 hours.
Readings from the pre-Socratics through Plato, with emphasis on Plato and Aristotle.

Phl 312. Social and Political Philosophy.
3 hours.
Historical and analytical treatment of the major social and political theories from Plato through Marx. Inquiry into the fundamental elements of such ideas as justice, sovereignty, law, rights and the social contract.

Phl 313. Modern Philosophy. 3 hours.
Development of the main currents in contemporary philosophy.

Phl 314. Contemporary Philosophical Analysis.
3 hours.
An analysis of such notions as meaning, truth, verification, knowledge and belief, perception, memory. Readings may include a pragmatist, logical analyst, positivist, and Wittgenstein.

R 460. Comparative Religion. 3 hours.
A study and comparison of the great religions of the world.

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 144. Verse Choir. 2 hours.
Analysis, arrangement, and performance of poetry suitable for group reading. The development of techniques for use in elementary and secondary classrooms.

Sp 202. Introduction to Theatre Arts.
3 hours.
A study of the history, criticism, literature, and the various aspects of theatrical productions.

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.

Purposes and techniques of application of theatrical make-up; the use of make-up in the various theatrical media.
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 254s. Summer Theatre. 1-3 hours.  
Practical laboratory experience in summer theatre production, including acting, costuming, lighting, scenecraft, management, and properties. Offered in summer sessions only.

Sp 270. Projects in Public Speaking. 1-6 hours.  
Training and participation in debating, oratory, and extempro 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 321. Argumentation. 3 hours.  
Concepts and processes of argumentation, cogency in oral communication, systems of logic, critical analysis of contemporary efforts to convince, construction and presentation of cases. Prerequisites: Sp 111 and/or Sp 112, and sophomore standing.

Sp 322. Persuasion. 3 hours.  
Philosophical, psychological, and rhetorical principles of persuasion.

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 330. Advanced Forensics. 1-6 hours.

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.

LIBRARY SCIENCE

Courses in library science applicable to standardization requirements as established by the State Department of Education.

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

Department Chairman: Dr. Edgar Smith
Associate Professors: Wynne.
Assistant Professors: Dobbs, Funes, Hambourg, Lyon, Millon, Mitton, O'Brien, Sorenson, Webb.
Instructors: Bednarz, Brand, Duncan, Jennings, Johnson, R. Knuth.

The Department of Music serves a variety of purposes on the OCE campus. For the music education major, it offers professional training in all aspects of music. For students in other areas it provides an integral part of the general educational background with opportunities for specialization.

The institution is recognized as an associate member of the National Association of Schools of Music. The Music Department is committed to a quality program in music. This includes the preparation for teachers who will teach music full-time in the public schools, those who will teach music part-time, and those who will not be teaching music but need more preparation in the arts in order to live life to its fullest.

The college choir, band and orchestra are open to qualified college students not majoring in music. More specialized performance groups consist mostly of music majors. A highlight of the music program is the growth of interest in opera. An opera workshop is a regular part of class offerings during the year. A major opera performance is a part of the Summer Arts Festival. The music department presents many recitals and concerts throughout the year, most of which have no admission charge and are open to the public as well as the college community.

Specific music curricula are: music education major, secondary music education major, general studies fine arts major, secondary music education minor, and elementary music minor. The department also services the non-major or minor through courses in music fundamentals and music education for the elementary major, and courses in music literature for the general studies and secondary major.

Music Education Programs for Teacher Education Curricula

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Mus 121, 122, 123</td>
<td>Music Theory I (4 hours each term)</td>
<td>12</td>
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<tr>
<td>Mus 201 and 202 or 203</td>
<td>Introduction to Music and its Literature</td>
<td>6</td>
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<tr>
<td>Mus 221, 222, 223</td>
<td>Music Theory II (3 hours each term)</td>
<td>9</td>
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<tr>
<td>Mus 224, 225, 226</td>
<td>Keyboard Harmony (1 hour each term)</td>
<td>3</td>
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<tr>
<td>Mus 190, 290</td>
<td>Applied Music (1 or 2 hours each term)</td>
<td>6</td>
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<tr>
<td>Mus 195</td>
<td>Band (1 hour each term)</td>
<td>6</td>
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<tr>
<td>Mus 196</td>
<td>Orchestra (1 hour each term)</td>
<td>6</td>
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<tr>
<td>Mus 197</td>
<td>Chorus (1 hour each term)</td>
<td>6</td>
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<tr>
<td>Mus 347</td>
<td>Band and Orchestra Management</td>
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</tr>
<tr>
<td>Ed 410g</td>
<td>Methods and Research Materials</td>
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<tr>
<td>Mus 384</td>
<td>Music Education</td>
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<tr>
<td>Mus 390</td>
<td>Applied Music (1 or 2 hours each term)</td>
<td>5</td>
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<tr>
<td>Mus 391</td>
<td>Applied Music (1 or 2 hours each term)</td>
<td>5</td>
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<tr>
<td>Mus 392</td>
<td>Conducting</td>
<td>2</td>
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<tr>
<td>Mus 395</td>
<td>Band (1 hour each term) or Orchestra (1 hour each term)</td>
<td>5</td>
</tr>
<tr>
<td>Mus 397</td>
<td>Chorus (1 hour each term)</td>
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Total quarter hours ...................................................................... 63

Minor: Junior High School-Senior High School

Music

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>Mus 121, 122, 123</td>
<td>Music Theory</td>
<td>12</td>
</tr>
<tr>
<td>Mus 201 and 202 or 203</td>
<td>Introduction to Music and its Literature</td>
<td>6</td>
</tr>
<tr>
<td>Mus 290</td>
<td>Applied Music</td>
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<tr>
<td>Mus 181, 182, 183 or Mus 192, 193, 194</td>
<td>Class Voice or Piano</td>
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</tr>
<tr>
<td>Mus 195 or Mus 196 or Mus 197</td>
<td>Band, Orchestra or Choir</td>
<td>3</td>
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<tr>
<td>Mus 233, 236, 237</td>
<td>Brass, Woodwinds, Percussion and Strings</td>
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<tr>
<td>Mus 314, 315, 316</td>
<td>Harmonic and Structural Analysis</td>
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</tr>
<tr>
<td>Mus 384</td>
<td>Music Education</td>
<td>3</td>
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<tr>
<td>Mus 347 or Ed 410g</td>
<td>Band and Orchestra Management or Methods and Research Materials</td>
<td>3</td>
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<tr>
<td>Mus 320</td>
<td>Conducting</td>
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</table>

Total quarter hours ...................................................................... 42
Music Minor for Elementary Education

Minimum of 36 quarter hours including lower division work. This minor will meet the requirement of an area of concentration for elementary education majors.

Music
Mus 121, 122, 123. Music Theory (Exempt from Mus 381, 382) 12
Mus 201 and 202 or 203. Music Literature 6
Mus 195-295, 196-398, 197-397. Band, Orchestra, or Choral Group 5
Mus 320. Conducting 2
Mus 190, 290, 390, 391, 490. Private Study (Applied Music) 5
Mus 407. Seminar: Music in the Schools 3

Specialized Program in Music Education

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 norm as a high school teacher of music.

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 adviser 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.

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 summari-izes 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 314, 315, 316. Harmonic and Structural Analysis 6
Mus 320, 323. Conducting 4
Mus 190, 290, 390, 391, 490. Applied Music 11
Mus 181, 182, 183. Class Lessons in Voice or Mus 192, 193, 194. Class Lessons in Piano 3
Mus 195, 295, 395, 495. Band or Orchestra 11
Mus 196, 296, 396, 496. Band or Orchestra 11
Mus 347. Band and Orchestra Management 3
Mus 360, 361, 362. History of Music 9
Mus 332, 333, 334. Class Strings 3

General Studies Curricula

The general studies program provides the opportunity for a student to complete a broad based academic program. It is possible to complete a program with a major in the arts (art, music, drama) or to include the area of music as a minor in a degree program.

All programs must be planned with the assistance of a departmental adviser.

Major—The arts (music, art, drama) 72 hours, 36 hours upper division. The program and areas of concentration must be planned with the assistance of a departmental adviser.

Music Minor—27 approved hours in music with a minimum of 12 hours upper division.

COURSE DESCRIPTIONS

Lower-Division Courses
Mus 121, 122, 123. Basic Musicianship I. 4 hours each term.
The study of music through performance, listening, analysis, and composing. Ear training and keyboard work included. Meter, rhythm, scale materials, melody, counterpoint (two and three voice texture) and formal aspects are studied.
Mus 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. Performance Studies. 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 marching band, concert band, and stage band. Open to freshmen and sophomores who pass the necessary tests of ability. The class meets three periods per week. Opportunities also are offered for membership in small instrumental ensembles.

* Mus 196. Orchestra. 1 hour each term.
Participation in the chamber orchestra. Open to freshmen and sophomores who pass the necessary tests of ability. The class meets three periods each week. Opportunities also are offered for membership in small instrumental ensembles.

* Mus 197. Chorus. 1 hour each term.
Participation in the concert choir, women's chorale, and Select Singers. Open to freshmen and sophomores who pass the necessary tests of ability. The class meets three periods per week. Opportunities also are offered for membership in small vocal ensembles.

Mus 201. Introduction to Music and its Literature. 3 hours.
An introduction to music literature through the study of elements and organizing principles as they relate to music of all periods. Stress is placed on listening to music that is popular in the concert hall. Required as a general education course for junior high, high school, general studies and music majors. Elective to others.

Mus 202. Introduction to Music and Its Literature. 3 hours.
A study of music from 1730 to 1900. Emphasis on stylistic developments, analytical listening, and formal analysis. A critical acquaintance with the standard orchestral, vocal, dramatic, solo, and chamber works of this period is stressed. Research projects are included. Prerequisite: Mus 201, sophomore status, or consent of instructor.

Mus 203. Introduction to Music and Its Literature. 3 hours.
A study of music from 1900 through the present with emphasis on some of the more conservative trends of the century, including the music of Strauss, Stravinsky, Hindemith, Barber, Copland, etc. Emphasis on stylistic developments, analytical listening, and formal analysis. A critical acquaintance with the standard orchestral, vocal, dramatic, solo, and chamber works of this period is stressed. Prerequisite: Mus 201, sophomore status, or consent of instructor.

Mus 221, 222, 223. Basic Musicianship II. 4 hours each term.
The study of music through performance, listening, analysis, and composing. Ear training and keyboard work included. Topical emphases: counterpoint, harmony, arranging, and form.

Mus 235. Brass Class. 1 hour.
The study of the brass family, stressing good tone production and fingering techniques. Class serves as a laboratory to develop some playing and theoretical knowledge of instruments, including teaching techniques. Some instruments are provided by the college.

Mus 236. Woodwind Class. 1 hour.
The study of the woodwind family, stressing good tone production and fingering techniques. Class serves as a laboratory to develop some playing and theoretical knowledge of instruments, including teaching techniques. Some instruments are provided by the college.

Mus 237. Percussion Class. 1 hour.
The study of the percussion family. Class serves as a laboratory to develop some playing and theoretical knowledge of instruments, including teaching techniques. Some instruments are provided by the college.

Upper-Division Courses

Mus 314, 315, 316. Harmonic and Structural Analysis. 2 hours each term.
Thorough study of formal analysis, including the phrase unit, period, two and three-part song forms, developed ternary forms, sonata, symphony, concerto, etc. Prerequisite: Mus 221, 222, 223.

Mus 320, 323. Conducting. 2 hours each term.

Mus 332, 333, 334. Stringed Instruments. 1 hour each term.
Class lessons on stringed instruments.

Mus 335. Counterpoint. 3 hours.
Techniques of two- and three-voice contrapuntal writing as exemplified in sixteenth, eighteenth, and twentieth century practice. Prerequisite: Mus 223.

* A maximum of 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 scoring for various instrumental ensembles 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 instruments, selection of materials, class teaching of instruments, and the techniques of the band and orchestra rehearsal. Prerequisite: Mus 235, 236, 237.

Mus 360. History of Music. 3 hours.
The history of music before 1600. A study of stylistic developments in the music of this period through analytical listening, formal analysis, and research. Primarily for music majors. Prerequisites: Mus 221, 222, 223 and 201, 202, 203, or permission of instructor.

Mus 361. History of Music. 3 hours.
The history of music from 1600 to 1750. A study and analysis of representative works from Monteverdi to Domenico Scarlatti. Primarily for music majors. Prerequisite: Mus 360, or permission of instructor.

Mus 362. History of Music. 3 hours.
An analytical study of twentieth century music that reflects radical trends. Serial music, expressionism, aleatoric processes and electronic music are among the topics studied. Primarily for music majors. Prerequisite: Mus 361.

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, intervals; 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; chording; ear training; dictation. Prerequisite: Mus 381.

Mus 383. 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. 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; public performance; program building; general music class; assembly singing. Prerequisite: Mus 121, 122, 123.

Mus 390, 490. Performance Studies. 1 or 2 hours each term.
Individual instruction in voice, organ, piano, band, and orchestral instruments. Upper intermediate and advanced students.

Mus 391. Performance Studies (Private Instruction). 1 or 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 marching band, concert band, and stage band. Open to juniors and seniors who pass the necessary tests of ability. The class meets three periods per week. Opportunities also are offered for membership in small instrumental ensembles.

Mus 396. Orchestra. 1 hour each term.
Participation in the chamber orchestra. Open to juniors and seniors who pass the necessary tests of ability. The class meets three periods each week. Opportunities also are offered for membership in small instrumental ensembles.

Mus 397. Chorus. 1 hour each term.
Participation in the concert choir, women's chorale, and Select Singers. Open to juniors and seniors who pass the necessary tests of ability. The class meets three periods per week. Opportunities also are offered for membership in small vocal ensembles.

Mus 398. Opera Workshop. 2 hours 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.
(g) 3 hours.
Exploration of music through styles including classical, romantic, impressionistic, and modern; and through major musical works including symphony, opera, oratorio, sonata,

* A maximum of 12 hours of group music participation may be counted toward graduation.
and tone poem. Emphasis is placed on developing standards and criteria for the understanding and appreciation of music.

Graduate Courses

Courses numbered 400-499 and designated (G) or (g) may be taken for graduate credit.

Mus 514, 515. Arranging. 2 hours each term. Students' independent study of texts on choral and instrumental arranging, with analysis of vocal and instrumental scores. Students will make sample arrangements for the various media studied. Insofar as possible, arrangements will be performed and criticized on the basis of their practicability and accuracy.

Mus 520, 521. Analytical and Compositional Studies. 2 hours each term. Students will examine and analyze musical literature illustrating stylistic techniques.

Grasp of style demonstrated by sample compositions. Readings and reports on texts and articles relating to writing techniques of traditional, twentieth century and avant garde music.

Mus 524. Contemporary Developments in Music Education (Elementary). 3 hours New music materials and resources are examined and evaluated. Feasibility of innovations in terms of local resources and budgets are considered. New trends in elementary music education are examined.

Mus 591. Performance Study. 2 hours each term. Individual instruction in voice, organ, piano, band, and orchestral instruments. For graduate credit.

Mus 700. (p) In-Service Education.
Science and Mathematics

Department Chairman: Dr. Anton Postl
Professors: Brodersen, Cummins, Postl, Walker.
Associate Professors: Evett, Green, J. M. Johnson, Landis.
Assistant Professors: Attia, Barnard, Hibert, Jaffer, Liedtke, Lovell, Main, McCorkle, Morgali, Novak, Pennock, Rooth, Spring, Tillman, Todd, Williams.
Instructors: Blackburn, Beeson, Corey, Hartvigson, Osborne, Volk.

The Science and Mathematics Department serves the institution in several distinct capacities and a number of different programs. Probably foremost are its contributions to the general education of students in the various programs in teacher education and in the liberal arts and sciences. The department makes equally important contributions in giving teachers at all levels the requisite background for their own teaching careers. In addition, it has a great involvement with students in programs of pre-professional education which vary in length from only one year in very specialized areas to those leading to a general studies degree either completely from this institution or jointly with a professional school.

The department is divided into three major faculty groups of the biological sciences, the physical sciences, and mathematics. Each of these faculty groups is made up of very competent and enthusiastic staff members whose primary concern and interest is in working with students. Nearly all of them have in addition a deep involvement in their respective fields through participation in professional organizations and research. The faculty is also keenly aware of the great opportunities of our geographical setting and enrich their instruction with numerous field trips and local illustrations.

The rapid rate of growth of information and an even more rapidly moving technology present the problem of our relative involvement in the areas of basic and applied knowledge. The staff believes that its primary function is to acquaint students with the necessary basic foundations and principles which will enable them to become, to a degree, scientifically and mathematically intelligent, or at least literate, members of our contemporary society. They surely should also become acquainted with some of the contributions or applications of these fields to man’s welfare and their background should enable them to make these interpretations.

Science-Mathematics Programs for Teacher Education Curricula

There are four majors in the field of science-mathematics available for students preparing for secondary teaching. 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</th>
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<th>Hours</th>
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<tr>
<td>Ch 204, 205, 206</td>
<td>General Chemistry</td>
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<td>Ch 312, 313</td>
<td>Quantitative Analysis</td>
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<td>Ch 334, 335, 336</td>
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<td>Mth 102</td>
<td>Trigonometry</td>
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Physical Science-General Science

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<td>Biological Science</td>
<td>(One sequence to be selected)</td>
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<td>Bi 203</td>
<td>Bot 204</td>
<td>General Botany</td>
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<td>Bi 203, Z 204</td>
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<td>GS 351</td>
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<td>G 351</td>
<td>Elements of Geology</td>
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<td>Ph 390</td>
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Biology

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<tr>
<td>Bi 203</td>
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<td>Z 204</td>
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<tr>
<td>Bi 374, 375, 376</td>
<td>Natural History of Oregon</td>
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<td>Bot 331</td>
<td>Plant Physiology</td>
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<td>Bot 371</td>
<td>Structure of Seed Plants</td>
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<tr>
<td>Z 334, 335</td>
<td>Human Anatomy &amp; Physiology</td>
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83
### Mathematics

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<td>Mth 492, 493</td>
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<td>Ph 201, 202, 203</td>
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### Science Minors—Senior High School

#### Biological Science

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<td>Bi 203, Bot 204, Z 204</td>
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<tr>
<td>Bi 460, Preparation of Biological Materials (g)</td>
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<tr>
<td>GS 441, Natural History</td>
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<tr>
<td>Bi 341, Genetics</td>
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<tr>
<td>Z 334, 335, or Bot 331, 332, Physiology and Anatomy</td>
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<tr>
<td>Bi 446, Evolution (g)</td>
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<td>Z 326, Embryology</td>
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#### Chemistry

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<tr>
<td>Ch 312, 313, Quantitative Analysis</td>
<td>8</td>
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<tr>
<td>Ch 334, 335, 336, Organic Chemistry</td>
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<td>Ch 340, Physical Chemistry</td>
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#### Physical Science-General Science

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<tr>
<td>Ch 104, 105, 106</td>
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<tr>
<td>Biological Science (Biology, Botany or Zoology. One sequence to be selected)</td>
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<tr>
<td>Ph 101, 102, 103, Essentials of Physics</td>
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<tr>
<td>G 351, Elements of Geology</td>
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<tr>
<td>GS 351, Elements of Astronomy</td>
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<td>Ph 390, Basic Meteorology</td>
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### Science-Mathematics Minors—Junior High Schools

#### Combined Science and Mathematics

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<td>Bi 101, 102</td>
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<td>Bi 203, Bot 204</td>
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<td>Ch 104, 105, 106 or 204-206</td>
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<td>Ph 101, 102, 103</td>
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<tr>
<td>Earth Science Sequence</td>
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<td>GS 351, G 351, Ph 390</td>
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### Mathematics Minors—Junior High School-Senior High School

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<td>Two Terms Upper Division Algebra</td>
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### Mathematics Minors—Junior High School-Senior High School

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<th>Mathematics</th>
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### Minors: Elementary Education

Minimum, 36 quarter hours including lower division work. This minor will meet the requirement of an area of concentration in the general standard norm for elementary teachers.

### Natural Sciences

<table>
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<th>Course</th>
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<tr>
<td>A sequence in Biological Science</td>
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<tr>
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<td>8</td>
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<tr>
<td>Earth Science Sequence</td>
<td>9</td>
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<tr>
<td>Electives in Science</td>
<td>8</td>
</tr>
<tr>
<td>Natural History (GS 441)</td>
<td>3</td>
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<tr>
<td>Total</td>
<td>36</td>
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</table>

### Mathematics

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Mathematics through Mth 200</td>
<td>8-21</td>
</tr>
<tr>
<td>Mth 311</td>
<td>3</td>
</tr>
<tr>
<td>At least two quarters of upper division work from Algebra, Geometry, and Number Theory</td>
<td>6</td>
</tr>
<tr>
<td>At least two quarters of applications from Computer Coding, Probability and Statistics</td>
<td>6</td>
</tr>
<tr>
<td>Approved electives in Mathematics</td>
<td>0-13</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
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</table>

### General Studies Curricula

The general studies program provides the opportunity for a student to complete a broad based program suited to an individual’s need and interests. It is possible to complete either a program with a major in science-mathematics or to include the area of science-mathematics as a minor in the degree program.

All programs are planned with the assistance of a departmental adviser.

**Major**—72 quarter hours with a minimum of 36 quarter hours of upper division.

**Minor**—27 approved hours in science-mathematics with a minimum of 12 hours upper division.
COURSE DESCRIPTIONS

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. Prerequisite: Bi 101, 102 or equivalent.

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 up to the 19th century, 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: Bi 101, 102 or equivalent.

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 and their interactions within the environment; some emphasis upon literature research and field experimentation. Two lectures and one three-hour laboratory period. Prerequisite: Bi 101, 102 or equivalent.

GS 591. Physical Oceanography for Teachers. 3 hours.
Physical processes in the oceans; the origin and distribution of water masses and currents; waves, tides, tidal currents. Prerequisite: chemistry or permission of the instructor.

GS 592. Geological Oceanography for Teachers. 3 hours.
The topographic, geologic, and geophysical nature of the ocean basins; processes of and distribution of sediments and economic deposits, coastal erosion and sedimentation.

GS 700. (p) In-Service Education.

BIOLOGICAL SCIENCES

Lower-Division Courses

Bi 101, 102. General Biology. 4 hours each term.
The principle concepts of biology, including consideration of the variety of plant and animal life and the mechanisms for maintenance and replacement of the individual and population. Three lectures, one two-hour laboratory period.
Bi 203. General Botany and Zoology. 4 hours
An introduction to the molecular, cellular, morphological, and reproductive aspects of plants and animals; designed for the biology major. Three lectures, one three-hour laboratory period.

Bi 221. Introductory Microbiology. 3 hours.
An introduction to the classification, morphology, and physiology of microorganisms including viruses, bacteria, fungi and protozoa. 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. Three lectures. Prerequisite: Bi 101, 102 or equivalent, 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: Bi 101, 102 or equivalent.

Bi 412. General Microbiology. (g) 4 hours.
Principles of bacterial metabolism, growth, and reproduction, with an introduction to immunology and virology. Two lectures and two three-hour laboratory periods. Prerequisites: Bi 221 or consent of instructor.

Bi 429. Cytology. (g) 4 hours.
A study of the nucleus, cytoplasmic organelles, elementary cytogenetics, classical and contemporary cytological techniques. Two lectures and two three-hour laboratory periods. Prerequisite: One-year sequence in chemistry, Bi 101, 102, or consent of instructor.

Bi 446. Evolution. (g) 3 hours.
The mechanisms of evolution, including genetic variation, selection, and other factors. Prerequisite: Bi 101, 102 or equivalent.

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 of protozoa, helminth, and arthropod parasites. Two lectures, two three-hour laboratory periods. Prerequisites: Bi 203, Z 204.

Graduate Courses
Courses numbered 400-499 and designated (G) or (g) may be taken for graduate credit.

Bi 521. Biosystematics. 3 hours.
Classification and taxonomy of plants and animals, with emphasis on speciation and the available methods and principles for determining and describing species. Three lectures. Prerequisites: Bi 341 or consent of instructor.

BOTANY

Lower-Division Courses

Bot 204. General Botany. 4 hours.
Introductory study of the plant kingdom designed for biology majors, with emphasis on the structure, functions, and reproduction of both vascular and non-vascular plants. Three lectures, one three-hour laboratory period. Prerequisite: Bi 203.

Bot 205. Field Botany. 3 hours.
A practical approach to elementary plant classification and ecology of the common vascular plants of the Willamette Valley. Designed to acquaint the student with the characteristics of the major plant families and the use of taxonomic keys. Two lectures, one three-hour laboratory period. Prerequisite: Bot 204.

Upper-Division Courses

Bot 331. Plant Physiology. 3 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, one three-hour laboratory period. Prerequisite: Bot 204 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 204.

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: Bot 204 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: Bot 204 or consent of instructor.

Bot 490. Paleobotany. (g) 3 hours.
Emphasis on the fossil plants of Oregon. Two lectures and one three-hour laboratory period. Prerequisite: Bot 204 or consent of instructor.

ZOOLOGY

Lower-Division Courses

Z 204. General Zoology. 4 hours.
Introductory study of animal life, including patterns of structural organization and function in both invertebrates and vertebrates. Three lectures, one three-hour laboratory period. Prerequisite: Bi 203.

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 functional morphology of the vertebrates. Two lectures, two three-hour laboratory periods. Prerequisite: Z 204 or consent of the instructor.

Z 326. Vertebrate Embryology. 4 hours.
Development of the vertebrate body from fertilization through organogenesis; includes analyses of selected problems in morphogenesis, differentiation, and growth. Two lectures, two three-hour laboratory periods. Prerequisite: Z 204 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. Primarily for non-majors. Two lectures, one three-hour laboratory period. Prerequisite: Bi 101, 102 or equivalent.

Z 361. Essentials of Invertebrate Zoology.
4 hours.
A field and laboratory course emphasizing the habits, habits, habitats, identification, and interrelationships of marine and fresh-water invertebrates. Two lectures, two three-hour laboratory periods. Prerequisite: Z 204 or Bi 101, 102.

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: one year of chemistry, Z 204, or consent of instructor.

Z 451. Invertebrate Zoology. (g) 4 hours.
Morphology and phylogeny of invertebrates with emphasis on marine forms. Two lectures, two three-hour laboratory periods. Prerequisite: Z 204 or consent of instructor.

Z 461. Animal Histology. (g) 4 hours.
Detailed study of cells and tissues of principal animal organs. Two lectures and two three-hour laboratory periods. Prerequisites: Z 324, or Z 326, or consent of instructor.

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, two three-hour laboratory periods. Prerequisite: Z 204 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.
4 hours.
A standard first-year sequence with emphasis on inorganic and physical chemistry. The laboratory work during spring term is largely devoted to qualitative analysis. Three lectures, one three-hour laboratory period. Prerequisite: high school algebra and chemistry.

3 hours each term.
An introductory course in organic chemistry including both aliphatic and aromatic compounds. Emphasis on relations of organic chemistry to life. Prerequisite: Ch 106 or 206. Two lectures, one three-hour laboratory period.

Upper-Division Courses

Ch 312, 313. Quantitative Analysis. 4 hours each term.
Fundamental principles of quantitative analysis. Laboratory work consists of standard volumetric, gravimetric, and instrumental procedures. Two lectures, two three-hour laboratory periods. Prerequisite: Ch 206 or consent of instructor.
Ch 334, 335, 336. Organic Chemistry. 4 hours each term.
A study of the carbon compounds of both the aliphatic and aromatic series. Three lectures and one three-hour laboratory period. Prerequisite: Ch 206 or consent of instructor.

Ch 340. Elementary Physical Chemistry. 4 hours.
Aspects of physical chemistry having application in engineering, biological sciences, and medicine. Some knowledge of physics required. One three-hour laboratory period. Prerequisite: Ch 206 or consent of instructor.

Ch 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 period.

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 440, 441, 442. Physical Chemistry. 4 hours each term.
Comprehensive study of the descriptive and theoretical aspects of physical-chemical systems. Thermodynamics, kinetics, atomic and molecular structure, quantum and statistical mechanics, chemical equilibrium, spectroscopic methods of chemical investigation. Three lectures, one three-hour laboratory period. Prerequisites: Mth 200, previously or concurrently, Ph 203, Ch 206.

Ch 450. Biochemistry. (g) 3 hours.
An introduction to the chemistry of biological compounds including their metabolism. Prerequisite: Ch 335.

Graduate Courses

Courses numbered 400-499 and designated (G) or (g) may be taken for graduate credit.

Ch 520. Advanced Analytical Chemistry. 3 hours.
Selected topics in analytical chemistry, modern techniques and instrumentation. Two lectures and one three-hour laboratory period. Prerequisite: Ch 312.

Ch 530. Advanced Organic Chemistry. 3 hours.
An introduction to some advanced topics of organic chemistry, particularly as related to biological systems, including some of the modern research methods. Prerequisite: Ch 336, or consent of instructor.

Ch 539. Selected Topics in Chemistry. 1-3 hours each term, maximum 6 hours.
Designed to introduce the student to recent advances in organic, inorganic, and physical chemistry. Prerequisite: Ch 340, and consent of instructor.

Ch 561. Advanced Inorganic Chemistry. 3 hours.
A comprehensive study of the chemistry of the elements and their compounds, including nuclear, atomic, and molecular structures. Prerequisite: Ch 312.

GEOLGY

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 period and field study.

Upper-Division Courses

G 321. Structural Geology. 3 hours.
The mapping, geometrical analysis, and origin of folds, faults, joints, foliation, and other structures exhibited by rocks; interpretation of structures associated in space and time. Prerequisite: consent of instructor.

G 322. Geomorphology. 3 hours.
A study of the processes acting to modify the configuration of the earth’s surface and landscapes resulting from these processes. Maps of landforms studied in the laboratory include those depicting regions of North American physiographic provinces. Two lectures and one two-hour laboratory period. Prerequisite: any one of the following—G 201, 202, 203, 351, or Geog 392.

G 351. Elements of Geology. 3 hours.
Principles of geology, processes which shape the surface of the earth, historical development of the earth. Designed as an introduction to geology for general science teachers and elementary teachers. Two lectures, one two-hour laboratory period. Prerequisite: consent of instructor.

G 444, 445. Geologic History of Life. (g) 3 hours each term.
The origin and development of life as interpreted from the fossil record. First term: General principles and fossil invertebrates. Second term: fossil plants, the rise of the vertebrates, mammals, and man. Two lectures, one two-hour laboratory period and field study. Prerequisite: G 203 or G 351 or consent of instructor.
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.

G 454. Geology of North America. (g) 3 hours. Study of the geologic structure, evolution, and geomorphology of the North American continent. Two lectures and one two-hour laboratory period. Prerequisite: G 201, G 202, G 203 or G 351 or consent of instructor.

G 450. Geology of Mineral Resources. (g) 3 hours. Study of the nature, origin, and distribution of ores, fuels, and industrial rock. Two lectures and one two-hour laboratory period. Prerequisites: Geog 105, 106, 107; G 201, 202, 203; C 351 or G 450 (g).

PHYSICS
Lower-Division Courses
Ph 101, 102, 103. Essentials of Physics. 3 hours each term. Fundamental principles of physics; requires less mathematical preparation than Ph 201, 202, 203. Two lectures, one two-hour laboratory period.

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 200, previously or concurrently.

Upper-Division Courses
Ph 311, 312. Introduction to Modern Physics. 4 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 electromagnetic radiations, wave mechanisms and the photoelectric effect. Three lectures, one two-hour laboratory 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 424. Mechanics. (g) 3 hours. Kinematics, dynamics of particles and rigid bodies; generalized coordinates. Prerequisites: Ph 203 and Mth 203.

Ph 431. Electricity and Magnetism. (g) Advanced undergraduate study of electromagnetic phenomena, with emphasis on vector methods; Maxwell's equations and electromagnetic waves. Prerequisites: Ph 203 and Mth 203.

Ph 437. 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 Courses
Courses numbered 400-449 and designated (G) or (g) may be taken for graduate credit.

Ph 581, 582. Modern Physics. 3 hours each term. A brief study of some of the developments in physics since 1895 with emphasis on nuclear processes and cosmic rays, relativity and quantum theory, solid state, cryogenics and others. Prerequisite: one year each of college mathematics and physics. Offered during summer sessions.

MATHMATICS
Lower-Division Courses
Mth 100. Intermediate Algebra. 4 hours. For students entering with only one year of high school algebra. Credit does not apply toward a major in mathematics.

Mth 101. College Algebra. 4 hours. Introduction to elementary set theory, development of the real number system, inequalities, absolute value, functions, graphs, theory of equations, and mathematical induction. Prerequisite: Mth 100 or placement examination.
Mth 102. Trigonometry. 4 hours.  
Introduction to circular functions, analytic trigonometry, addition formulas, trigonometric equations, curve sketching, complex numbers, and polar coordinates. Prerequisite: Mth 101 or equivalent.

Mth 104. Algebra and Trigonometry. 4 hours.  
Introduction to real numbers and sets, function, inequalities, mathematical induction, trigonometric functions, graphs, algebraic and trigonometric equations. Prerequisite: Mathematics placement examination based on four years of high school mathematics.

Mth 121, 122, 123. Essentials of Mathematics. 3 hours each term.  
An introduction to mathematical language and logic; major emphasis is on the properties of an ordered field and their relation to whole numbers, integers, rational numbers, and real numbers. Students will be expected to make conjectures, write proofs and compare mathematical systems. Should be taken in sequence.

Mth 200, 201, 202, 203. Differential and Integral Calculus. 4 hours each term.  
Functions of one variable; coordinate geometry of the plane; limits of sequences and continuity in the sense of Hilbert, but deals with more of the substance of the theory than the word “foundations” would suggest. Prerequisite: One year of college mathematics or consent of instructor.

Mth 237. Mathematics in Western Culture. 4 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.

Upper-Division Courses

Mth 301. Calculus of Several Variables. 3 hours.  
Introduction to vectors with applications to geometry and mechanics. Functions of several variables. Partial derivatives and total differential. Double, triple, and multiple integrals. Prerequisite: Mth 203.

Mth 311. Mathematics for Elementary Teachers. 3 hours.  
A study of current and projected mathematics curricula in the elementary school from in sequence.

an advanced viewpoint. Selection of mathematical objectives. Prerequisite: Mth 123 and junior standing.

Mth 312, 313. Mathematics for Elementary Teachers. 3 hours each term.  
Selected topics appropriate for elementary teachers. Enter either term. Prerequisite: Consent of instructor.

Mth 321. Differential Equations. 3 hours.  
Introduction to ordinary differential equations arising in mechanics and physics. Prerequisite: Mth 203 (offered only on demand).

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 relation position, and testing of hypotheses. Prerequisite: Junior standing and consent of instructor.

Mth 343. Theory of Numbers. 3 hours.  
Properties of integers, Euclid’s algorithms, diophantine equations, prime numbers, congruences, and residues. Prerequisite: Mth 200 or consent of instructor.

Mth 344. Fundamentals of Geometry. 3 hours.  
A re-examination of the algebra of real numbers, the logical content of elementary geometry and the relation between the two. Includes a study of the foundations of functions; differentiation and integration with applications. Prerequisite: Mth 102, Mth 104 or consent of instructor.

Mth 345. Fundamentals of Geometry. 3 hours.  
Advanced topics which throw light on elementary geometry, to include algebraic theory of constructions with ruler and compass, hyperbolic geometry, and consideration of the consistency and independence of the postulates for Euclidean and hyperbolic geometry. Prerequisites: Mth 200 and Mth 344.

Mth 347, 348, 349. Algebraic Structure. 3 hours each term.  
Rings; integral domains; properties of integers; fields; rational, real, and complex numbers; groups; polynomials; vector spaces; systems of linear equations; determinants; linear transformations and matrices. Prerequisite: Mth 201 or consent of instructor.

Mth 351. Computer Coding. 3 hours.  
Introduction to digital computers; language programming and techniques; mathematical and statistical applications; console operation; two lectures, one two-hour laboratory. Prerequisite: Consent of instructor.
Mth 361. Probability. 3 hours.
Combinatorial problems, continuous distribution, expectation, laws of large numbers. Prerequisite: Mth 200.

Mth 402. Workshop. Terms and hours 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 geometry. Designed for prospective teachers of high school mathematics and mathematics majors. Prerequisites: Mth 344 and Mth 347 or consent of instructor.

Mth 415. Modern Geometry. (g) 3 hours.
Selected topics in affine and projective geometries. Prerequisite: Mth 345 or consent 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 nonmathematical background. The second quarter covers topics with application to research in the fields of education, social and biological sciences. Prerequisite: Mth 101 (Credits do not normally apply toward a secondary major in mathematics.)

Mth 438. Introduction to Topology. (g) 3 hours.
Introduction to the concepts and definitions of elementary point set topology. A study of various topological spaces, continuous mappings, the hierarchy of topological spaces, metric spaces. Prerequisites: Mth 203 or consent of instructor.

Mth 441. Linear Algebra and Matrix Theory. (g) 3 hours.
Vector, spaces, linear transformations, matrix operations, canonical forms, determinants and determinantal inequalities. Prerequisite: 6 hours of junior level algebra.

Mth 442. Logic and Boolean Algebra. (g) 3 hours.
The systematic development of Boolean Algebras through lattice theory. A careful study of: algebra of sets; symbolic logic; switching circuits. Interpretations are developed that yield these systems as realizations of Boolean Postulates. Prerequisite: 6 hours of upper division mathematics.

Mth 443. Abstract Algebra. (g) 3 hours.
Semigroups, groups, rings, integral domains, ideals; with illustrations from several branches of mathematics. Prerequisite: 6 hours of junior level algebra.

Mth 491, 492, 493. Mathematics for Secondary Teachers. (g) 3 hours each term.
Projects, activities and discussions designed to contribute to the preparation of effective teachers of mathematics for grades 7-12. Mth 492 is the special methods course which must be completed before student teaching. May be taken in any order. Prerequisites: Mth 201 and consent of instructor.

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, inner product spaces, measurable spaces, Riemann and Lebesque integrals. Prerequisites: Mth 203 and consent of instructor.

Graduate Courses

Courses numbered 400-499 and designated (G) or (g) may be taken for graduate credit.

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 443 or consent of instructor.

Mth 590. Computer Mathematics. 3 hours.
Introduction to computer programming; machine language; assembly language; number systems; logic; matrix methods; numerical methods; approximations; computer applications; console operation. Intended primarily for experienced teachers who have had no preparation in the use of computers in mathematics. Prerequisite: Consent of instructor.

Mth 700. (p) In-Service Education.
Social Science

Department Chairman: Dr. Paul Griffin
Professors: Chatham, Gallagher, Greco, Griffin, Redbird, Timpani.

Instructors: Dunn, Farrell, Johnsrud, Martin, Moran, Fickett, Saunders.

Social science, a cluster of the disciplines of anthropology, economics, geography, history, political science, and sociology, provides the student with a firm and comprehensive foundation in the available and expanding knowledge about human behavior and social institutions. Such a foundation serves as a tool for moving the present into a certain kind of future; it also places the significance of past events in a new perspective. Furthermore, the student discovers that the language of social science is not only an instrument of self-expression but also a means of rational thought and communication.

Thus, using methods of empirical and scholarly research, the student of social science investigates the characteristics and interactions of people, and societies, and cultures in their social and physical environments. He also examines the changes apparent in human relationships and the reinterpretation of relationships between present and past events. Basic social systems, institutions, and processes are explored, as well as the connections—concrete and subtle—between individuals and institutions and among political, economic, and social institutions.

The Department of Social Science at Oregon College of Education offers several programs of study leading to undergraduate and graduate degrees. The department also cooperates with other departments of the college in carrying on a number of special programs which prepare students for various academic and professional careers.

Social Science Programs for Teacher Education Curricula

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.

Major: Social Science
27 hours UD (only 21 listed)
Hist 101, 102, 103. History of Western Civilization 9
Hist 201, 202, 203. History of the United States 9
Geog 105, 106, 107. Introductory Geography 9
Ps 206. Introduction to Political Science 3
Ps 301. National Government 3
Ps 302. State and Local Government 3
Ec 201, 202, 203. Principles of Economics 9
Soc 307. Principles of Sociology 3
Ssc 408. Special Secondary Methods (3)
Soc 480. Cultural Anthropology (g) 3
Upper-Division Electives in History 6
Upper-Division Electives in Sociology 8

Social Science Minors—Junior High School-Senior High School
Hist 101, 102, 103. History of Western Civilization 9
Hist 201, 202, 203. History of the United States 9
Geog 105, 106, 107. Introductory Geography 9
Ec 201, 202, 203. Principles of Economics 9
Soc 307. Principles of Sociology (and two electives) 9
Ps 206. Introduction to Political Science 3
Ps 301. National Government 3
Ps 302. State and Local Government 3

Combined Social Science and Language Arts
(Junior High only)
Social Science
Hist 101, 102, 103. History of Western Civilization 9
Hist 201, 202, 203. History of the United States 9
Geog 105, 106, 107. Introductory Geography 9
Ps 301, 302. American Governments 6

Humanities
Wr 121, 222, 414g 9
Sp 111 or approved substitute 3
Eng 104, 105, 106 (any two) or Eng 253, 254, 255 (any two) 6
(Any total of six other hours from two of the following five sequences) 6
Eng 101, 102, 103 3
Eng 104, 105, 106 3
Eng 107, 108, 109 6
Eng 201, 202, 203 9
Eng 253, 254, 255 9
Eng 473g 3
Eng 475g or Eng 490g 3
Eng 489g 3
Approved Upper Division Elective 3

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MINOR FOR ELEMENTARY EDUCATION MAJORS

Minimum of 36 quarter hours including lower division work. This minor will meet the requirement of an area of concentration for Elementary Education majors.

Social Science

History of the Pacific Northwest .................. 3
History of the United States ...................... 3
History of Western Civilization ................... 9
Geography ............................................. 9
Six hours of electives from the fields of political science, sociology, anthropology, economics, history, or geography ............... 6 — 36

General Studies Curricula

The general studies program consists of four years of work leading to the degrees of bachelor of arts or bachelor of science. Students may concentrate their studies in one subject area such as history or geography (or two closely related subjects such as anthropology and sociology) after investigating broad areas of knowledge in the liberal arts and sciences. In addition, planned programs of study in the social sciences are available to prepare students for professions relating to teaching (such as correctional work with inmates of correctional institutions, or with persons who are socially and educationally disadvantaged).

Especially attractive is the opportunity given to each student to plan an individual course of study (with his adviser's help) suited particularly to his educational or professional interests.

Major—72 quarter hours with a minimum of 36 quarter hours of upper division.

Minor—27 approved hours in social science with a minimum of 12 upper division.

SOCIAL SCIENCE—CORRECTIONS

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.

Minimum, 72 hours, 36 upper division

History ............................................. 9
Hist 201, 203, 203. History of the United States 9
Political Science and Economics ................. 9
Geography ......................................... 18
Geog 105, 106, 107. Introductory Geography ........ 9
Geog 221. Field Geography .......................... 3
Geog 240. Cartography ................................ 3
Geog 411. Cultural Geography (g) .................. 3

Sociology and Anthropology .................... 36
Soc 338. Marriage and the Family .................. 3
Soc 416. Criminology and Delinquency (g) .......... 3
Soc 427. Sociology of Race Relations (g) ........... 3
Soc 491. Corrections Processes ...................... 3
Soc 492. Penology .................................... 3
Soc 493. Parole and Probation ....................... 3
Ssc 407. Seminar ...................................... 3
Ssc 409. Practicum ................................... 12 — 72

Approved electives to be chosen in consultation with the department chairman 15–18

SOCIAL SCIENCE- GEOGRAPHY

The concentration in geography provides students with an opportunity to obtain a broad understanding of the discipline. Students in geography must complete 40 quarter hours of work in the area with at least 27 quarter hours in upper division. Graduates may be employed in public and private agencies as planners, geographers, and cartographers; in professions related to teaching; or they may continue in graduate-level study in the area of geography.

SOCIAL SCIENCE-HISTORY

The undergraduate concentration of study in history is designed to be of value to students with a particular interest in the area. This major requires students to complete a minimum of 40 quarter hours of work in history with 27 quarter hours in upper division. The major provides an opportunity to prepare for employment in public or private agencies, to prepare for professions related to teaching, or for graduate work in history.

COURSE DESCRIPTIONS

GENERAL SOCIAL SCIENCE

Ssc 401. Research. 3–9 hours.

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 instructor.

Ssc 409. Practicum. 12 hours.
SSc 444. Adult Education Programs for the Disadvantaged. (g) 3 hours.
Designed to familiarize and train individuals in the development and use of the various adult education programs. Information and practical experience in the area of literacy education, stressing the method and techniques that work most effectively in bringing illiterate people to a level of functional competency.

SSc 448. Pre-Vocational and Vocational Education Programs for the Disadvantaged.
(g) 3 hours.
Presents teachers of disadvantaged and migrants with information concerning the development of various types of prevocational and vocational programs.

Graduate Courses
Courses numbered 400-499 and designated (G) or (g) may be taken for graduate credit.

SSc 501. Research. 3-9 hours.

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 513. Social Problems in American Democracy. 3 hours.
A selected list of problems in the United States such as conservation problems, the nation’s health, crime, etc. Designed to give factual and interpretative background for secondary teachers.

SSc 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.

SSc 515. Political Problems in American Democracy. 3 hours.
A study of current domestic political problems.

SSc 700. (p) In-Service Education.

ANTHROPOLOGY
Lower-Division Courses
Anth 241, 215, 216. Anthropology. 3 hours each term.
An introduction to anthropology, its methods, and history. The courses are organized around three main aspects: (a) man as an organism, his evolution and relation to environment; (b) archeology, which includes a survey of the rise of civilization in the old and new worlds; and (c) the concepts of society and culture; patterns, processes, and dynamics.

Upper-Division Courses
Anth 311. Physical Anthropology. 3 hours.
Organized around the theory of evolution, its history, and current development. The course includes a survey of the fossil evidence for human evolution, genetics, primatology, and principles of taxonomy.

Anth 312. Cultural Anthropology. 3 hours.
This course examines the origins and stages of development of prehistoric cultures. Economic, political, social, and religious systems of contemporary preliterate societies are examined with a view to understanding the nature and functions of Western institutions.

Anth 313. Northwest Coast Cultures. 3 hours.
A study of the cultures of the Northwest Coast of the United States before and after contact with the white man.

Anth 400. Early Man in the New World. (g) 3 hours.
A survey of early man in North and South America, covering archeology, cultural diversity, and the rise of civilization in the new world.

Anth 496. The Indian in American Culture. (g) 3 hours.
A study of the Indian position in the development of the societies of the Americas with emphasis on his acculturation in contemporary society.

Graduate Courses
Courses numbered 400-499 and designated (G) or (g) may be taken for graduate credit.

Anth 526. The Culturally Different. 3 hours.
Oriented toward application of anthropology to education. The focus is on the transmission of culture. Particular emphasis on the values that are activated by educational events and settings. The Western educational system is seen in the perspective of educational systems of different cultures.
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 140. Business Organizations. 3 hours.
Understanding of American business organization, especially as applied toward small business in the local community; relationship of business to the local educational district.

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 319, 320. Public Finance. 3 hours each.
Economic analysis of revenue collection and expenditure by Federal, State, and Local governments. Ec 319 deals with the effect of income taxes, corporate taxes, excise taxes, property taxes, fees, and other sources of public revenue on personal income, employment and production; incidence and shifting of taxes. Ec 320 is concerned with analysis of government expenditure—allocation of public funds for the achieving of various social goals and objectives; evaluation of efficiency criteria. Prerequisite: Ec 115 or 201.

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 432. Introduction to Regional Economics. (g) 3 hours.
Economic analysis of spatially oriented problems, with emphasis on the problems and techniques related to the understanding of economic base and the comparative economic growth of regions.

Ec 440. Introduction to International Economics. (g) 3 hours.
Economic analysis of international trade—basis, problems, and effects—trade restrictions, balance of payments and its settlement—exchange rates, gold reserves, international economic organization and financial institutions.

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 bargaining will be explored.

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, interests and welfare.

Geog 200. Geography of World Affairs. 3 hours.
Geographic background and investigation of the world's current social, political, and economic problems and the role the United States plays in world affairs.

Geog 221. Field Geography. 3 hours.
Intensive study of a limited area near Salem; elementary map making and studies of economic and human geography.

Geog 222. The World of Maps. 3 hours.
Understanding of man's activities on the face of the earth through analysis, synthesis, and evaluation of maps, air photos, and other remote sensing imagery.

Geog 240. Cartography. 3 hours.
Study and practice in using, compiling, and drafting of maps, charts, and diagrams for teaching purposes.

Upper-Division Courses

Geog 311. Geography of Exploration. 3 hours.
Exploration, discovery, and development of the world from classical times to the present. Emphasis on the Western Hemisphere.
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 functional 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 functional 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 413. Urban Geography. (g) 3 hours.
Study of urban settlements in terms of patterns, forms, and functions; systems of urban land classification and geographic aspects of forces affecting urban land use.

Geog 414. 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. 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.
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 341, 342, 343. Europe Since 1789. 3 hours each term.
Political, social, economic, and cultural trends from the French revolution to the present. Fall: 1780-1815; Winter: 1815-1900; Spring: 1900 to the present.

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 420. Historiography. (g) 3 hours.
A study of significant historical interpretations and the men who offered them.

Hst 421. The Middle Ages. (g) 3 hours.
Europe from the decline of the Western Roman Empire to the Renaissance.

Hst 424. Early Modern Europe. (g) 3 hours.
Civilization of the Renaissance in Italy and Northern Europe; Protestant and Catholic re formations of the 16th Century.

Hst 425. Early Modern Europe. 3 hours.
The age of the Enlightenment; development of modern science; political thought of the Old Regime; social developments; the classical age in art, architecture, and literature; the English, American, and French Revolutions; the Napoleonic age.
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 447, 448. History of Russia. (g) 3 hours each term.
Hst 447: The medieval Kievan state; the emergence of Muscovy and its expansion.
Hst 448: Political, social, economic, and cultural development of Russia from early modern times to the 19th century; revolutionary thought and movements of the 19th century.

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 intersectional 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 465. The Modern British Empire and the Commonwealth. (g) 3 hours.
A survey of the reshaping of the British Empire in the century following the American Revolution; the development of the concept of the Commonwealth. The meaning and operation of the Commonwealth, its broadening following World War II and the emergence of some of its members to complete independence.

Hst 470. Great Americans. (g) 3 hours.
Personality and leadership of men and women who have been outstanding in the various fields of endeavor, great movements, and critical periods. Closed to secondary social science majors.

Hst 476, 477. History of the West. (g) 3 hours each term.

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. Cultural 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, confederation, 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 social problems of the nations in relation to American culture.

POLITICAL SCIENCE
Lower-Division Courses
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. Prerequisite: PS 206 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. Prerequisite: PS 206 or consent of instructor.

PS 303. European Government. 3 hours.
A comparative study of the governments of selected foreign nations.

PS 306. Introduction to International Relations. 3 hours.
An introduction to the intellectual tools for the analysis of relations among nations and the nature and problems of international society, its politics and government.

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 352. Constitutional Law. 3 hours.
An examination of the legal development of political institutions in America, with emphasis on the development of procedural and substantive rights of United States citizens.

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 of 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 424. Problems of State Government. (g) 3 hours.
Study of special problems of state executives, administration, legislatures, and judicial systems. Prerequisites: PS 206 and PS 302 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 460. The Governments and Politics of Asia. 3 hours.
A survey of governments and political processes of selected countries of Asia, including Japan, the People’s Republic of China, and India.

PS 463. The Government and Politics of Developing Nations. 3 hours.
Survey of the governmental institutions and politics of selected developing countries in Africa and Latin America.

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
Lower-Division Courses

Soc 213. Principles of Sociology. 3 hours.
Fundamental concepts and empirical findings in the field of sociology.

Soc 214. Social Problems. 3 hours.
Thorough examination of the nature, causes, effects, and alleviation or elimination of major social problems.

Soc 215. World Population and Social Structure. 3 hours.
Introduction to the general field of population studies, providing within a sociological framework an analysis of historical, contemporary, and anticipated population conditions and trends, as these are related to social situations and the organization of society.

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 310. Community Organization. 3 hours.
Understanding of the social organization of a community, such as the power structure, stratification, unique traditions, conflict groups, and its institutions. Description of the different patterns in an urban community and in a rural community. Development of an understanding of the ecological characteristics of a community.

Soc 311. The Family as a Social Institution. 3 hours.
The structure and function of the family institution in terms of its history and change; its relationship to the educational, religious, political, and economic systems, with special reference to the role of the family in the development of contra-cultures.

Soc 334. Social Psychology. 3 hours.
Analysis of the psychological and sociological processes involved in personality formation, and in various forms of group behavior. Not available to students who have completed Psy 334.

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 422. The Culturally Disadvantaged. (g) 3 hours.
Designed to acquaint teachers and others with what is meant by the culturally disadvantaged. Examination of the sociological characteristics of the disadvantaged; differences in middle- and lower-class cultural understandings; development of the self-concept.

Soc 425. Juvenile Delinquency: Prevention and Control. (g) 3 hours.
Social dimensions of juvenile delinquency, its nature, demographic distribution, comparison and analysis of agencies, police, courts, individuals, groups, and community efforts in their respective roles of treatment, control, and prevention.

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 450. Social Structure of Groups. (g) 3 hours.
Informal and formal groups. Behavior of both small and large groups. Understanding of the theory of group structure. Different roles people play in small groups. Understanding of sociometric techniques and skill in using them.

Soc 454. Sociology of Deviant Behavior. (g) 3 hours.
Identification of different forms of deviant behavior (crime, mental illness, poverty); influence deviant behavior has upon the social system and upon the individual.

Soc 458. Sociology of Maturity and Aging. (g) 3 hours.
Consideration of education and socialization processes and activities which facilitate adjustment to, satisfaction with, and productivity during late middle age and retirement; major social problems and disorganization related to aging, leisure, and retirement, i.e., role preparation, allocation, change, rolelessness, and role reversals; differences in lifestyle, resource availability and allocation related to social and economic stratification; subculture of aging.

Soc 477. The Negro in American Culture. (g) 3 hours.
Study of the Negro's position in the development of the societies of the Americas.

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. (g) 3 hours.
A study of the sequence involved in the correction process from arrest, courts, institutions, and rehabilitation.

Soc 492. Penology. (g) 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. (g)
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.

(g) 3 hours.
A survey of contemporary international corrections.

Soc 495. Personality and Culture. (g)
3 hours.
An examination of culture in the formation of personality and in the determination of the range of personality types within specific societies.

Soc 496. The Indian in American Culture.
(g) 3 hours.
Study of the Indian's position in the development of the societies of the Americas.

Soc 522. Learner Differences and Institutional Structure. 3 hours.
A study of what educational structures are applicable to learners in various institutional settings.

BUSINESS ADMINISTRATION
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.

* Not applicable to social science major or minor in the general studies curriculum.
Oregon College of Education offers study beyond the bachelor's degree leading to the degrees of master of science in education, master of arts in teaching, and master of music education. Post-baccalaureate level students are screened and admitted into the various graduate level programs, each of which has appropriate admissions standards and designated graduate faculty. Campus-wide standards for admissions, selection of faculty, curricular revisions, operating policies, and final examinations are established by the dean of faculty in accordance with recommendations of a faculty committee called the Committee on Graduate Study. The program is administered by the director of graduate programs.

**Objectives of the Graduate Study Programs**

The objectives of the graduate programs at OCE are:

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.

To provide opportunities for broad educational and cultural experiences appropriate for well-educated citizens.

To offer opportunity for specialization in depth in an academic area at the master's level.

To offer opportunity for specialization in an area of special education, e.g., teaching handicapped children, culturally disadvantaged, and children who have difficulty learning basic skills.

To exert leadership in research in the teaching-learning process. This objective is augmented through the work of the Teaching Research Division of the Oregon State System of Higher Education located on the campus.

To provide an opportunity for public school teachers to meet certification requirements if approved programs are completed successfully.

**Graduate Degree Programs**

Oregon College of Education offers study beyond the bachelor's degree for both elementary and secondary teachers and those who wish to concentrate in a subject area or educational specialty. The master of science in education degree will appeal chiefly to teachers wishing to develop further competency in the fields of education and psychology or to teachers at either level who plan to become educational specialists. The master of arts in teaching and the master of music education degrees are appropriate for teachers who wish to develop depth in a particular area of subject matter.

Curricula are developed under the master's degree programs in the following areas:

**MASTER OF SCIENCE IN EDUCATION**
- Elementary Education
- Childhood Education
- Junior-Senior High Education
  - Humanities
  - Science-Mathematics
  - Social Science
- Educational Specialists
  - Deaf Education
  - Extreme Learning Problems
  - Teaching the Mentally Retarded
  - Multiple Handicapped
  - Speech Correction
  - Counseling
  - Educational Media
  - Educational Administration
  - Supervision
  - Socially and Educationally Disadvantaged

**MASTER OF ARTS IN TEACHING**
- Elementary, Junior-Senior High Education
  - Humanities
  - Science-Mathematics
  - Social Science
ADMISSION PROCEDURE

All persons desiring to enroll at Oregon College of Education for study at the graduate (post-baccalaureate) level in a planned program must be eligible to enroll and be admitted to the college by the director of admissions. Admission to the college as a graduate student does not constitute acceptance as a candidate for a master's degree. For admission to the college, the following documents must be filed with the director of admissions:

- Two completed Application for Admission forms. The application fee of $10 must be included with the application form unless certified as waived. The fee is nonrefundable and is not transferable between institutions.
- Two official transcripts from the institution granting the bachelor's degree, and from each graduate institution attended, if any, including the Division of Continuing Education, validating all undergraduate and graduate credits and degrees earned.
- Two completed Declaration of Intent forms clearly stating the specific planned program the applicant desires to enter, if any.
- One unofficial photocopy of the current teaching certificate held, if any; or a completed petition requesting waiver of the requirement for holding a public school teaching certificate if such is indicated and justifiable.
- An official report of the applicant's performance on the Miller Analogies Test or Graduate Record Examination (verbal-quantitative scores). If neither test has been taken prior to arrival on campus, one must be taken the first time it is administered following the student's initial registration on campus.
- A health history and physical examination report are required by 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.

Application forms, declaration of intent forms, and health report forms may be secured from the registrar's office. All documents become the property of the college and are nonreturnable. Responsibility for providing the director of admissions with all required documents rests with the student.

The college reserves the right to deny credit for course work completed before a student is officially admitted for graduate study.

A student interested in a planned post-baccalaureate program is expected to complete such a planned program form with an adviser as soon as possible.

Evening and Summer Session Students. Students who begin working toward a planned program of graduate study on campus during the evening programs (including work in the Division of Continuing Education) or in the summer session must file for admission as outlined above if they expect to be considered for a degree. Failure to complete admission procedures may result in the denial of application of graduate credit at Oregon College of Education for the course work completed.

Admission and Classification

The college director of admissions admits and classifies eligible students on the basis of their undergraduate grade point average (GPA) and declaration of intent. Qualified students are classified either as Regular graduate students or Probationary graduate students. Qualified students who declare that their intent is to complete only requirements for teacher certification at Oregon College of Education through a planned non-degree graduate program are classed as Special graduate students.

All other eligible graduate students are designated Unclassified graduate students following minimum application procedures.

A student will be admitted as a Regular graduate student who (1) states that his objective is to complete a planned program leading to a master's degree, (2) holds a bachelor's degree from a four-year accredited institution as defined by the American Association of Collegiate Registrars and Admissions Officers, (3) has a grade point average of 2.75 (C = 2.0) or better for all undergraduate courses attempted in his bachelor's degree program, and (4) holds or is eligible to hold a valid teaching certificate unless such has been waived by petition.

Students who do not meet the requirements for classification as a Regular graduate student must petition to the director of graduate programs for reclassification before being considered for admission to a program as a candidate for a degree.

General Regulations

Transfer of Graduate Credit. Upon favorable action by the Committee on Graduate Study, appropriate credit, not to exceed 15 quarter hours, may be applied from accredited institutions and/or the Division of Continuing Education. Regardless of the number of credits transferred, it is understood that the student will complete the courses specified as required in the program or approved courses of comparable content. No credit will be applied for courses taken through correspondence study.
Graduate Courses. Courses numbered 400-499 (g) or (G) and 500-599 may be taken for graduate credit. It is the student's responsibility to ascertain that the (g) or (G) is included on his registration materials. Those seeking graduate credit in 400-499 (g) or (G) courses are expected to perform at a level of academic competence considerably above that expected of undergraduates, both in quality of work and in the acquisition of knowledge related to the course. They are expected to seek additional conferences with their instructors early in the term to determine the specific requirements and standards to which they will be held. The regular procedures and deadlines for course changes apply in the case of students seeking or withdrawing from graduate credit.

A maximum of 12 term-hours of upper-division courses (300-400 level) may be approved in the MAT degree program.

Admission to Candidacy for a Master's Degree. Admission to the college as a graduate student does not constitute acceptance into candidacy for a master's degree. After being admitted to the college, each student must apply to the director of graduate programs for consideration as a candidate in a particular degree program.

Hours to complete subsequent to admission to candidacy. Every student who has been admitted to candidacy for the master's degree must complete at least 15 quarter hours of his official program subsequent to the quarter in which all requirements for admission were satisfactorily completed.

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 all graduate courses completed to date, or any 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 30 quarter hours of the official master's degree program must be earned in residence with at least 9 being taken concurrently. Courses completed on the OCE campus through the Division of Continuing Education apply as resident credit when validated by official transcript.

Undergraduate Enrollment in Graduate Courses. 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 consideration in a master's degree program. Not more than a total of 12 quarter hours of such work recorded as excess credits may be applied in a program. Teaching interns 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, or 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 director of graduate programs before or during registration.

Tuition and Fees. Graduate students shall pay tuition and fees as set forth in the current catalog, including the $10 application fee, unless certified as waived, and $4 for the graduate qualifying examination fee.

Joint Campus Enrollment. The State Board of Higher Education has approved registration procedures which will permit graduate students enrolled at Oregon College of Education, the University of Oregon and Oregon State University to take full advantage of the unique strengths of the three institutions, including courses and seminars in specialized fields and the use of special laboratories, library collections and research tools.

Concurrent Enrollments. The State Board of Higher Education has authorized concurrent enrollments at various authorized institutions and in courses offered by the Division of Continuing Education with the understanding that the maximum charges shall not exceed the rate of charge for a full-time student at Oregon State University, the University of Oregon, and Portland State University. Oregon College of Education graduate students interested in additional information on concurrent or joint campus enrollment should contact the registrar's office.

Time Limit. Only those courses and requirements completed within a period of five years prior to the actual completion of the program will apply. This includes all resident credit, all applicable transfer credit, and required comprehensive examination. If a thesis or field study is involved it must be accepted within this five-year limit. However, credit earned between five and seven years prior to the completion of the program may 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 director of graduate programs for necessary information as to procedures to be followed.

Final Evaluation Procedures. Each candidate must complete satisfactorily all evaluation procedures established for his program. Normally a candidate will not be permitted to take final comprehensive examinations during the term in which he completes all requirements for official admission to candidacy for the master's degree. The evaluative 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 candidate has completed all course work or is actually enrolled in the final course or courses. The examinations will be offered only in April and in July of each year. Each candidate must have on file with the director 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 is obtained from the office of the director of graduate programs and must be filed prior to April 1 for the April examination and prior to July 1 for the July examination. A candidate choosing to write a thesis may be required to complete satisfactorily a written examination, or an oral examination over his research and course work, or both.

Conferring of Degrees. The master's degree will be officially conferred at the June commencement subsequent to the completion of all degree requirements. 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 an individual.

MASTER OF SCIENCE IN EDUCATION

The master of science in education degree at Oregon College of Education is designed primarily for those elementary or secondary teachers who desire to develop further competency in the fields of education and psychology, or who plan to become educational specialists in areas for which the college has been authorized. Some elementary and secondary teachers whose objective is depth preparation in a subject area will normally complete a program leading to the degree of master of arts in teaching or master of music education. Regulations governing admission to the program are listed under "Admission Procedure."

Elementary Curricula

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

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.

Professional Education Core:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 515</td>
<td>Research Procedures in Education</td>
<td>3</td>
</tr>
<tr>
<td>Ed 515</td>
<td>Evaluation of Classroom Instruction</td>
<td>3</td>
</tr>
<tr>
<td>Ed 516</td>
<td>Public and Professional Relations</td>
<td>3</td>
</tr>
<tr>
<td>Ed 540</td>
<td>Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>Ed 553</td>
<td>Elementary School Curriculum</td>
<td>as approved</td>
</tr>
<tr>
<td>Psy 460G</td>
<td>Developmental Psych: Infancy and Childhood</td>
<td>3</td>
</tr>
<tr>
<td>Psy 461G</td>
<td>Developmental Psych: Adolescence and Maturity</td>
<td>as approved</td>
</tr>
<tr>
<td>Psy 520</td>
<td>Psych of Learning</td>
<td></td>
</tr>
</tbody>
</table>

Total quarter hours ........................................ 18

General Education Core:

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSo 511</td>
<td>Contemporary Developments in the Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Hum 511</td>
<td>Contemporary Developments in the Humanities</td>
<td>3</td>
</tr>
<tr>
<td>GS 511</td>
<td>Contemporary Developments in Science and Mathematics</td>
<td>3</td>
</tr>
</tbody>
</table>

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

Total quarter hours ........................................ 15

Approved Electives .......................................... 12

Total quarter hours ........................................ 45

* Courses applicable to the basic norm requirement for librarians may be included as 6 of the 9-hour block and as the 12 hours of electives.

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 professional education core of 12 quarter

Completion of a fifth year of preparation is not required in Oregon by statute for certification of elementary classroom teachers. However, a student completing a master's degree program at Oregon College of Education will normally complete the standard norms required for the standard teaching certificate.
hours, 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 to total a minimum of 45 hours.

**Professional Education Core:**
- Ed 512. Research Procedures in Education ....... 3
- Ed 513. Evaluation of Classroom Instruction or Ed 518. Public and Professional Relations ....... 3
- Ed 546. Philosophy of Education ............... 3
- Psy 460G. Developmental Psychology: Infancy and Childhood ........................................... 3
- ............................. Total quarter hours ...................... 12

**Specialized Core:**
- Ed 451G. Preprimary Education .................. 3
- Ed 452G. Creative Arts in Childhood ........... 3
- Ed 519 and 520. Childhood Education (6 hrs. each) ......................................................... 12
- Total quarter hours ............................... 18

*These two 6-quarter hour courses, Ed 519, 520, are offered singly in alternate summer sessions only.

**General Education Core:**
- 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
- ............................. Total quarter hours ...................... 9
- Approved electives ............................... 6
- ............................. Total quarter hours ...................... 45

**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 quarter hours, including 12 quarter hours of specified courses and from 6 to 12 quarter hours of approved electives, and a selected teaching area chosen from one of those listed below, and consisting of from 21 to 27 quarter hours as approved by a designated adviser. A minimum of 45 quarter hours is required in the program.

**Professional Education Core common to all curricula:**
- Ed 512. Research Procedures in Education...... 3
- Ed 546. Philosophy of Education ............... 3
- Ed 522. Secondary School Curriculum or Ed 566. Curriculum Construction ........................ as approved 3
- Ed 571. Junior High School Curriculum .........

**Psy 460G. Developmental Psychology: Infancy and Childhood** as approved 3

**Psy 461G. Developmental Psychology: Adolescence and Maturity**

**Psy 520. Psychology of Learning**

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

**Total quarter hours** .......................... 18-24

**Areas of Concentration**

The selected teaching core consists of a minimum of 21 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 designated adviser subject to individual needs and certification requirements to be met.

**Humanities**
Both Junior and Senior High School
- Approved courses in Literary Criticism ......... 3
- Approved courses in language .................. 2-9
- Approved courses in writing ................... 3-6
- Approved courses in literature ................. 3-18
- ............................. Total (including 6 or more quarter hours at 500-level) ......... 21-27

**School Librarian.** 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 a part of the master’s degree program will depend on the needs of the particular individual and approval by the designated adviser.

**Education courses, not applicable in humanities core:**
- Ed 433G. Organization and Administration of Instructional Materials, Centers .............. 3
- Ed 435G. Educational Media and Materials .... 3
- ............................. Total quarter hours ...................... 6

**Library courses applicable in humanities core when approved:**
- Lib 480G. Children’s Literature .................. 3
- Lib 483G. Rock Selection and Reference Materials .......................................................... 3
- Lib 484G. School Library Administration ...... 3
- Lib 486G. Introduction to Cataloging and Classification ............................................. 3
- Lib 489G. Literature for Adolescents ........... 3
- ............................. Total quarter hours ...................... 15

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

**MATHEMATICS:** (one curriculum to be selected)

- **Junior High School**
- Pre-Algebra and General Mathematics
- Mth 491G, 493G. Mathematics for Secondary Teachers or Approved courses with at least 9 hours in mathematics ......................................... 15-21
- ............................. Total quarter hours ...................... 21-27
Elementary Algebra and Geometry
Mth 401g, 403g. Mathematics for Secondary Teachers ................. 6
Approved courses with at least 9 hours in mathematics .................. 15-21
Total quarter hours ..................................... 21-27

Senior High School

Elementary Algebra and Geometry
Mth 401g, 403g. Mathematics for Secondary Teachers ................. 6
Approved courses with at least 9 hours in mathematics .................. 15-21
Total quarter hours ..................................... 21-27

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

SCIENCE: (One curriculum to be selected)

Junior High School

General Science
Bi 446g. Evolution ................................................. 3
Bi 460g. Preparation of Biological Materials ..................... 4
Ge 450g. Rocks and Minerals .................................. 3
Ge 453g. Geology of the Pacific Northwest ....................... 3
Ge 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

Biology
Bi 412g. General Microbiology ................................ 4
Ge 541g. Biocology ............................................... 3
Bi 456g. Field Biology .......................................... 3
Z 451g. Invertebrate Zoology ................................... 4
Ge 411g. History of Science ................................... 3
Approved courses with at least 4 hours in biology .................. 4-10
Total quarter hours ..................................... 21-27

Chemistry
Ch 561. Advanced Inorganic Chemistry* .................................. 3
Ch 520. Advanced Analytical Chemistry ......................... 3
Ch 530. Advanced Organic Chemistry ............................. 3
Ge 411g. History of Science ................................... 3
Approved courses with at least 6 hours in chemistry .................. 9-15
Total quarter hours ..................................... 21-27

Physical Science
Ch 561. Advanced Inorganic Chemistry* .................................. 3
Ch 530. Advanced Organic Chemistry* .................................. 3
Ph 551, 552. Modern Physics ...................................... 6
Ge 411g. History of Science ................................... 3
Approved courses with at least 6 hours in physical science .......... 6-12
Total quarter hours ..................................... 21-27

*Students lacking undergraduate prerequisites may have other courses substituted by the designated advisor.

Social Science (one curriculum to be selected)

Both Junior and Senior High School

American History
Hst 420g. Historiography ........................................... 3
SSt 507. Seminar: American History ................................ 3
Approved courses in American History .................................. 15-21
Total quarter hours ..................................... 21-27

World History
Hst 420g. Historiography ........................................... 3
SSt 507. Seminar: World History .................................. 3
Approved courses in World History .................................. 15-21
Total quarter hours ..................................... 21-27

Geography
Geog. 518. Modern Viewpoints, Methods and Materials .......... 3
SSt 507. Seminar, Geography ..................................... 3
Approved courses in Geography .................................. 9-21
Total quarter hours ..................................... 21-27

Economics
Approved courses in Economic Theory .................................. 6
Approved courses in Economics ..................................... 15-21
Total quarter hours ..................................... 21-27

Political Science
SSt 507. Seminar: Political Science ................................ 3
Approved courses in Political Science ................................ 18-24
Total quarter hours ..................................... 21-27

Sociology
SSt 507. Seminar: Sociology ..................................... 3
Approved courses in Sociology/Anthropology ..................... 18-24
Total quarter hours ..................................... 21-27

Curricula for Educational Specialists

These curricula are designed to enable teachers who desire to become educational specialists to complete a master's degree program which includes the course requirements for the norms. Some 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, educational specialists must complete all course requirements for the standard norm in the area of specialization.

Students who have little or no undergraduate work in the selected field may be required to complete additional hours. Each curriculum requires completion of a professional education core consisting of 9 quarter hours of required courses.

Professional Education Core common to all curricula

Ed 513. Research Procedures in Education ......................... 3
Ed 546. Philosophy of Education .................................. 3
Psy 460G. Developmental Psychology: Infancy and Childhood, or .... as approved 3
Psy 461G. Developmental Psychology: Adolescence and Maternity, or ...
Psy 520. Psychology of Learning .................................. 3
Total quarter hours ..................................... 9
A specialized core consists 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 designated adviser in terms of the student's needs, interests, and certification requirements.

TEACHERS OF THE DEAF

Graduate students wishing to become certified as teachers of the deaf must complete a program of 52 quarter hours of course and practicum work, as required by the Council on the Education of the Deaf and the State of Oregon. In order to be eligible for the master of science in education degree with specialization in the education of the deaf, students must be admitted to candidacy and successfully complete 9 additional quarter hours of professional education along with any prescribed testing program.

Specialized Core in Teaching the Deaf

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 537</td>
<td>Seminar: Student Teaching</td>
<td>3</td>
</tr>
<tr>
<td>Ed 539</td>
<td>Practicum: The Deaf</td>
<td>9</td>
</tr>
<tr>
<td>Ed 540</td>
<td>Directed Observation of the Deaf</td>
<td>3</td>
</tr>
<tr>
<td>Ed 541</td>
<td>Teaching 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>Ed 543</td>
<td>Teaching Secondary School Subjects to the Deaf</td>
<td>3</td>
</tr>
<tr>
<td>Ed 544</td>
<td>Teaching Language to the Deaf, Introduction</td>
<td>5</td>
</tr>
<tr>
<td>Ed 545</td>
<td>Teaching Language to the Deaf, Advanced</td>
<td>4</td>
</tr>
<tr>
<td>Ed 546</td>
<td>Teaching Speech to the Deaf, Introduction</td>
<td>4</td>
</tr>
<tr>
<td>Ed 547</td>
<td>Teaching Speech to the Deaf, Advanced</td>
<td>5</td>
</tr>
<tr>
<td>Ed 548</td>
<td>Orientation to the Deaf and Hard of Hearing</td>
<td>3</td>
</tr>
<tr>
<td>Total quarter hours</td>
<td>52</td>
<td></td>
</tr>
</tbody>
</table>

EXTREME LEARNING PROBLEMS

A candidate 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.

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

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. All courses listed under the standard norm must be completed before recommendation for the standard norm can be made.

Basic Norm Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 463G</td>
<td>The Maladjusted 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 468G</td>
<td>Diagnostic and Remedial Techniques in Reading*</td>
<td>3</td>
</tr>
<tr>
<td>Ed 470G</td>
<td>Education of the Exceptional Child</td>
<td>3</td>
</tr>
<tr>
<td>Psy 533</td>
<td>General Intelligence Testing</td>
<td>3</td>
</tr>
<tr>
<td>Ed 509</td>
<td>Practicum: Remedial Reading*</td>
<td>6</td>
</tr>
<tr>
<td>Ed 507</td>
<td>Psychology of Reading</td>
<td>3</td>
</tr>
<tr>
<td>Total quarter hours</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

Standard Norm Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sp 480G</td>
<td>Speech Pathology</td>
<td>3</td>
</tr>
<tr>
<td>Sp 485G</td>
<td>Audiology</td>
<td>3</td>
</tr>
<tr>
<td>Ed 464G</td>
<td>The Mentally Retarded Child</td>
<td>3</td>
</tr>
<tr>
<td>Ed 469G</td>
<td>Teaching Reading in Secondary Schools</td>
<td>3</td>
</tr>
<tr>
<td>Ed 487G</td>
<td>Counseling Techniques</td>
<td>3</td>
</tr>
<tr>
<td>Ed 509</td>
<td>Practicum: Basic Skills*</td>
<td>3</td>
</tr>
<tr>
<td>Psy 524</td>
<td>Individual Intelligence Testing</td>
<td>3</td>
</tr>
<tr>
<td>Total quarter hours</td>
<td>21</td>
<td></td>
</tr>
</tbody>
</table>

* Must be completed on the OCE campus unless approved by program director.

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 required in professional education and a minimum of 36 quarter hours pertaining to teaching the mentally retarded as listed.

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.

Basic Norm Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 449G</td>
<td>Arts and Crafts for the Mentally Retarded</td>
<td>3</td>
</tr>
<tr>
<td>Ed 464G</td>
<td>The Mentally Retarded Child</td>
<td>3</td>
</tr>
<tr>
<td>Ed 489G</td>
<td>Curriculum for the Mentally Retarded</td>
<td>3</td>
</tr>
<tr>
<td>Ed 509</td>
<td>Practicum: The Mentally Retarded Child</td>
<td>3</td>
</tr>
<tr>
<td>Total quarter hours</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

Standard Norm Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 424G</td>
<td>Measurement in Education</td>
<td>3</td>
</tr>
<tr>
<td>Ed 435G</td>
<td>The Maladjusted 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 470G</td>
<td>Education of the Exceptional Child</td>
<td>3</td>
</tr>
<tr>
<td>Psy 533</td>
<td>General Intelligence Testing</td>
<td>3</td>
</tr>
<tr>
<td>Ed 487G</td>
<td>Counseling Techniques</td>
<td>3</td>
</tr>
<tr>
<td>Sp 480G</td>
<td>Speech Pathology</td>
<td>3</td>
</tr>
<tr>
<td>Psy 524</td>
<td>Individual Intelligence Testing</td>
<td>3</td>
</tr>
<tr>
<td>Total quarter hours</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

MULTIPLE HANDICAPPED

A candidate in this area will be expected to hold or be eligible to hold a basic Oregon teaching certificate, or its equivalent. The majority of students seeking to enroll in this program will have had previous training or experience with the exceptional child. Persons
having no previous training or experience may be required to complete additional courses.

The master's degree program consists of not less than 45 quarter hours, a professional education core, the basic norm program in mental retardation, and an approved program in special education of the multiple handicapped, e.g., teaching the deaf and speech correction at Oregon College of Education. Through a system of concurrent registration a student also may study in the area of the visually handicapped at Portland State University or in the area of the physically handicapped at the University of Oregon.

**Specialized Core in Mental Retardation**

These courses will fulfill the requirements for a basic norm in mental retardation:

- **Ed 484G.** The Mentally Retarded Child ........................................... 3
- **Ed 486G.** Curriculum for the Mentally Retarded ................................ 3
- **Ed 449G.** Arts and Crafts for the Mentally Retarded .......................... 3
- **Ed 509.** Practicum: The Mentally Retarded Child ............................... 3

Total quarter hours ................................................................. 12

**Specialized Program in Multiple Handicapped**

- **Ed 476G.** Education of the Exceptional Child .................................. 3
- **Ed 475G.** Diagnosis in Special Education ......................................... 3
- **Ed 444G.** Medical Aspects in Special Education ................................ 3
- **Ed 507.** Seminar: The Multiple Handicapped .................................... 3
- **Ed 509.** Practicum: The Multiple Handicapped ................................ 3

Total quarter hours ................................................................. 15

**Approved Program**

An approved course program which will complete the minimum of 45 quarter hours may be selected from one of the areas listed below:

- Teaching the Deaf (OCE)
- Speech Correction (OCE)
- Visually Handicapped (Portland State)
- Physically Handicapped (U. of Oregon)

Minimum quarter hours ......................................................... 9

**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 required courses in professional education and a minimum of 36 quarter hours of courses in speech pathology and audiology. 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. The candidate must hold, or be eligible to hold, an Oregon basic teaching certificate, or its equivalent. For waiver of this requirement a petition must be approved as outlined in the section entitled "Admission Procedure."

Required as a part of the basic norm in speech correction but not applicable in the master's degree program.

- **Sp 370.** Phonetics ................................................................. 3

Total quarter hours ................................................................. 3

**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, as approved .......... 6
- **Sp 484G, 485G, 486G.** Clinical Speech Therapy ............................ 6
- **Sp 487G, 488G, 489G.** Audiology ........................................... 10

Total quarter hours ................................................................. 28

**Standard Norm Courses**

- **Sp 481G, or 482G, or 483G.** Speech Pathology, as approved .......... 3
- **Psy 594.** Psychology of Communication .................................. 3
- **Psy 523.** General Intelligence Testing ................................... 3
- **Ed 470G.** Education of the Exceptional Child ............................ 3
- **Ed 444G.** Medical Aspects of Speech and Hearing ....................... 4
- **Ed 509.** Practicum: Speech Pathology .................................... 4
- **Ed 509.** Practicum: Audiology ............................................ 4

Total quarter hours ................................................................. 24

**COUNSELING**

Oregon College of Education offers the courses necessary to meet the basic norm in counseling. Teachers may complete a master's degree program composed of a professional education core, basic norm in counseling, and additional approved courses for a total of not less than 45 quarter hours.

**Basic Norm Courses**

- **Ed 485G.** Principles and Practices of Guidance Services .............. 3
- **Ed 486G.** Occupational and Educational Information .................... 3
- **Ed 487G.** Counseling Techniques ........................................ 3
- **Ed 522.** Secondary School Curriculum .................................. 3
- **Ed 553.** Elementary School Curriculum as approved .................. 3
- **Ed 571.** Junior High School Curriculum .................................. 3
- **Ed 424G.** Measurement in Education ....................................... 3
- **Ed 509.** Practicum: Counseling ............................................ 6
- **Ed 509.** Practicum: Counseling as approved ............................. 6

Total quarter hours ................................................................. 50

**EDUCATIONAL MEDIA**

The following program will prepare a student for work as an educational media specialist in production or administration at a building, library, district, or regional level. At present, there is no required norm in this area, but through careful planning a student may qualify for a norm in a related area (subject field, library, or supervisor). Additional work beyond the normal 45 quarter hours may be necessary to meet these norm requirements.

**Expected Prerequisite to Program**

- **Ed 435G.** Educational Media and Materials ............................. 3

Total quarter hours ................................................................. 3
Specialized Core in Media Specialist

Ed 507. Communication Theory and Instructional Systems .................. 3
Ed 433G. Organization and Administration of Instructional Materials Centers .... 3
Ed 434G. Preparation of Educational Media and Materials .................. 3
Lib 486G. Introduction to Cataloguing and Classification .................. 3
Ed 521. Audio-Visual Administration ......................................... 3
Ed 509. Practicum: Media Internship ......................................... 6

Total quarter hours .......................................................... 21
Approved courses to prepare for a building, district, or regional coordinator, a librarian, media coordinator, or supervisor in a subject area or special field ........................................... 15
Total quarter hours .......................................................... 36–39

EDUCATIONAL ADMINISTRATION
(A cooperative program with the University of Oregon, Eugene)

Oregon College of Education offers a planned program, not to exceed 24 quarter hours which may be applied to a program in Educational Administration offered cooperatively through the University of Oregon, and leading to recommendation for the administrator’s certificate for the State of Oregon:

(1) A maximum of 9 quarter hours, in a planned and approved program, may be taken at Oregon College of Education as a part of the master’s degree program.

(2) A maximum of 15 quarter hours beyond the master’s degree, in a planned and approved program, may be accepted by the University of Oregon in transfer from Oregon College of Education.

SUPERVISION

The following courses provide for the completion of the supervisor’s norm. They may be incorporated into one of the elementary or secondary options for the degree of master of science in education. It will be necessary in some cases and often desirable for the candidate to strengthen his preparation in the area and/or level in which he intends to specialize.

Basic Norm Courses

Ed 512. Research Procedures in Education .................................. 3
Total quarter hours .......................................................... 9

Course work applicable for the standard norm must be completed subsequent to earning the master’s degree. Not less than 12 of the hours listed below must be completed through campus registration including all practica.

Standard Norm Courses

Ed 424G. Measurement in Education ........................................ 3
Psy 515. Statistical Methods in Education and Psychology .............. as approved 3
Ed 443G. Group Processes ...................................................... 3
Ed 457G. Recent Educational Trends and Problems ......................... 3
Ed 487G. Counseling Techniques .............................................. 3
Ed 513. Evaluation of Classroom Instruction ................................ 3
Six hours of supervision seminar and practicum ................................ 6
Total quarter hours .......................................................... 21

Supervisors in the program will be expected to take at least 3 hours of practicum in supervisory skills and techniques. Individuals specializing in content areas will be required to extend practicum experiences in their area of specialization.

SOCIALLY AND EDUCATIONALLY DISADVANTAGED

This program of study is designed to provide:

1. Specialized preparation at the graduate level for teachers who wish to extend their professional competence through greater concentration on the study of the socially and educationally disadvantaged.

2. Specialized preparation at the graduate level for professional workers whose work objective requires knowledge about the socially and educationally disadvantaged individual but does not require certification as a teacher. (Such individuals petition the Committee on Graduate Study for waiver of the requirement for holding a teaching certificate).

The master’s degree program consists of the professional education core of 9 quarter hours and approved course work to total not less than 45 quarter hours:

Approved courses in Social Science ........................................ 12
Approved courses in the study of the socially and culturally different .......................................................... 12
Approved courses in Education/Psychology .............................. 12
Total quarter hours .......................................................... 36

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 objective is the development of exceptional competence in classroom teaching in one of the subject fields for which the college has been authorized. (See also master of music education degree program.) 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. Regulations governing admission to the program are listed under "Admission Procedure."
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 areas of concentration of which at least 24 hours must be designated as graduate credits. This portion of the total program is to be approved by a designated adviser in terms of the student's needs and certification requirements.

2. Nine quarter hours in graduate level professional education courses.

Professional Education Core common to all curricula

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 512</td>
<td>Research Procedures in Education</td>
<td>3</td>
</tr>
<tr>
<td>Ed 546</td>
<td>Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>Psy 460G</td>
<td>Developmental Psychology: Infancy and Childhood, or</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 520</td>
<td>Psychology of Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

Total quarter hours 9

3. Six quarter hours of courses approved by the director of graduate programs in terms of the student's needs and certification requirements. Only three may be in professional education.

Areas of Concentration

In addition to the above listed six quarter hours of courses approved by the director of graduate programs, the program shall include one of the following concentrations of not less than 30 quarter hours.

Humanities

Both Junior and Senior High School

LITERATURE, WRITING, AND LANGUAGE

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved course in Literary Criticism</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Approved courses in language</td>
<td>3-9</td>
<td></td>
</tr>
<tr>
<td>Approved courses in writing</td>
<td>3-6</td>
<td></td>
</tr>
<tr>
<td>Approved courses in literature</td>
<td>3-9</td>
<td></td>
</tr>
<tr>
<td>Approved courses in humanities</td>
<td>3-18</td>
<td></td>
</tr>
</tbody>
</table>

Total (including 6 or more quarter hours at 500-level) 30

School Librarian. 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 literature, writing, and language norm as a part of the master's degree program will depend on the needs of the particular individual and approval by the designated adviser.

Education courses not applicable in humanities core:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 433G</td>
<td>Organization and Administration of Instructional Materials Centers</td>
<td>3</td>
</tr>
<tr>
<td>Ed 435G</td>
<td>Educational Media and Materials</td>
<td>3</td>
</tr>
</tbody>
</table>

Only one of the above courses may be included in the Master of Arts in Teaching degree program.

Library courses applicable in the humanities core to the extent approved by the adviser in the humanities department:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lib 433G</td>
<td>Children's Literature</td>
<td>3</td>
</tr>
<tr>
<td>Lib 435G</td>
<td>Book Selection and Reference Materials</td>
<td>3</td>
</tr>
<tr>
<td>Lib 447G</td>
<td>School Library Administration</td>
<td>3</td>
</tr>
<tr>
<td>Lib 448G</td>
<td>Introduction to Cataloging and Classification</td>
<td>3</td>
</tr>
<tr>
<td>Lib 449G</td>
<td>Literature for Adolescents</td>
<td>3</td>
</tr>
</tbody>
</table>

Total quarter hours 15

Science-Mathematics

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

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

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

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Science</td>
<td>GS 411G</td>
<td>General Biology</td>
</tr>
<tr>
<td>Physical Science</td>
<td>Ph 390</td>
<td>Basic Meteorology</td>
</tr>
<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>GS 411G</td>
<td>History of Science</td>
<td>3</td>
</tr>
<tr>
<td>GS 424G</td>
<td>Astronomy</td>
<td>3</td>
</tr>
<tr>
<td>Subject</td>
<td>Courses</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Earth Science</td>
<td>G 351. Elements of Geology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>G 450g. Rocks and Minerals</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>G 453g. Geology of the Pacific Northwest</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mth 312, Mth 313. Mathematics for the Elementary Teacher</td>
<td>3-6</td>
</tr>
<tr>
<td></td>
<td>Mth 325. Elements of Statistical Method</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Mth 351. Computer Coding</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Mth 491g. Mathematics for Secondary Teachers (Arithmetic)</td>
<td>3</td>
</tr>
<tr>
<td>Total quarter hours</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Junior High School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Science</td>
<td>Bl 446g. Evolution</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Bl 460g. Preparation of Biological Materials</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>G 450g. Rocks and Minerals</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>G 453g. Geology of the Pacific Northwest</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>GS 411g. History of Science</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Approved courses with at least 9 hours in science and/or mathematics</td>
<td>14</td>
</tr>
<tr>
<td>Total quarter hours</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Senior High School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>Bl 412g. General Microbiology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>GS 541. Biocology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Bl 458g. Field Biology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Z 451g. Invertebrate Zoology</td>
<td>4</td>
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<tr>
<td></td>
<td>Approved courses with at least 4 hours in biology</td>
<td>13</td>
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<tr>
<td>Total quarter hours</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Chemistry</td>
<td>GS 411g. History of Science</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Ch 520. Advanced Analytical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Ch 530. Advanced Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Ch 561. Advanced Inorganic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Approved courses with at least 9 hours in chemistry</td>
<td>18</td>
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<tr>
<td>Total quarter hours</td>
<td></td>
<td>30</td>
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<tr>
<td>Physical Science</td>
<td>GS 411g. History of Science</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Ch 530. Advanced Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Ch 561. Advanced Inorganic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Ph 551, 552. Modern Physics</td>
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<tr>
<td></td>
<td>Approved courses with at least 6 hours in Physical Science</td>
<td>15</td>
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<tr>
<td>Total quarter hours</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Students lacking undergraduate prerequisites may have other courses substituted by the designated advisor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Science</td>
<td>BI 446g. Evolution</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>BI 460g. Preparation of Biological Materials</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>G 450g. Rocks and Minerals</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>G 453g. Geology of the Pacific Northwest</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>GS 411g. History of Science</td>
<td>3</td>
</tr>
<tr>
<td>Total quarter hours</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Social Science (one curriculum to be selected)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Both Junior and Senior High School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American History</td>
<td>Hst 420g. Historiography</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Ssc 507. Seminar: American History</td>
<td>3</td>
</tr>
<tr>
<td>Total quarter hours</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>World History</td>
<td>Hst 420g. Historiography</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Ssc 507. Seminar: World History</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Approved courses in World History</td>
<td>24</td>
</tr>
<tr>
<td>Total quarter hours</td>
<td></td>
<td>30</td>
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<tr>
<td>Geography</td>
<td>Geog 518. Modern Viewpoints, Methods and Materials</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Ssc 507. Seminar: Geography</td>
<td>3-6</td>
</tr>
<tr>
<td></td>
<td>Approved courses in geography</td>
<td>18-24</td>
</tr>
<tr>
<td>Total quarter hours</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Economics</td>
<td>Approved courses in Economic Theory</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Approved courses in Economics</td>
<td>24</td>
</tr>
<tr>
<td>Total quarter hours</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Political Science</td>
<td>PS 430. Political Issues: General Theory</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Ssc 507. Seminar: Political Science</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Approved courses in Political Science</td>
<td>24</td>
</tr>
<tr>
<td>Total quarter hours</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Sociology</td>
<td>Ssc 507. Seminar: Sociology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Approved courses in Sociology/Anthropology</td>
<td>27</td>
</tr>
<tr>
<td>Total quarter hours</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

MASTER OF MUSIC EDUCATION

The master of music education degree program at Oregon College of Education is designed to improve the student’s ability to teach music in the schools. Completion of the program normally will qualify a student for standard certification and the standard norm in music. The general pattern of the 45-quarter-hour program is divided into three categories: a professional education core of 9 quarter hours, music education 18 quarter hours and musicianship 18 quarter hours. Regulations governing admission to the program are listed under “Admission Procedure.”

Professional Education Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 512. Research Procedures in Education</td>
<td>3</td>
</tr>
<tr>
<td>Ed 546. Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>Psy 460G. Developmental Psychology: Infancy and Childhood, or</td>
<td>as approved</td>
</tr>
<tr>
<td>Psy 461G. Developmental Psychology: Adolescence and Maturity, or</td>
<td></td>
</tr>
<tr>
<td>Psy 520. Psychology of Learning</td>
<td>3</td>
</tr>
<tr>
<td>Total quarter hours</td>
<td>9</td>
</tr>
</tbody>
</table>

Approved courses in Music in the following areas:

Music Education               16-18
Music Education               14-18
Total quarter hours           30-36
Approved courses              0-6
Total quarter hours           45
NON-DEGREE FIFTH-YEAR PROGRAM

The planned non-degree fifth-year program at Oregon College of Education consists of not less than 45 quarter hours and is designed to meet the needs of three groups of students who do not desire to earn an advanced 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.

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 complete the course requirements for basic and/or standard norms at the elementary, junior high, or secondary school level. Programs are planned in terms of the individual’s 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 individual’s 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 will meet all course requirements for the basic norm it will not complete all course requirements for the standard norm due to the lack of certain preparation at the time of entering the program.

The director of graduate programs is responsible for determining the eligibility of special graduate students for entrance into the appropriate non-degree post-baccalaureate program, for the approval of a planned program of study, and for the assignment of an academic adviser.

Establishing an Official Program

All persons desiring to enroll at Oregon College of Education for study at the post-baccalaureate level in a planned program must complete application for admission to the college by filing the following documents with the director of admissions:

1. Two completed application for admission forms and payment of the required fee unless said fee has been certified as waived.

2. Two official transcripts from the institution granting the bachelor's degree, and from each graduate institution attended, if any, including the Division of Continuing Education, validating all undergraduate and graduate credits and degrees earned.

3. Two completed declaration of intent forms clearly stating the specific planned program the applicant desires to enter, if any.

4. One unofficial photocopy of the current teaching certificate held, if any.

5. A health history and physical examination report.

General Regulations

Credits earned through correspondence study will not be applicable in the fifth-year program. Only credit earned within five 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 by the director of graduate programs.

Following compliance with the above requirements, an official program will be formulated in consultation with the student and other appropriate individuals. At least 24 quarter hours of the official program must be earned subsequent to the approval of the program.

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.

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 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 2.** Completion of from 30 to 36 hours in a 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 3.** Completion of at least 45 hours and all requirements for one of the norms in special education available at Oregon College of Education.

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 a planned program in a field of concentration including at least 9 hours in the area of education-psychology, for a total of 45 quarter hours.

**Plan 2.** Completion of 45 quarter hours and all requirements for one of the norms in special education offered at Oregon College of Education.

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 fifth year of work (minimum of 45 quarter hours) in one of the following plans:

**Plan 1.** Completion of a planned program distributed between the student's major field and approved electives with not less than 9 hours in the area of education-psychology, for a total of 45 quarter hours or

**Plan 2.** Completion of a planned program in a field of concentration including not less than 9 hours in education-psychology for a total of 45 quarter hours, or

**Plan 3.** 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.
1968-1969 GRADUATES

Degree of Master of Science

Peter E. Azure, Dallas
Louis Lloyd Barker, Portland
Donald Raymond Barry, Independence
William Roger Beckley, Portland
Richard Paul Beight, Monmouth
Helen S. Benschield, Tillamook
June Marie Bienz, Dayton
Willard Allen Blake, Monmouth
Ruth V. Bodner, Eugene
Gary Edgar Braden, Amity
Kenneth Jesse Brown, Dallas
Elisabeth B. Burgerhout, Monmouth
Edward S. Calilhor, Dallas
James Van Calhoun, Medford
Kathleen Canoy, Monmouth
Barbara Cook Carlisle, Monmouth
John Hold Covander, Monmouth
Roger Dean Clyne, Monmouth
Ernestine E. Cole, Seattle
Paul Joseph Covey, Salem
Carole W. Cruson, Lyons
Roger L. Danielson, Stayton
Carolyn Marie Dent, Seattle
Jim Delton Dent, Salem
Evan Lynn Evans, Independence
Karen Lee Fischbach, Salem
Faye Louise Fret, Dallas
Richard James Fultor, Portland
Donald Jay Furcher, Eugene
Glady M. Gardner, China Lake, Calif.
Richard Lee Coertzen, Springfield
Eunice Marie Goodrich, Albany
Tom A. Gregersen, Junction City
Robert Patrick Grobe, Jr., Salem
James Allan Guffey, Portland
Ruthanna M. Hampton, Newberg
Robert Ronald Hanel, Dayton
Doyne Leblond Hathfield, Monmouth
Janis V. Hickman, Aurora
Wallace Donald Hill, Dallas
Ted Rodel Hinshaw, Clatskanie
Glee Callahan Hohnbaum, Woodburn
Richard Charles Hohnbaum, Jr., Woodburn
Jeanne G. Hunnew, Salem
Dee Ann Jacobs, Dallas
Catherine Edna Jeffer, Myrtle Creek
Frances Mae Kanipe, Salem
Charles Everett Kanton, Salem
Lewis L. Keller, Salem
Robert David Landis, Independence
Baird Bruce Langworthy, Salem
Robert D. Lockridge, Dallas
Michael E. Madison, Salem
Rowena Fay Marks, Tigard
Norman John McNenamy, Salem
Corinne L. McCruden, Salem
Joyce Florence Mendenhalls, Bend
Nancy Ann Milner, Malibu, Calif.
Robert Frank Mieley, Estacada
Theodore L. Molinar, Jr., Portland
Janie Lee Moore, Corvallis
Bruce Waylen Moorhead, Lebanon
H. Blake Moranville, Monmouth
Agnes May Morgan, Salem
Paul Wesley Morgan, Springfield
Kathryn Mae Nelson, Reedport
Lammy Dale Niven, Florence
Margaret Helen Olson, Portland
Robert J. Patterson, Monmouth
Raymond Eugene Pirk, Independence
Lee Albert Poole, Mill City
John Robert Price, Lebanon
Stanley Kent Roberts, Crescent City, Calif.
Faith VanLyndgraf Rocheleau, Baldwin Park, Calif.
John Edward Ryan, Salem
Donald Joseph Schara, Salem
Robert John Schuster, Corvallis
Claudia Anna Schwartz, Salem
Cecil Kay Scroggin, Dallas
James Wesley Scroggin, Dallas
Stanley Serafin, Yakima, Wash.
Virginia Frances Sing, Salem
Stephen S. Smith, Jr., Portland

Degree of Master of Arts in Teaching

Gerald Leroy Baker, Kearney, Neb.
William Ernest Bearse, Monmouth
John L. Bond, Independence
Joseph Michael Canan, Monmouth
Lendell Leroy Carpenter, Independence
James Elton Clark, Dallas
Michael Cooper, Seeley Lake, Mont.
John Earnest Damron, Tillamook
Patrick Lee Davis, Bremerton, Wash.
Roy Lavern Dworschak, Molalla
Gary K. Pendall, Milwaukie
William Herbert Fisher, Monmouth
Betty Sue Gersch, Monmouth
Larry Dean Gover, Scio
Ronald Lee Hager, Salem
Norma G. Haggerty, Salem
Beverly Reinhart Hanby, McMinnville
Howard Wimber Haynes, Monmouth
Jerry John Heiderbrecht, Oxnard, Calif.
Dwight H. Hopkins, Jr., Imbler
E. Peter Hornburg, Hartland, Wis.
John M. Hurst, Monmouth
Stephen Clark Jackson, Salem
Stephen LaVerne Johnson, Monmouth
Judith Evelyn Kekel, Portland
Kendall Dale King, Monmouth
Clement Franklin Lambert, Rainier
Jack Benton Langworthy, Coos Bay
William Paul Larson, Denver, Colo.
Ellen Campbell Laymon, Salem
Susan Nichole Lee, Salem
Theodore L. Martin, Salem
Michael Harrison Nolan, Newton, Kan.
Wayne Keith Palmer, Prineville
Lorraine Sylvia Paul, Salem
Albert Redaun, San Jose, Calif.
Earl Leslie Reid, Jr., Kendall Park, N. J.
Maurice Robert Reitz, Monmouth
Wilmia Elaine Rhoney, Portland
Harry Eugene Romain, Salem
David Harold Schlotz, Menomonie, Wis.
Dawain Pruel Schultze, Salem
William Russell Smith, The Dalles
Jarold Clair Taylor, Forest Grove
Michael C. VanWert, Las Vegas, Nev.
Darrell Franklyn Vickers, Eugene
Beverly Elizabeth Watson, Oxnard, Calif.
Michael Brian Wood, Oxnard, Calif.

Degree of Bachelor of Arts in Education

Virginia Diane Ahlson, Tigard
Margaret Ann Alexander, Coot Bay
Shirley Marie Armstrong, Mapleton
Nora Annette Rice Beckley, Salem
April Louise Bellingham, Astoria
Susan Lynn Bronkey, The Dalles
*Robert Warren Cockrell, Monmouth

116
Vickie Lynn Bradshaw, Portland
Diane Margaret Brokenshire, Hillsboro
Barbara Anne Brown, Dallas
Glenda Lee Brown, Salem
Miriam Joan Browning, McMinnville
Harriet S. Brownlee, Jamieson
Mary Ellen Bruno, Monmouth
Diana Rene Brunton, Eugene
Harriet Thomas Bryant, Monmouth
Shadrac Toole Bryan, Monmouth
Judith Ann Buroker, Portland
Molly Kathleen Burton, Monmouth
Richard Woodrow Burton, Florence
Jerre Lynn Burnett, Coos Bay
Stephen Ronald Caputo, Salem
Craig Ward Carpenter, Monmouth
Violet Delores Caruth, Salem
Georgene Marie Cecil, Bend
Roscoe George Champlin, Monmouth
Irna Kay Charleston, Milwaukie
Tommy Ronald Clark, Bogue Chitto, Miss.
Ronald Nicholas Clawson, Monmouth
Sandra Lee Clawson, Monmouth
Paula Diane Coffey, Amityville
Kandis Kay Connors, Hillsboro
David Allen Cook, Monmouth
Patricia LaRue Cook, Lake Oswego
Garrett K. Cooke, Dallas
George Lester Copeland, Monmouth
James Edward Costello, Monmouth
Michael John Costello, Monmouth
Mary Amanda Cox, Portland
Randall David Crowson, Monmouth
Lucille Marie Crowe, Coquille
Peggy Jean Cummings, Redmond
Barbara Jean Dahl, Gardiner
Bruce Allen Dale, Salem
Barbara Jean Dallman, Milwaukie
Edith Maye Damon, John Day
Donna Jean Dansby, Salem
Dixie Ann Deming, Toledo
Leonard Randall Denley, Sutherlin
Donald Louis DePiero, Monmouth
Yvonne Louise DePiero, Monmouth
George Laird Dickie III, Burns
Robin Richard Digerness, Monmouth
Cecil Dare Dilllard, Milwaukie
Ronald Seth Dodge, Dallas
Edward Leon Dodson, Corvallis
Elizabeth Ann Dodson, Lebanon
Robert Scott Dolp, Rhododendron
Daniel Harry Domenech, Portland
Tracee Dee Dougherty Stutler, Salem
Marcy Rene Dow, Dayton
Joyce Elizabeth Duchemeau, Eugene
Donna Rue Eberle, Silverton
Laurel Elaine Eddy, Portland
Patricia Kay Elsummer, Portland
Susan Ellen Elliott, Cottage Grove
Gladyse Pierrat Ely, Ione
Stanley Keith Emmert, Sweet Home
Donald Hoie Emry, Monmouth
Rhondie Rae Emry, Monmouth
Barbara Frances Englen, Forest Grove
James Wendel Engeman, Silverton
David Martin Engle, Salem
Robert Joseph Edelman, Albany
Gary William Estes, Oregon City
Sharon Elaine Ewing, Walton
Rachel Lynn Fallows, Salem
Robert Denzel Farance, Monmouth
Janet Elaine Federici, Portland
Louise Marie Fenton, Dallas
Judith Kay Ferris, Dallas
Christine Elaine Fern, Dallas
Jeanne Rae Ferrie, Hillsboro
Christine Rose Forschweiler, Gervais
David John Fetter, Lebanon
Michael William Finn, Florence
Thomas Stewart Fischer, Salem
Lois Margaret Fishback, Monmouth
William Jeffrey Fisher, Tigard
Doreen Myrtle Flint, Hood River
Penny Jill Forbes, Medford
Kenneth LaVon Foster, Lebanon
Tanice Gale Foster, Summer Lake
Rebeca Jo Frasier, Sandy
Jack Edward Frauenthier, Florence
Helene Beret Jensen Fremstad, The Dalles
Linda Pearl Freshour, Monmouth

Judith M. Drake, Portland
Vicky Marie Egbert, Cottage Grove
Vern Raymond Frydenbuhl, Albany
Phyllis Ann Hamm, Astoria
Sandra Kay Haneberg, Estacada
Edna Jean Harder, Dallas
Doreen Kay Harlan, Keating
Marjorie Ann Jacobsen, Portland
Karen Ann Jensen, Scappoose
Connie Johnson, Monmouth
*Peggy Jean Johnson, Newberg
Robert John Keller, Monmouth
Patricia Alleen Kleen, Albany
Jacqueline Laven Klehm, Monmouth
Jano Ellen Lanier, Kenai, Alaska
Janice Irene Lund, Portland
Shirley B. Martino, Eilo, Hawaii
Janice Kay Mathema, Independence
*Carol Ann McNulty, Woodburn
David Gordon Miner, Monmouth
Carol Ann Nolan, Tigard
Beth Ann Nyquist, Gresham
Mary Jo O’Hair, Monmouth
Mary Ann Old, Portland
Robert Baird Opperman, Sandy
M. Susanne Peterson, Salem
Frederic Douglas Penney III, Monmouth
Joann Alice Penney, Monmouth
Patricia Elaine Rademaker, Salem
Stephen John Rouse, Monmouth
Pamela Liann Sakai, Honolulu, Hawaii
Douglas Schleske, Astoria
Fred Ernest Schuruch, Monmouth
Darlene Scott, Gardiner
Patricia Delores Sharman, Reedsport
*Rosemarie Shaneen, Monmouth
Sharon Louise Singleterry, Monmouth
Mary Kay Stallings, Monmouth
Steve Robert Summers, Monmouth
*Claudia Louise Talbade, Ellensburg, Wash.
Bonne Jo Thibeau, Salem
Jean Esther Thomas, Quincy, Wash.
Linda Jo Ward, Vida
Julie Ann Wells, Monmouth
Susan Carrie Wiseman, Salem
Edith Eleanor Woodruff, Falls City

Degree of Bachelor of Science in Education

Michael Eugene Aanderud, Portland
Linda Lee Abner, Dundee
*Linda Kangas Adams, Monmouth
Lois Lorraine Aldrich, Roseburg
Sally Gylene Amstad, Beaverton
Gary David Anderson, Portland
Kenneth Ray Anderson, Newberg
Joseph Frank Arvidson, Portland
Gretchen Rinchart Avison, Salem
Candace Jo Bach, Monmouth
Rodney Carl Bach, Monmouth
Pauline Catherine Bailey, Monmouth
Janice Kay Barbee, St. Helens
Donald Arthur Barbkehnacht, Salem
Jeanette Leslie Barcott, Salem
Gary Douglas Barker, Salem
Julia Anne Odum Barnes, Arlington
Tracy S. Barnes, Salem
Amelia Diaz Barr, Nyssa
Jo Ann Barton, Portland
Wayne Edwin Bartnik, Portland
Richard Elmer Bartow, Monmouth
Buth Ellen Bartow, Monmouth
John J. Baylis, Lake Oswego
Gail Howard Beachy, Cloverdale
Linda Mae Beavers, Salem
Richard Winton Beck, The Dalles
Jeanne Marie Becker, Milwaukie
Gary Roger Beckley, Portland
Joyce Elaine Beecroft, Newberg
Orville Milton Bell, Corvallis
Marilyn Ingrid Berg, North Bend
David Marino Bernhard, Milwaukie
David William Block, Salem
Mary Louise Blondell, Powers
Richard John Boerner, Astoria
Jerrie Jean Bond, Morgantown, W. Va.
Reta Kay Bork, Monmouth
*Joanne Yvonne Borsberry, Salem
Ruth Hardy Bowcut, Salem
Deana Kay Bowers, Monmouth
Belvel James Boyd, Dallas
Luana Joa Brown Wienert, Cloverdale
Donna Kay Williams, Portland
Janie Louise Williams, Forest Grove
Judy Lea Williams, Metolius
Kay Lorene Williamson, Salem
* Diane Kay Wilson, Eugene
Douglas Lee Wilson, McMinnville
Eva Lois Wilson, Lebanon
Shirley Kay Wilson, Salem
Robert James Wimberty, Eugene
Mary Elaine Wise, Astoria
Baron Dale Witham, Monmouth
Ann Lauretta Wiltzcombe, Salem
Kathryn Edleen Wright, Tigard
Sybil Elaine Yeo, Dallas
Dellis Alfred Young, Monmouth
Keith Allen Younger, Turner
Carol Ann Zakus, Beaverton
Lawrence S. Zedwick, Salem
Ronald Irving Zerkel, Jr., Lebanon
Lorren Earl Zink, Monmouth
Margreth Lynne Zink, Monmouth
Luanna Carole Zupo, Salem

Degree of Bachelor of Arts in General Studies

Robert Everett Brown, Salem
Harry Eugene Rorman, Salem
Martha Louise Schuerch, Monmouth
Suzan Jane Strope, Portland
Frank Joseph Tulius, Jr., Salem

Degree of Bachelor of Science in General Studies

Milton Delmar Aleshire, Salem
Sarah Ellen Bell, Salem
Lester Earl Bellegue, Salem
David Charles Bigler, Salem
Thomas William Brundage III, Eugene
John Joseph Brunsmann, Salem
Leo Edison Butts, Salem
Joan Diane Chatham, Monmouth
Sandra Loy Dawson, Monmouth
George Scott Dyer, Monmouth
Larry B. Ellis, Dallas
Dona Margaret Evans, Salem
Evan Lynn Evans, Independence
Robert James Fallows, Salem
Barbara Ayleen Gillum, Astoria
David Lee Green, Monmouth
Steve Ray Hammer, Monmouth
Jeffrey Craig Hayes, Salem
Alan Scott Hedberg, Salem
Dave Jerome Jester, Salem
Gary Joseph Jungwirth, Salem
William White Langdon, Woodburn
H. Clayton Livengood, Salem
Theodor Lupper, Salem
Kirk William Matthews, Monmouth
Daniel Kerry Meclen, McMinnville
Royce Allen Mosgrove, Dayton
Merle Wayne Pike, Corvallis
Murry Julia Pincus, Salem
Stephen Eric Pitts, Salem
David Ross Rudin, Coos Bay
Gary L. Sandstrom, Salem
Jane Chloe Schilling, Salem
*Ruth Ravelle Simmons, Salem
Larry Dean Smith, Monmouth
John Thomas Stewart, Salem
Gail Francis Stradley, The Dalles
James Leonmond Thompson, Monmouth
Gary Earl Tichnor, Astoria
Michael Dennis Warnock, Salem
Philip Alan White, Monmouth
Donald Wayne Wick, Salem
Charles Gregory Willbur, Eugene
Roger Carl Zunwalt, Salem

* Graduates with honors
Summary of Enrollment, 1968-69

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<th>Freshmen</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
<th>Graduate</th>
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Summary of Degrees Conferred 1968-69

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<td>Educational Specialist</td>
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<td>Total Masters Degrees</td>
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<tr>
<td>Total Bachelors Degrees</td>
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Enrollment by Class, Regular Sessions, 1968-69

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<th>Fall</th>
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<td>Freshmen</td>
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<td>996</td>
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<td>Sophomores</td>
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<td>809</td>
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<td>Juniors</td>
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<td>Total</td>
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Enrollment for Summer, 1968

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
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<tr>
<td>Graduates</td>
<td>510</td>
<td>607</td>
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<td>Undergraduates</td>
<td>341</td>
<td>490</td>
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<tr>
<td>Total</td>
<td>851</td>
<td>1097</td>
<td>1948</td>
</tr>
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</table>
OREGON COLLEGE OF EDUCATION

Administrative Officers
ROY E. LIEUALLEN, Ed.D., L.H.D.
Chancellor, State System of Higher Education
CHARLES A. HOWARD, M.A., LL.D.
President Emeritus
LEONARD W. RICE, Ph.D.
President
BERT Y. KERSH, Ph.D.
Dean of Faculty
JACK D. MORTON, M.S.
Dean of Students
FLOYD R. ALBIN, Ed.D.
Associate Dean of Faculty
CHARLES A. ALVA, Ed.D.
Chairman, Humanities Department
NEIL A. AMERMAN, B.S.
Director of Dormitories
WILLARD A. BLAKE, M.S.
Assistant Dean of Students; Financial Aids Officer
DANIEL G. CANNON, M.Ed.
Chairman, Art Department
RONALD L. CHATHAM, Ph.D.
Director of Planning; Administrative Assistant to the President
CLIFFORD L. CORLEY, Ed.D.
Director of Graduate Programs
ETTA MAE DETERING, B.S.
Director of Administrative Services and Nursing, Health Service
JESSE H. GARRISON, Ed.D.
Chairman, Education and Psychology Department
CLARENCE C. GORCHELS, M.S.
Director of the Library
CHARLES D. GRELL, B.S.
Director of Information
PAUL F. GRIFFIN, Ph.D.
Chairman, Social Science Department
PHYLLIS E. GRIFFITH, M.S.
Associate Dean of Students
MARTHA H. HILL, B.S.
Executive Secretary to the President
STANLEY J. KENYON, M.S.
Registrar; Director of Admissions
MILTON KIELSMEIER, Ph.D.
Director of Counseling Services
ROBERT C. LIVINGSTON, Ed.D.
Chairman, Physical Education Department
HAROLD J. MASON, M.S.
Director of Placement; Assistant to the Dean of Faculty
H. BLAKE MORANVILLE, B.S.
Associate Dean of Students
ANTON POSTL, Ph.D.
Chairman, Science and Mathematics Department
DONALD H. SEARING, M.D.
Director of Medical Services, Health Service
EDGAR H. SMITH, Ph.D.
Chairman, Music Department
JOHN N. SPARKS, B.S.
Director of Business Affairs
HENRY E. TETZ, M.S.
Director of Student Teaching and Interns; Director of Alumni Relations
DAVID E. WALLACE, Ph.D.
Coordinator of Special Programs
A. KENNETH YOST, Ed.D.
Director of Educational Media

Faculty
ALLEN JOHN ADAMS, Ph.D.
Assistant Professor of Humanities.

HELEN BLODGETT ADDISON, M.S.
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FLOYD BURNAP ALBIN, Ed.D.
Professor of Education; Associate Dean of Faculty.
B.A. (1933), Willamette University; M.A. (1940), University of Washington; Ed.D. (1921), University of Utah. At Oregon College of Education 1948-49 and since 1950.

ROBERT EDWARD ALBRITTON, M.S.
Assistant Professor of Education; Director of Elementary Education.

CHARLES ALLEN ALVA, Ed.D.
Professor of Humanities; Chairman, Humanities Department.

NEIL ADRIAN AMERMAN, B.S.
Assistant Professor; Director of Dormitories.
B.S. (1937), University of Minnesota. At Oregon College of Education since 1960.

GERTRUDE JOANNE AMSPOKER, Ph.D.
Associate Professor of History.

SAMUEL KINGDON ANDERSON, Ph.D.
Associate Professor of History.

FRANCES MATTINGLY ARMOUR, B.S.
Assistant Professor; Head Reader Services Librarian.
B.A. (1931), Friends University; B.S. (1942), School of Library Service, Columbia University. At Oregon College of Education since 1953.

HOWARD BERNARD ASCHWALD, Ph.D.
Assistant Professor of Education.

FARAG ABDEL-SALAM ATTIA, Ph.D.
Assistant Professor of Mathematics.
B.S. (1960), Ain Shams University, Cairo, Egypt; M.S. (1965), Purdue University; Ph.D. (1969), Oregon State University. At Oregon College of Education since 1968.

DAVID LEROY AUSTIN, M.S.
Assistant Professor of Education; Supervisor of Teaching.

LAWRENCE HENRY BACKSTEDT, B.A.
Instructor in Humanities.
B.A. (1964), University of San Francisco. At Oregon College of Education since 1968.

ROBERT SAMUEL BAKER, M.A.
Assistant Professor of Humanities.
JAMES ALLAN BARNARD, M.S.
Assistant Professor of Mathematics.
B.S. (1963), M.S. (1966), Oregon College of Education.
At Oregon College of Education since 1963.

ROBERTA JANE BEESON, M.S.
Instructor in Biology.

JOHN EDWARD BELLAMY, Ph.D.
Professor of Humanities.

RICHARD CHARLES BERG, Ed.D.
Professor of Music.

HERMAS JOHN BERGMAN, Ph.D.
Associate Professor of History.

ARTHUR ERLING BERVIN, M.A.
Instructor in Humanities.
B.A. (1953), Portland State University; M.A. (1965), University of Redlands. At Oregon College of Education since 1969.

WILDON CHARLES BLACKBURN, M.S.
Instructor in Physical Sciences-Physics.

WILLARD ALLEN BLAKE, M.S.
Instructor; Assistant Dean of Students; Financial Aids Officer.

EILEEN JOAN ENSTAD BOURNE, M.S.
Assistant Professor of Education; Supervisor of Teaching.

BARBARA JEAN BRADLEY, B.S.
Instructor in Education; Clinical Supervisor.

MYRA JEAN BRAND, B.M.
Instructor in Music.

LOUIS CARL BRANDHORST, M.A.
Assistant Professor of Geography.
B.S. (1955), Concordia Teachers College, Nebraska; M.A. (1965), University of Nebraska. At Oregon College of Education since 1967.

RAY ARLYN BRODERSEN, Ph.D.
Professor of Physical Sciences-Geology.

DAVID SILIN BRODY, Ph.D.
Professor of Psychology.

CHLORIS BARBARA BROWNE, A. B.
Instructor; Director of Student Activities.

CAROL JOAN BROWNLOW, M.Ed.
Assistant Professor of Physical Education.

WILLARD EDWARD BURKE, Ph.D.
Professor of Health and Physical Education.
B.S. (1937), Moorhead State Teachers College; M.S. (1948), University of Southern California; Ph.D. (1952), State University of Iowa. At Oregon College of Education since 1968.

JOSEPH RONALD CALIGURE, M.S.
Assistant Professor of Physical Education.
B.S. (1952), M.S. (1966), University of New Mexico. At Oregon College of Education since 1966.

DANIEL GEORGE CANNON, M.Ed.
Assistant Professor of Art; Chairman, Art Department.

MARY JOSEPHINE CARR, M.A.
Assistant Professor of Education for the Deaf.
B.A. (1938), Oklahoma College for Women; Diploma (1942), Clarke School for Deaf; M.A. (1951), State University of Iowa. At Oregon College of Education 1962-64 and since 1965.

JAMES RICHARD CARTER, Ph.D.
Assistant Professor of Economics.

JAMES RAYMOND CARY, M.S.
Assistant Professor of Education; Supervisor of Teaching.

JOHN JOSEPH CASEY, M.F.A.
Assistant Professor of Art.

ROBERT RUSSELL CATURA, M.A.
Assistant Professor of Humanities.

DONA MAXINE CHAPMAN, M.Ed.
Assistant Professor of Education for the Deaf.

RONALD LEWIS CHATHAM, Ph.D.
Professor of Geography; Director of Planning; Administrative Assistant to the President.

GORDON WILSON CLARKE, Ph.D.
Professor of Humanities.

HARRIETTE EDMOND COLLINS, M.A.
Instructor in Education; Clinical Supervisor.

JUDITH ANN CONKEY, M.S.
Instructor in Humanities.
B.S. (1959), University of Kansas; M.S. (1966), Oregon College of Education. At Oregon College of Education since 1967.

MERRIANNE METZGER COON, B.S.
Instructor in Education; Supervisor of Teaching.

DOROTHY LOUISE COREY, M.A.
Instructor in Biology.

CLIFFORD LEE CORLEY, Ed.D.
Professor of Education; Director of Graduate Programs.
ARTHUR HUGH GLOGAU, Ph.D.
Professor of Education-Psychology.

GARY RAY GOODSON, M.S.
Instructor in Health and Physical Education.

CLARENCE CLIFFORD GORBIELS, M.S.
Professor; Director of the Library.
B.S. (1940), Wisconsin State University, Oshkosh; B.S., B.S., M.S. (1952), University of Wisconsin; M.S. (1952), Columbia University. At Oregon College of Education since 1966.

PETER VINCENT GRECO, Ed.D.
Professor of Geography.

BERYL MANSFIELD GREEN, Ph.D.
Associate Professor of Mathematics.

CHARLES DAVID GRELL, B.S.
Instructor; Director of Information.

PAUL FRANCIS GRIFFIN, Ph.D.
Professor of Geography; Chairman, Social Science Department.
B.A. (1939), M.S. (1941), University of Pittsburgh;

PHILLIS KNIGHT GRIFFITH, M.S.
Assistant Professor; Associate Dean of Students.

KLEMI MAIN HAMBOURG, F.T.C.I.
Assistant Professor of Music.

FRANCES BERNICE HANSON, Ed.D.
Associate Professor of Education-Psychology.

LLOYD THEODORE HANSON, M.A.
Assistant Professor of Humanities.

HAROLD DALE HARVARD, M.S.
Assistant Professor of Education; Program Director, Campus Elementary School.

ZENAS RUSSELL HARTVIGSON, M.A.T.
Instructor in Mathematics.

BEVERLY HENSON HERZOG, Ph.D.
Assistant Professor of Education.

LELAND ELMER HESS, Ph.D.
Associate Professor of Political Science.
B.A. (1940), NorthWestern College; M.A. (1940), Ph.D. (1968), University of Chicago. At Oregon College of Education since 1956.

MARGARET LOUISE HIATT, Ed.D.
Professor of Education.

VERN DONALD HIBBERT, M.S.
Assistant Professor of Mathematics.
B.A. (1952), Willamette University; M.S. (1959), University of Illinois. At Oregon College of Education 1950-63 and since 1965.

HOWARD CLINTON HILL, M.A.
Assistant Professor; Catalog Librarian.

JAMES EDWIN HILL, J.B., Ph.D.
Associate Professor of Geography.

MARTHA HELEN HILL, B.S.
Assistant Professor; Executive Secretary to the President.
Diploma (1929), Oregon College of Education; B.S. (1932), Oregon State University. At Oregon College of Education since 1945.

FREDERICK ABRAHAM HIRSCH, Ph.D.
Assistant Professor of Geography.

BETTY PHILLIPS HOLDT, M.A.
Assistant Professor of Education.

CHLOE ANITA HOLLAND, M.A.
Instructor in Humanities.

KENNETH LLOYD HOLMES, Ph.D.
Professor of History.

REESE MILTON HOUSE, M.A.
Assistant Professor of Education-Psychology.

ELIZABETH EMILY HOYSER, M.A.
Assistant Professor of Education.

GARY LIDDLE HUXFORD, Ph.D.
Associate Professor of History.

MAJUDDIN MOHAMMED JAFFER, M.S.E.
Assistant Professor of Biological Sciences-Chemistry.
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.

PAUL HENRY JENSEN, Ph.D.
Professor of Education.
B.A. (1935), Midland College; Ph.D. (1938), University of North Dakota. In OSUHE since 1966; at Oregon College of Education since 1968.

RICHARD IMMANUEL JENSEN, M.Ed.
Assistant Professor of Education.
B.S. (1959), Dana College; M.Ed. (1963), University of Oregon. At Oregon College of Education since 1969.
CHARLES WILFORD JOHNSON, M.S.
Assistant Professor of Geography.
B.Ed. (1938), Illinois State Normal University; M.S. (1948), University of Wisconsin. At Oregon College of Education since 1961.

JOHN MORRIS JOHNSON, Ph.D.
Associate Professor of Biology.

LORRAINE EDURINA JUSTIS, M.A.
Instructor, Educational Psychology.

BARBARA JORDAN KAHN, M.S.
Instructor in Education; Clinical Supervisor.
B.A. (1950), Bowling Green State University; M.S. (1966), Oregon College of Education. At Oregon College of Education since 1968.

KATHERINE COCHRAN KELLY, M.A.
Assistant Professor of Humanities.

STANLEY JAY KENYON, M.S.
Assistant Professor; Registrar; Director of Admissions.

BERT YARBROUGH KERSH, Ph.D.
Professor of Education; Dean of Faculty.

ROGER PHILIP KERSHNER, Ed.D.
Assistant Professor of Education.

MILTON KIELSMIEIER, Ph.D.
Associate Professor of Psychology; Director of Counseling Services.

YOUNGIE PAUL KIM, M.A.
Assistant Professor of Political Science.

DOROTHY MARIE KIRBY, M.A.
Assistant Professor of Humanities.
B.A. (1937), University of Oregon; M.S. (1939), Middlebury College. At Oregon College of Education since 1960.

LEO JAMES KIRK, M.A.
Assistant Professor of Art.

JOHN ANTHONY KNITTEL, M.S.
Assistant Professor of Sociology.

ALICE MacBRIDE KNUTH, Ed.D.
Professor of Music.

NORMAN EDWARD KOCH, Ed.D.
Assistant Professor of Education.

E. LOUISE HENDERSON KREY, M.A.
Assistant Professor of Physical Education.
B.A. (1935), Louisiana State University; B.S. (1936), Louisiana State University; M.A. (1952), University of Oregon. At Oregon College of Education 1952-53 and since 1955.

H. LOUISE MICKLEWRIGHT LANDIS, Ph.D.
Associate Professor of Biology.

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.

JAMES DALE LIEITKE, Ph.D.
Assistant Professor of Physical Sciences-Chemistry.

ROBERT CLARENCE LIVINGSTON, Ed.D.
Professor of Physical Education; Chairman, Health and Physical Education Department.

JEAN SEBERT LONG, M.A.
Assistant Professor of Social Science.
B.S. (1932), Ithaca College; M.A. (1953), Alfred University. At Oregon College of Education since 1968.

WILLIAM STUART LOVELL, Ph.D.
Assistant Professor of Physical Sciences-Chemistry.

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.

VICTOR EUGENE LUND, M.Ed.
Assistant Professor of Education.

ALLYN LAURENCE LYON, Ph.D.
Assistant Professor of Music.

ALEX MACKERTICH, Ph.D.
Assistant Professor of Social Science.
B.A. (1943), Calcutta University, India; M.A. (1955), Fairfield University; Ph.D. (1965), University of Wisconsin. In OSSHE since 1960; at Oregon College of Education since 1967.

HAROLD FRANK MACKETY, Ph.D.
Associate Professor of Social Science.

ROBERT VAUGHN MAIN, M.S.
Assistant Professor of Mathematics.

EMIL PAUL MALANGA, M.A.
Instructor in Humanities.

DONALD ERNEST MARTIN, B.S.
Instructor in Social Science; Space Analyst.
HAROLD IRWIN MASON, M.S.  
Assistant Professor of Education; Director of Placement.  
At Oregon College of Education since 1966.

JAMES THOMAS MATTINGLY, M.A.  
Instructor in Art.  
B.A. (1963), M.A. (1968), San Jose State College.  
At Oregon College of Education since 1968.

WILLIAM DEAN McARTHUR, Ed.D.  
Professor of Physical Education.  
B.A. (1941), Santa Barbara State College; M.S. (1942), University of Oregon; Ed.D. (1956), Oregon State University.  
At Oregon College of Education since 1947.

DAVID VERNON McDONOUGH, Ph.D.  
Assistant Professor of Biology.  
At Oregon College of Education since 1966.

ROBERT PATRICK McCULLOUGH, M.A.  
Assistant Professor of Physical Education.  
B.S. (1954), Brigham Young University; M.S. (1952), New York University.  
At Oregon College of Education since 1959.

GLORIA JEAN McFADDEN, M.S.  
Assistant Professor of Education.  
B.A. (1953), Willamette University; B.S. (1956), M.S. (1959), Oregon College of Education.  
At Oregon College of Education since 1966.

DAN WILLARD MCKINNON, Ed.D.  
Assistant Professor of Education-Psychology.  
At Oregon College of Education since 1966.

RICHARD ERWIN MEYER, M.A.  
Instructor in Humanities.  
At Oregon College of Education since 1969.

FRANK M. MILES, M.Ed.  
Assistant Professor of Education-Psychology.  
A.B. (1943), Georgetown College, Kentucky; M.Ed. (1963), University of Oregon.  
At Oregon College of Education since 1963.

MARIAN MARGARET MILLER, B.S.  
Assistant Professor of Physical Education.  
B.S. (1951), Oregon State University.  
At Oregon College of Education since 1961.

RUTH HATFIELD MILLION, M.M.  
Assistant Professor of Music.  
B.A. (1945), Georgetown College, Kentucky; M.M. (1946), American Conservatory.  
At Oregon College of Education since 1966.

LUCILLE NAVARE MILLSAP, Ed.D.  
Professor of Education.  
At Oregon College of Education since 1949.

SHARON LEE MONSON, B.S.  
Instructor in Education.  
B.S. (1962), Oregon State University.  
At Oregon College of Education since 1969.

DENIS MICHAEL MORAN, M.A.  
Instructor in Social Science.  
At Oregon College of Education since 1968.

HORACE BLAKE MORANVILLE, M.S.  
Assistant Professor, Associate Dean of Students.  
At Oregon College of Education since 1966.

RONALD RALPH MORGAL, M.S.  
Assistant Professor of Mathematics.  
B.A. (1959), University of Oregon; M.S. (1965), Oregon State University.  
At Oregon College of Education since 1967.

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.

KENNETH HOLLY MYERS, Ed.D.  
Associate Professor of Education.  
At Oregon College of Education since 1968.

JUDY ANN NELSON, M.S.  
Instructor in Physical Education.  
B.S. (1962), University of Utah; M.S. (1967), Smith College.  
At Oregon College of Education since 1968.

ROBERT OTTO NOVAK, Ph.D.  
Assistant Professor of Biology.  
B.S. (1952), Michigan State University; M.S. (1956), University of Illinois; Ph.D. (1963), University of Wisconsin.  
At Oregon College of Education since 1966.

JAMES PATRICK O'BRIEN, Ph.D.  
Assistant Professor of Music.  
B.S. (1961), Portland State University; M.Ed. (1968), Central Washington State College; Ph.D. (1969), University of Colorado.  
At Oregon College of Education since 1968.

ROBERT G. OCAN, M.S.  
Assistant Professor of Education; Supervisor of Teaching.  
B.A. (1955), Nebraska State College; M.S. (1956), University of Omaha.  
At Oregon College of Education since 1964.

ERNEST MAYNARD OGARD, JR., M.A.T.  
Assistant Professor of Social Science.  
At Oregon College of Education since 1968.

CHERYL HAMES OLSEN, B.S.  
Instructor in Education; Supervisor of Teaching.  
B.S. (1969), Oregon College of Education.  
At Oregon College of Education since 1969.

WILFRED RALPH OPAGER, B.S.  
Assistant Professor of Accounting; Assistant Director of Business Affairs.  
B.S. (1952), University of Oregon.  
At Oregon College of Education since 1968.

MARTIN LAVENS OSBORN, M.A.  
Instructor in Mathematics.  
B.A. (1965), Hamilton College; M.A. (1967), University of Oregon.  
At Oregon College of Education since 1967.

BARRY BRIAN OSTROM, M.B.A.  
Instructor; Budget Officer.  
At Oregon College of Education since 1968.

ZILLAH ANN PAETH, B.A.  
Instructor; Acting Assistant Acquisition Librarian.  
B.A. (1941), Washington State University.  
At Oregon College of Education since 1965.

JOHN THOMAS PATTERTSON, M.A.  
Assistant Professor of Social Science.  
At Oregon College of Education since 1968.

DOLORES CATHERINE PAYTON, M.Ed.  
Instructor in Education-Psychology.  
B.A. (1961), Seattle University; M.Ed. (1969), University of Washington.  
At Oregon College of Education since 1969.

LEWIS ARTHUR PENNOCK, Ph.D.  
Assistant Professor of Biology.  
At Oregon College of Education since 1968.

STANLEY VAN RUCKMAN, M.A.  Assistant Professor of Education; Supervisor of Teaching.  B.A. (1939), West Liberty State College; M.A. (1945), Western Reserve University. At Oregon College of Education since 1948.

FRANK HUNTER SATTERWHITE, M.Ed.  Assistant Professor of Educational Psychology.  B.A. (1961), Seattle Pacific College; M.Ed. (1965), University of Washington. At Oregon College of Education since 1969.


WILLIAM DONALD SCHEMCK, M.A.  Assistant Professor of Humanities.  B.A. (1949), University of Redlands; M.A. (1955), University of Southern California. At Oregon College of Education since 1967.


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 1938.


HAROLD RAY SEWELL, M.A.  Assistant Professor of Humanities.  B.A. (1953), M.A. (1954), Baylor University. At Oregon College of Education since 1969.


RICHARD GERALD SHOLLENBERGER, M.Ed.  Assistant Professor of Physical Education.  B.S. (1947), East Stroudsburg State Teachers College; M.Ed. (1955), University of Oregon. At Oregon College of Education since 1965.

JAMES DAVIS SIKES, Ph.D.  Associate Professor of Humanities.  B.A. (1953), M.A. (1956), Baylor University; Ph.D. (1963), University of Denver. At Oregon College of Education since 1969.

EILEEN MAE SIMPSON, B.S.  Instructor in Education; Supervisor of Teaching.  B.S. (1960), Oregon College of Education. At Oregon College of Education since 1969.

AJMER SINGH, Ph.D.  Associate Professor of Economics.  B.S. (1955), Punjab University, India; M.S. (1961), Oregon State University; University of Minnesota; Ph.D. (1964), Oregon State University. At Oregon College of Education since 1965.
GEORGE DODSON SLAWSON, M.A.
Assistant Professor of Humanities.

CLAUDE EDWARD SMITH, M.S.
Assistant Professor of Education; Director of Audio Visual Services.

DOUGLAS CAMPBELL SMITH, M.A.
Instructor in Art.

EDGAR HERBERT SMITH, Ph.D.
Professor of Music; Chairman, Music Department.
B.A. (1935), State University of New York; M.Ed. (1943), Temple University; Ph.D. (1952), New York University. At Oregon College of Education since 1954.

RICHARD ALLEN SORENSON, M.Mus.Ed.
Assistant Professor of Music.

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.

DONALD ANTOINE SPINAS, M.S.
Assistant Professor of Physical Education.

LOWELL WAYNE SPRING, Ph.D.
Assistant Professor of Biology.

SARAH JANE STEIDEL, B.S.
Instructor in Education; Clinical Supervisor.
B.S. (1953), University of Oregon. At Oregon College of Education since 1969.

MARGARET LILLIAN STEINER, B.S.
Assistant Professor; Associate Librarian.

LARRY JOSEPH STORIE, M.F.A.
Assistant Professor of Art.

PETER GORDON STONE, M.A.T.
Assistant Professor of Art.

HENRY EVERETT TETZ, M.S.
Assistant Professor of Education; Director of Student Teaching and Interns; Director of Alumni Relations.
B.S. (1925), M.S. (1937), University of Oregon. At Oregon College of Education since 1957.

LINDA GAYLE THOMPSON, B.S.
Instructor in Education; Supervisor of Teaching.

JANET SHROYER TILLMAN, M.A.T.
Assistant Professor of Mathematics.

ERNEST C. TIMPANI, J. D.
Professor of Corrections.

LEONA ESTHER TODD, M.S.
Assistant Professor of Biology.

ROBERT RICHARD TOMPKINS, Ph.D.
Assistant Professor of Humanities.

BARTBARA JEANNE TYLER, M.A.
Assistant Professor of Education; Supervisor of Teaching.

JAY BEVERLY VANDERFORD, JR., M.A.T.
Assistant Professor of Geography.

BETTIE BENNETT VANICE, M.A.
Assistant Professor of English.

JAMES ERNEST VAN PATTEN, M.F.A.
Instructor in Art.

DORIS MANGUM VOLK, M.S.
Instructor in Physical Sciences-Geology.

KENNETH MERRIAM WALKER, Ph.D.
Professor of Biology.

DAVID EDWARD WALLACE, Ph.D.
Professor of Music; Coordinator of Special Programs.

MAXINE AMMER WARNATH, M.A.
Assistant Professor of Education-Psychology.

CAIL HARTMAN WEAVER, M.S.
Instructor in Speech Pathology.

RUPERT GUY WEBB, Jr., M. M.
Assistant Professor of Music.

DONALD JOSEPH WEISS, M.A.
Assistant Professor of Humanities.

WAYNE RODGERS WHITE, M.A.
Assistant Professor of Geography.

DENNIS DALE WILLIAMS, M.A.
Assistant Professor of Mathematics.
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.

NOTE: Since the general catalog is published before the faculty assignments have all been made for the 1970-71 academic year, the official faculty list for the fall term for the 1969-70 academic 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.

Teaching Research Division Faculty

VICTOR BALDWIN, Associate Research Professor

JAMES H. BEAIRD, Director, Research Professor
Ed.D., University of Nebraska, 1962. OSSHE since 1962.

JOHN BEALEY, Instructor

WILLIAM BROADBENT, Assistant Research Professor

BEVERLY BROWNE, Instructor

JAMES BUCK, Instructor

LORING CARR, Assistant Research Professor
M.A.T., State University of Iowa, 1948. OSSHE since 1969.

MICHAEL J. COSTELLO, Instructor

STEPHEN DAESCHNER, Instructor
M.S., Kansas State University, 1965. OSSHE since 1969.

BRUCE DALKE, Instructor

PAUL DAWSON, Assistant Research Professor

SANDRA L. DAWSON, Instructor

RUSSELL J. DURHAM, Instructor

VIRGINIA DURHAM, Instructor

JACK V. EDLING, Research Professor
Ph.D., University of Nebraska, 1955. OSSHE since 1955.

GERALD EWING, Instructor
B.S., Oregon State University, 1969. OSSHE since 1968.

HELEN FARR, Assistant Research Professor
Ph.D., University of Illinois, 1966. OSSHE since 1969.

JERRY FLETCHER, Assistant Research Professor

HAROLD D. FREDERICKS, Associate Director, Associate Research Professor
GERALD E. GAGE, Associate Research Professor
Ed.D., University of Nebraska, 1960. OSSHE since 1967.

DAVID GROVE, Assistant Research Professor
Ph.D., University of Kansas, 1969. OSSHE since 1969.

THOMAS R. HAINES, Assistant Research Professor

DALE G. HAMREUS, Associate Director, Research Professor

JAMES HARTER, Instructor

WILLIAM HICKOK, Assistant Research Professor

RONALD HOFFMAN, Instructor

MAHLYN HOLSINGER, Instructor

EDWARD E. HOLT, Research Professor
M.S., Miami University, 1936; LL.D.'s (4) Hon. Williamsburg University, Miami University, Ashland College, Willamette College, USA. OSSHE since 1967.

LARRY HORYNA, Instructor

JOHN JOHNSON, Instructor

CHADWICK JONES, Research Professor

DIANE JONES, Instructor

CATHERINE KIELSMEIER, Assistant Research Professor
M.S., University of Southern California, 1964. OSSHE since 1968.

DONALD KOLH, Instructor

ROBERT LANCE, Assistant Research Professor
Ed.D., New Mexico State University, 1969. OSSHE since 1969.

ALLEN LEE, Research Professor
Ph.D., University of Wisconsin, 1952. OSSHE since 1967.

JAMES LINHART, Instructor

THOMAS LYONS, Assistant Research Professor
Ph.D., Colorado State University, 1969. OSSHE since 1969.

D. LYNN McDONALD, Instructor

JOHN McDONNELL, Instructor

WILLIAM MOORE, Assistant Research Professor
Ph.D., University of Oregon, 1968. OSSHE since 1969.

FRANK G. NELSON, Assistant Research Professor

JAMES NORD, Assistant Research Professor
Ph.D., Michigan State University, 1969. OSSHE since 1969.

LOIS OWEN, Instructor
M.S., Oregon State University, 1967. OSSHE since 1966.

CASPER F. PAULSON, JR., Associate Research Professor

F. LEON PAULSON, Assistant Research Professor
Ph.D., Stanford University, 1968. OSSHE since 1968.

BETTY PORTER, Instructor

RUSSELL K. SADLER, Instructor, Public Affairs Officer
B.S., University of Oregon, 1967. OSSHE since 1968.

MICHAEL G. SASLOW, Assistant Research Professor
Ph.D., University of California, Berkeley, 1966. OSSHE since 1969.

H. DEL SCHALOCK, Research Professor
Ph.D., University of Nebraska, 1955. OSSHE since 1956.

RICHARD D. SCHULITZ, Assistant Research Professor

C. ROGER SELL, Instructor

CLARK A. SMITH, Assistant Research Professor

MICHAEL B. STEWART, Instructor, Business Manager
B.S., University of Oregon, 1967. OSSHE since 1968.

GREGORY F. THOMAS, Assistant Research Professor
M.S., Washington State University, 1968. OSSHE since 1968.

TERRY TOEDTEMER, Instructor
B.S., Oregon State University, 1969. OSSHE since 1969.

PAUL A. TWELKER, Associate Research Professor
Ed.D., University of California, Los Angeles, 1964. OSSHE since 1964.

FLOYD URBACH, Assistant Research Professor
Ph.D., University of Nebraska, 1966. OSSHE since 1969.

L. JAMES WALTER, Assistant Research Professor

WARREN WELCH, Instructor
B.S., Oregon State University, 1949. OSSHE since 1960.

SHERRILL WHITTEMORE, Instructor
Associate Faculty

Off-Campus Supervisors of Secondary Student Teachers and Interns

Alborn, Russell, Astoria High, Astoria
Andres, Roberta, North Salem High, Salem
Antonson, John, Silverton Union High, Silverton
August, Ronald, Dallas High
Backlund, Victor, McNary High, Salem
Baich, Eldore, Principal, McMinnville High, McMinnville
Baker, Stuart, Walker Junior High, Salem
Ballantyne, Richard, South Salem High, Salem
Barber, William, Academy Junior High, Dallas
Baxter, Elmo, North Salem High, Salem
Beals, Donna, North Salem High, Salem
Benninghoff, Joseph, Administrative Assistant, Salem
Boatman, Walter, Corvallis Junior High, Salem
Boost, Fred, McNary High, Salem
Borsberry, James, North Salem High, Salem
Boyd, Bill, South Salem High, Salem
Breendon, Margie, Whiteaker Junior High, Salem
Brenneman, Gerald, Albany High, Albany
Brenneman, Marvin, LaCresta Junior High, Dallas
Brown, Grace, South Salem High, Salem
Brown, Eugene, Talmadge Junior High, Independence
Brown, Jerry, Dallas High, Dallas
Burch, Cary, South Salem High, Salem
Bussell, Pat, Corvallis Junior High, Dallas
Cable, Carol, Vice Principal, Central High, Independence
Carey, Elizabeth, Whiteaker Junior High, Salem
Calderazzo, Guido, North Salem High, Salem
Campbell, Charles, Assistant Superintendent, Woodburn
Campbell, Sarah, North Salem High, Salem
Carr, Don, McMinvile High, Salem
Carr, Don, Stayton High, Stayton
Carlston, E. A., Principal, North Salem High, Salem
Chinburg, Delbert, North Salem High, Salem
Christoffersen, Roy, Stayton Junior High, Stayton
Christman, Charles, Chedelton Junior High, Corvallis
Clark, Juanita, La Cresta Junior High, Dallas
Clark, Don, Dallas
Coleman, Ray, Central High, Independence
Collins, Glen, Parrish Junior High, Salem
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Connel,Cliell, Principal, Highland View Junior High, Corvallis
Cook, Clifford, South Salem High, Salem
Creece, Edward, Waldo Junior High, Salem
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Danielson, Roger, Stayton High, Stayton
Duvauch, Ernest, Assistant Principal, McNary High, Salem
Dawson, Harry, McMinnville High, McMinnville
Dent, Mildred, Wilson High, Salem
Dickson, Adrian, Principal, Stayton Junior High, Stayton
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Finegan, Jack, Fowler Junior High, Tigard
Fingerlin, Don, Leslie Junior High, Salem
Fisher, Bill, Dallas High, Dallas
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Foreman, Katherine, Central High, Independence
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Funk, Willbar, David Douglas High, Portland
Gable, Bert, Parrish Junior High, Salem
Geiser, Robert, Central High, Independence
Gilham, Lewell, Parrish Junior High, Salem
Gillihan, Robert, Assistant Principal, Lake Oswego High, Lake Oswego
Gilman, Jerry, South Salem High, Salem
Gjerde, Byron, Lake Oswego Junior High, Lake Oswego
Gleimme, Peter, Central High, Independence
Godfrey, Ernest, Cascade High, Turner
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Grasham, Superintendent, North High, Stayton
Gruber, Robert, McNary High, Salem
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