OREGON COLLEGE OF EDUCATION

BULLETIN

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OREGON STATE SYSTEM OF HIGHER EDUCATION

Oregon College of Education is a member of the Oregon State System of Higher Education, which was organized in 1932 to provide educational opportunities to young people and adults throughout the state within a closely articulated framework of member institutions. The educational program is so organized as to distribute as widely as possible throughout the state the opportunities for general education and to center on a particular campus specialized, technical, and professional curricula closely related to one another.

The State System is governed by the State Board of Higher Education, whose officers and members are appointed to six-year terms by the Governor with confirmation of the Senate. Their names and term expiration dates follow:

GEORGE LAYMAN, Newberg 1976
President and Chairman, Executive Committee

JOHN W. SNIDER, Medford 1975
Vice President

CHARLES R. HOLLOWAY, Jr., Portland 1973
Member, Executive Committee

PHILIP A. JOSS, Portland 1976
Member, Executive Committee

ROBERT D. HOLMES, Portland 1977

LORAN L. STEWART, Eugene 1977

GEORGE H. COREY, Pendleton 1975

ELIZABETH H. JOHNSON, Redmond 1974

JOHN MOSSER, Portland 1972

The institutions of the State System 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; and Oregon Technical Institute, Klamath Falls. The Medical School and the Dental School of the University of Oregon are located in Portland. The Division of Continuing Education represents all the institutions in making college-level courses and special programs available to all citizens. The division's head office is in Corvallis; other administrative offices are in Ashland, Eugene, La Grande, Monmouth, Portland, Salem, and Roseburg.

The State Board of Higher Education offices are centralized in Eugene. The administrative officers of the State System are:

ROY E. LIEU ALLEN, Ed.D., L.H.D.
Chancellor, State System of Higher Education

LEONARD W. RICE, Ph.D.
President, Oregon College of Education

ROBERT D. CLARK, Ph.D.
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LOUIS C. TERKLA, D.M.D.
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Vice Chancellor for Facilities Planning

DONALD R. LARSON, B.A.
Assistant Chancellor, Director of Public Services

KEITH JACKSON, M.S.
Budget Director


An interinstitutional booklet, “Your Education,” lists fields of study at all State System institutions, and contains other important information for prospective students. For a copy, write to Division of Publications at the following address:

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

ACREDITATION

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. It is accredited as a degree-granting college by the National Council for Accreditation of Teacher Education and is authorized to publish this 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 a member of the National Association of Schools of Music.

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, psychological studies-social science, science-mathematics, and the arts).

Master of Science: elementary and secondary education, with several areas of education 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 State Institutions of Higher Education in Oregon. 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. A fee of $10 will be charged for processing each application; it cannot be refunded. 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 (SAT) 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 SAT scores may be used for determining 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 fee is $5.75.

The results of these tests should be received by the OCE admissions office at the time of admission. 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 reports 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 will delay the student’s registration. Forms for the required record are sent to each student who is admitted.

Students transferring from another Oregon 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. The transcript should be mailed to the OCE Health Service.

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 suggestion 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 under “Advanced Standing” section (below).

EARLY ADMISSION TO FRESHMAN STANDING. Oregon residents who have completed seven semesters of high school with a GPA of 2.50 or higher, or who have earned a combined score of 950 on the College Entrance 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 should present 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 transfer and entering freshmen.

Oregon residents must file an application for admission by August 15, 1971, 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 limits 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 Hst 201, 202, 203 if a score of 3, 4, or 5 is attained.

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

Foreign Languages:

Romance Languages. Nine hours of credit will be granted for RL 311, 312, 313 (Survey of French 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 87-101)

TUITION AND FEES

Uniform tuition is charged at all four-year institutions of the State System of Higher Education. Certain fees for special purposes also are charged by the institutions. Charges are set by the State Board of Higher Education which may change the published amounts without notice.

Tuition and fees entitle the student to use the college library, laboratory equipment and materials, and gymnasium and furnishings, and also to medical attention and advice at the health service and to other services maintained by the college for students' benefit. No reduction of fees is made to students not wanting some of these services.

Tuition for full-time students is listed below. It is anticipated that tuition will be increased in the fall of 1971, so the changes in the 1970-71 school year and the predicted charges in 1971-72 are shown. A full-time student, beginning in the fall of 1971, is one taking at least 12 but no more than 21 credit hours per term.

Charges for 1970-71 for 1971-72*
1 term 3 terms 1 term 3 terms
Undergraduates
Resident $136 $408 $163 $489
Nonresident 359 1077 416 1248
Graduates
102 486 217 651
* Exact charges will be available by June 15, 1971, following State Board of Higher Education action in June. Amounts may be learned by writing to the director of admissions at OCE.

Part-time Students and Auditors Fee. In the fall of 1971, a part-time student will be one who enrolls for 11 credit hours or less per term. For every credit hour he will pay a sum equal to one-twelfth of what is charged to a full-time student, with some additions made in the charges for health services and the building fee. The building fee and health services fee will be charged alike to both full-time and part-time students. A minimum fee will be charged equal to that for two credit hours. This fee entitles part-time students to all services maintained by the college for students' benefit.
Regulations Governing Nonresident Fee

Under the regulations of the State Board of Higher Education, a minor student whose parent or guardian is a bona fide resident of Oregon qualifies for enrollment under the resident fee. An emancipated 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 in any institution of higher learning in the State of Oregon.

All other students are required to pay the nonresident fee, with the following exceptions: (1) a student who holds a 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 School leading to the degree of doctor of medicine or doctor of dental medicine is required to pay the nonresident fee); (2) a student attending a summer session.

Nonresident undergraduates registered for fewer than 12 credit hours or more than 21 credit hours shall pay for each such hour one-twelfth of the normal tuition charged to nonresident undergraduates, except that the minimum charge to a part-time nonresident undergraduate shall be two-twelfths of the normal tuition charge.

A student who has been classified as a nonresident may be considered for reclassification 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 an emancipated 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 an entire year immediately prior to the term for which reclassification is sought, and that he has no intention of moving out of the 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 admissions office.

Special Fees

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.

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, ineligible 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. A fee of $2 is charged for the first copy, and $1 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 $1.50, 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 who withdraw 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
Graduating students are 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.

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). Registrar's office, business office, major administrative offices and services, classrooms.

Arnold Arms (1925). Classrooms and faculty offices.

Campbell Hall (1871, 1889, 1898, 1917). Art Department classrooms and faculty offices. This historic building 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 early presidents, T. F. Campbell (1869-82) and his son, Prince L. Campbell (1889-1902). Student, faculty, and guest artists exhibit in a small gallery here.

Campus Elementary School (1915, 1948, 1958). The college owns the school, which is a unit of the Monmouth-Independence School District. The school is used by the Education and Psychology Department as a teaching laboratory.

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

Education Building (1966). Education and Psychology Department classrooms, faculty of -

ices, and specialized facilities; also administrative center of the Teaching Research Division of the State System of Higher Education.

Health and Physical Education Building (1936). Health, Physical Education, and Athletics Department faculty offices, classrooms, and activity areas. The building has a 1,000-seat gymnasium and the indoor Wolverton Memorial Pool.

Humanities and Social Science Building (1964). Classrooms and faculty offices of the Humanities and Social Science departments. This building replaced the section of Campbell Hall that was destroyed in 1962.

Library (1951, 1967). All parts of the building are accessible to students. Reading areas are located throughout the building. More than 100,000 books and 900 periodicals are available. In addition to publications used in college curricula, the library provides for bibliographical needs, reference services, and recreational reading. It receives many government publications. 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 (1913). Physical education activity classes.

Memorial Stadium and Fields. The covered grandstand seats approximately 2,000 persons for football and track and field. The baseball field and other athletic and physical education fields are nearby for use of intercollegiate and intramural teams.

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

Natural Sciences Building (1970). Classrooms, laboratories, and offices of the Natural Sciences and Mathematics Department; meteorological equipment and a greenhouse are located on the roof.

West House (1924). Special programs and faculty offices of the Social Science Department.

Under Construction. The new Physical Education Building.

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.

**STUDENT LIVING**

Experiences in democratic living are encouraged by Oregon College of Education in its residence hall program. The college operates residences for men and women, many of whom enter a new type of living environment when they enter college. This new experience is regarded by the college as a way to educate students to live among others. Self-government is encouraged, and lessons in democracy and concern for others thus are taught through the associations with one’s fellows.

The residence halls are designed for comfort and to encourage social and educational development of students. At the same time, the college intends to keep students’ housing expenses as low as possible.

Each residence hall is staffed by a head resident and student assistants who are part of OCE’s student personnel program. Student assistant positions are filled by junior and senior men and women who have extensive experience in residence hall living and who advise the younger students.

Rooms are attractively furnished. Each residence hall also has lounges, snack areas, laundry facilities, pianos, soft-drink dispensers and other facilities.

Dining facilities are in the Food Service Building. These facilities serve all who live in residence halls, but also may be used by those who live off campus.

**Housing Policies**

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 residences for unmarried students.

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

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:

Multiple Single
Arbuthnot, Maaske, Butler, Gentle, Barnum, Landers

$885.00 $1092.50

When reservations are cancelled, a refund of $40 will be made only if cancellation is made before August 15, 1971, 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 year. 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 room charges for the entire school year.

Housing for Married Students. The college owns and operates seven buildings containing 32 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 regulations may be obtained from the dean of students' office at OCE.

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

Student Residences

Arbuthnot Hall (1963). Living facilities for 162 in double rooms and for the head resident. A lounge and kitchenette are located on each floor.

Barnum Hall (1968). Four women live together in apartments having living-study areas, sleeping rooms, and connecting baths. The hall consists of four buildings, three for student residents and the fourth for lounge and activity areas and the head resident's apartment. Capacity is 146 students.

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

Gentle Hall (1966). Similar to Barnum, but for women.

Landers Hall (1970). Living facilities for 318 women in double rooms. The hall consists of seven buildings, six for residents and the seventh for lounge and activity areas and the head resident's apartment.

Maaske Hall (1956). Living facilities for 104 men in double rooms and for the head resident. The building has lounges, a student room, and recreation room.

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

Other Student Facilities

Student Center (1960). The center for student government and organizations, containing meeting rooms and offices. There are several lounge areas, a coffee shop, a game room, student publications offices, and ballroom facilities.

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

Food Service Building (1971). Located among the residence halls in the northern part of the campus. It has dining facilities for all residence students.

Counseling Center. The counseling center, located in Cottage 203, provides a confidential setting where a student may explore his concerns with a professional counselor. Students seeking assistance in career planning or solutions to personal problems are encouraged to utilize the resources of this office.

Campus Store. Self-service store located in the Student Center. Textbooks, paperbacks, art supplies, small personal items, miscellaneous articles.

STUDENT WELFARE

Student welfare programs have been established at OCE to assist students in their educational, social and intellectual development. The programs are coordinated in the Student Personnel Office, which is headed by the dean of students. His staff consists of associate and assistant deans who are in charge of discipline, housing policies, financial aids, and scholastic counseling. Other members of his staff work to develop counseling, the health service, and student activities. The dean of students and his staff are available to students at all times. All faculty members are encouraged to assist when possible.

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. 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.

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 consider 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, firesides, 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.

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.

Student Counseling Center

The Student Counseling Center was established to help students become maximally effective and adaptive as students and persons. To help each student develop his potentialities and to benefit from his college career, professional counseling services are provided for a wide range of personal concerns: educational, vocational, interpersonal, and marital.

The center is located in Room 203 of the Cottage. Students may freely discuss and explore in confidence with a professional counselor those problems or concerns that are important to them. The goal of counseling is to facilitate growth in understanding of self, others, and environment through personal interviews, group sessions, testing, and information.

The center maintains a file of interest, personality, achievement, and special aptitude tests. A career information library provides resources related to job information, military service, selective service, Peace Corps and VISTA, as well as other governmental programs. There is no fee for counseling, but a nominal charge is made for testing.

Students may call or visit the center between 8 a.m. and 5 p.m. Monday through Friday to schedule an appointment.

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 transporta-
tion 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.

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.

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 OCE who are broadly representative of the state. The board holds it meetings on the campus.

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

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, 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 student government. Student government, through several boards and 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

Blue Key. National fraternity for junior and senior men.


Professional Honor Societies

Kappa Mu Cast of Alpha Psi Omega. National dramatics honorary based on participation in drama; presents evenings of one-act plays; sponsors drama scholarship.

Kappa Kappa Psi. Band men’s fraternity.

Tau Beta Sigma. Band women’s sorority.

Music Educators National Conference. Student chapter of a music education organization which sponsors concerts, recitals and other musical events.


Mu Phi Epsilon. Sorority for music majors and minors.

Service Honoraries

Staff and Key. For women.

Collecto-Coeds. For women.

Intercollegiate Knights. For men.

Special Interest Organizations

Classes. Freshman, sophomore, junior, and senior organizations.

Residence Halls. Each living group is organized for social, recreational, and other purposes.

Student Oregon Education Association. Open to students in teacher education.

Young Democrats.

Young Republicans.

Hui O Aloha. Open to students from Hawaii.

Wolfettes. Women’s pep club.

Band. Plays at athletic events and sponsors and conducts musical activities.

Choir. Sponsors concerts on campus and in nearby communities.

Spanish Club. Open to students of Spanish.

Women’s Recreation Association. Coordinates women’s intramural and extramural recreational programs; blazers awarded to qualifying students.
Women's Chorale. Open to students with singing ability; presents concerts on and off campus.

Ski Club. Organizes trips.

Deseret Club. Open to members of the Jesus Christ Church of Latter-day Saints.

Inter-Varsity Christian Fellowship. Interdenominational movement to strengthen spiritual life and present opportunities in the mission field.

Newman Club. Open to Catholic students.

Collegiate Veterans Club. Open to veterans of the armed forces.

Black Students Union. Open to black students.

Chamber Symphony. Open to students who play orchestral instruments; concerts on and off campus.

Select Singers. Open to members of the choir or women's chorale.

Rally. Pep squads for varsity and junior varsity teams.

Students for a Sane Society. Interested in changing American political and social institutions.

Rodeo Club. Prepares participants for competitive showing and riding; indoor arena and box stalls rental service.


Student Art Association. Organizes and sponsors exhibits, discussions, lectures, and films.

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 Evergreen 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. Scheduled events, including readings, concerts, lectures and the like, also are part of the regular gallery programming. In addition, student and faculty work is shown throughout the campus as part of the intranstitutional 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.

Lectures and Assemblies

A variety of assembly programs encourages interest in political, literary, artistic, and other areas. Lecturers, artists, and public figures meet frequently with student groups.
Publications

OCE students sponsor several publications. Lamron, the student newspaper, is published weekly; it is edited and managed by students. Grove is the yearbook, also edited and managed by students. A literary magazine is published annually and features original literary and art work. We're Wolves acquaints new students with the college and student activities.

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 McColloch 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

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 second-year item varies with personal needs and tastes of the individual. The expenses of the first term are listed separately since the first term involves expense not incurred during the second and third terms.

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<th>Year</th>
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<tr>
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* Predicted. Exact amount will be available by June 15, 1971, following State Board of Higher Education action in June.

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 Grants

The state legislature provides a limited amount of financial aid for Oregon residents attending institutions of higher learning in Oregon. The aid, in the form of grants, is administered through the State Scholarship Commission. Many of the awards are made to entering freshmen. Information may be obtained from high school counselors, or by writing to the State Scholarship Commission, 1445 Willamette, Eugene 97401, or to the financial aid office at OCE.

Scholarships and Awards

Bernard Daly Educational Fund. 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.

Eastern Star Scholarships. Five scholarships of $100 each annually for women who are members or daughters of members of the Order of the Eastern Star in Oregon 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 trust of the late Mrs. Maria C. Jackson, widow of C. S. Jackson, founder of the Oregon Journal. Trustees have granted Oregon College of Education a $1,000 scholarship for the 1971-72 school year. All scholarship applicants are automatically considered for this award.

Kappa Pi Art Scholarship. For 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 loans and grants for Lake County students for graduate and undergraduate work.

Oregon College of Education Awards

OCE Dads Club Awards

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

OCE Mothers Club Awards

Up to $150 for board and room costs in winter and spring terms for students, preferably of junior standing and having a 2.5 grade-point average. Awards are made 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. Oregon Congress of Parents and Teachers tuition scholarship awards are available to Oregon residents who plan to prepare for elementary or secondary teaching in public schools of Oregon. High school seniors or graduates and college students may apply for these scholarships. Scholarships are for $250 a year for a period not to exceed four years (12 terms). 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 reside in 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.

Nonresident Grant Awards

Limited number of nonresident 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

Congress has made educational opportunity grants available to a limited number of under-graduate 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 enrolled in good standing may receive educational opportunity grants for each year of their higher education, although the maximum duration of a grant is four 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 financial aid office.

National Defense Student Loan Fund. This fund was established by Congress to assure that "no student of ability will be denied an opportunity for higher education because of financial need." Though not limited to students preparing for teaching, the loan arrangement is especially attractive to such students. Up to one-half the amount borrowed may be cancelled for those who enter the teaching profession in public schools and continue in it for five years. A maximum of $900 may be borrowed each year.

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 $1,800 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 young people from middle- and upper-income families, a guaranteed loan program was established by Congress. 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 up to $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 college. Repayment of principal and interest begins 10 months after he completes his course of study. The objective of this program is to make the loan insurance available to any qualified college student who wants to borrow.

The Ackerman Memorial Loan Fund. Honors the late J. H. Ackerman, former president of the college.

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

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

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

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

Harry L. Holmes and David H. Holmes Scholarship Fund. For male students of Jackson County, except those planning careers in medicine, law, music, or art; selection is by a committee of Jackson County residents.

George J. Harding Memorial Loan Fund. Honors the late George J. Harding of the faculty in speech and drama.

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

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

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

Roben J. Maaske Memorial Student Loan Fund. A memorial to Roben J. Maaske, president of OCE from 1950 to 1955; for students preparing to teach.

Lee J. Mahoney Memorial Loan Fund. A memorial to Lee J. Mahoney of the faculty; restricted to students interested in teaching mathematics.

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

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

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

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

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

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


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

OCE Alumni Association Loan Fund.

Mothers Club and Dads Club Loan Fund.

Oregon Department, Daughters of Union Veterans of the Civil War Student Loan Fund. Preference given to descendants of Union veterans.

Federation of Women's Clubs Education Fund.

Educational Loan Foundation Fund, IOOF. For students who have completed at least one year of college.

Knights Templar. National fund available for juniors and seniors.

Masonic Educational Funds. For children of Master Masons; loans approved by the Grand Lodge of Oregon.

Monmouth Chamber of Commerce Loan Fund.

P.E.O. Educational Loan Fund. For women students; loans processed through P.E.O.

Sovereign Grand Lodge Education Loan Fund. Loans approved by fund administrators.

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

Employment

Many students earn a large part of their expenses by work in the summers and during the academic year. The work available includes housework, janitor work, typewriting, reporting, waiting on tables, clerking, gardening, caring for children, etc.

Regular

An organized effort is made to assist those desiring to find work. Applications should be made to the financial aids office. Employment can-
not 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 more readily obtained after the student has familiarized 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.

4. A student earning his board and room or working 20 hours or more a week should not carry a full academic load.

Work-Study

The purpose of the college work-study program, as established by Congress, is to stimulate 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, a student must be a citizen or permanent resident of the United States; from a low-income family or without a family; in need of employment to continue his education; in good standing with the college and capable of remaining in good standing; full-time or accepted for enrollment as a full-time student.

A student may be employed a maximum of 15 hours a week when classes are in session or 40 hours a week during vacation periods.

Application forms for employment are available from the dean of students' office in the Cottage.
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 90 term hours. Normally, the determination of grade point averages for honors purposes will be made at the end of winter term of the student's senior year.

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.

A TERM HOUR (also called a “quarter hour” or “credit 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 does not exceed the tuition charged to full-time students at the institutions of the State System of Higher Education. For further information contact the registrar.

Class Standing. Freshmen, 44 or fewer hours; sophomores, 45-89 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; no credit, N; course dropped and withdrawal from school, W; incomplete, I. 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-no-credit 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, I for each term hour of D, and 0 for each term hour of F. Marks of I, P, N, and W are disregarded in the computation of points. The grade-point average (GPA) is the quotient of total points divided by total term hours in which grades (A, B, C, D, and F) are received. Students who receive a grade of "F" may repeat the course; only the most recent grade will be computed in the GPA. A minimum grade-point average of 2.00 or C is required for graduation.

Hours Attempted and Hours Earned Toward Graduation. "Hours attempted" are those for which a student receives a grade of A, B, C, D, F, or P. "Hours earned" are those for which a student receives a grade of A, B, C, D, or P. In order to graduate, a student must earn 192 hours of credit regardless of the number of hours attempted.

In cases where institutionally acceptable course work is repeated, the most recent grade is used in the computation of the cumulative grade-point average, regardless of earlier grades. It is the responsibility of the student to request adjustment of grade-point averages. Forms for this purpose are provided by the registrar's office.

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.
300-499  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.
700p  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 C or G courses are
expected to perform at a level of academic com-
petence 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 reg-
ular procedures and deadlines for course changes
apply in the case of students seeking, or with-
drawing from, graduate credit.

Withdrawal from a Course. A student may
withdraw from a course (or courses) without
being responsible for his grade up to the sched-
uled date shown on the academic calendar. If
a student withdraws from 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 withdrawal. 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 re-
ponsible for grades up to the scheduled date
shown on the academic calendar. If he with-
draws 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 ac-
tion at the close of the term. It should be noted,
however, that in situations of emergency (acci-
dents, prolonged illness, etc.) a student may be
permitted to withdraw without penalty at any
time upon approval of the Academic Require-
ments Committee.

Procedures. The form for withdrawing from
a course may be obtained in the registrar's office.
It should be signed by the instructor and re-
turned to the registrar's office before the action
may 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 neces-
sary 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. Withdrawal will not 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 re-
   quired courses will be granted to students
   in elementary education because of mili-
   tary service.
c. No waiver will be granted to any student
   who is majoring or minoring in physical
   education.
d. Students in secondary education may peti-
   tion 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 sec-
   ondary education.

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

Scholarship Regulations. The administration
of the regulations governing scholarship re-
quirements is vested in the academic require-
ments 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 cu-
mulative 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, 1972

The summer session at Oregon College of Education will run for eight weeks in 1972, from June 19 through August 11. It will be followed by an intersession of three weeks, August 14 through September 1.

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 transcript 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 19-August 11

Courses offered during the regular summer session include undergraduate and graduate work for students working toward the bachelor's or master's degrees and refresher courses for teachers in service who wish to take advantage of new developments in their fields. The courses to be offered will be announced in the summer session bulletin to be available in March, 1972. 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 14-September 1

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

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

Workshops

Workshops offered during the summer are planned primarily for experienced teachers. Information is available from the director of summer session at the college.
UNDERGRADUATE CURRICULA

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.

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.

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27 Teacher Education
29 Kindergarten
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34 Liberal Arts and Sciences
34 General Studies
34 Associate in Arts
35 Preprofessional
40 Special Programs
   (Honors, ROTC, Fine Arts)
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 and Hearing Specialists
  - 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 also must 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 OCE Education and Psychology Department office.

Admission to Student Teaching and Internship

Application and approval to enter the teacher education program does not guarantee approval for student teaching. The Teacher Education Committee establishes policies and standards to be completed prior to admission to student teaching. Application forms may be obtained from the Education and Psychology Department office. Applications for student teaching must be submitted between February 1 and
March 1 for assignments during the following academic year. Candidates for internship must submit their applications between November 1 and November 15 of the year prior to their intended internship.

Before student teaching, a candidate must have completed a substantial portion of professional education and subject area requirements with approved scholarship (within 51 hours of satisfying requirements for graduation), met departmental and Teacher Education Committee 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 (exclusive of summer session) 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.

INTERNERSHIP

Through a cooperative program with 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 field experiences to plan an individual program for interested students.

The following information describes 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 satisfying requirements for graduation with required scholarship) within the year of application.
2. Complete all the prerequisite hours in professional teacher education courses (excluding student teaching) during the year of application.
3. Satisfy all screening requirements of the committee on teacher education.

Transfer Students. In order to be considered for an internship position, transfer students must have satisfied the eligibility requirements listed above and have spent at least one term (exclusive of summer session) preceding the internship as a full-time student on campus at Oregon College of Education.

Application for Teacher Certificate. All Oregon state teachers certificates are issued by the Oregon Board of Education to otherwise qualified applicants upon recommendation of the institution through which an applicant has completed his program. All graduate students completing programs through Oregon College of Education and requiring an institutional recommendation must have a planned program on file and satisfy all specific requirements of that program. Undergraduates must successfully complete an approved degree program in order to obtain the institutional recommendation.

Application is made by submitting the required form, which is available in the placement office at OCE, to the Oregon Board of Education, Salem, along with the required $8
fee, an official transcript, and the institutional recommendation. The recommendation and the official transcript ($1 fee required) must be requested by the applicant from the OCE registrar's office.

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.

It is recommended that students interested in the education of young children qualify themselves as kindergarten-primary teachers by including in their degree program 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
      German
      Spanish
      Mathematics
      Music
      Physical Education
      Science
      Social Science
      Speech/Speech Pathology
      d. Second Minors (optional)
      Special Education
      Extreme Learning Problems
      Mental Retardation
      Speech Pathology and Audiology
      Library

2. B.A. Degree:
   Completion of all requirements for B.S., 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

Undergraduates are required to take the following work to satisfy the requirements for the basic certificate for elementary teachers. Work taken to satisfy general education requirements also may be applied to requirements for the minor where appropriate.

Entering freshmen should be aware of the possibility that the following general education requirements may be revised to meet the standards of an experimental program called the liberal arts core curriculum. Specific information about this curriculum program will be contained in the published Schedule of Classes which is made available to students before registration.

| Humanities | 21 |
| Including composition, literature, and approved speech course |
| Social Science | 18 |
| History of Western Civilization | 9 |
| Introductory Geography | 6 |
| History of the Pacific Northwest | 3 |
| Natural Sciences | 20 |
| Biological Science | 8 |
| Physical Science | 12 |
| Mathematics | 12 |
| Essential of Mathematics for Elementary Teachers | 9 |
| Mathematics for Elementary Teachers | 3 |
| Art | 6 |
| Art Appreciation and 3 hours selected from Drawing and Composition, A 220, 221, 226; Design A 222, 228, 229; Crafts, A 230, 231, 232; Art History, A 251, 252, 253; Ceramics A 254. |
| Music | 6 |
| Music Fundamentals |
| Physical Education | 6 |
| Designated activity courses |
| Psychology | 12 |
| Psychosocial Development sequence (Psy 225, 226, 227) satisfies teacher education requirements. 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. |

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Professional Education requirements — 48
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Minor
Minimum quarter hours .................. 36
Electives to total a minimum of ...... 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 accumulative 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, German, or Spanish)
      Speech and Drama
      Music
      Mathematics
      (Elementary Algebra and Geometry)
      Science
      (Physical Science-General Science)
      Social Science
   d. Optional Third-Area Minors in Specialized Fields.

   Special Education
   Speech Pathology and Audiology
   Mental Retardation
   Journalism
   Library

2. B.A. Degree:
   Completion of all requirements for B.S., 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

Undergraduates are required to take the following work to satisfy the requirements for the basic certificate for secondary teachers. Work taken to satisfy general education requirements also may be applied to requirements for the minors where appropriate.

Entering freshmen should be alert to the possibility that the following general education requirements may be revised to meet the standards of an experimental program called the liberal arts core curriculum. Specific information about this curriculum program will be contained in the published Schedule of Classes which is made available to students before registration.

   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.
   Natural Sciences-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 226, 227, 237) satisfies teacher education requirements. Students who have completed some college work in psychology may complete either the above sequence or other approved courses from the following: Ed 311, Psy 311, Psy 315, Psy 334.

Professional Education Requirements — 35
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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, humanities, music, physical education, sciences-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
      - Natural Sciences-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, German, or Spanish)
      - Physical Education
      - Health and Physical Education
      - Humanities (Literature, Writing and Language)

 2. B.A. Degree:
   Completion of all requirements for B.S., 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

Undergraduates are required to take the following work to satisfy the requirements for the basic certificate for secondary teachers. Work taken to satisfy general education requirements also may be applied to requirements for the major where appropriate.

Entering freshmen should be alert to the possibility that the following general education requirements may be revised to meet the standards of an experimental program called the liberal arts core curriculum. Specific information about this curriculum program will be contained in the published Schedule of Classes which is made available to students before registration.

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

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

Natural Sciences-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. Students who have completed some course work in psychology may com-
complete either the above sequence or other approved courses from the following: Ed 311, Psy 311, Psy 312, Psy 334.

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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 bachelor'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 bachelor'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

Entering freshmen should be alert to the possibility that the following general education requirements may be revised to meet the standards of an experimental program called the liberal arts core curriculum. Specific information about this curriculum program will be contained in the published Schedule of Classes which is made available to students before registration.

Humansities

Wr 121, 222, 323 Sp 111. Fundamentals of Speech (or any lower division literature sequence) 24

Physical Education

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

Natural Sciences

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

Mathematics

Mth 121, 122, 123. Essentials of Mathematics (or other approved speech course) 12

Mth 311. Mathematics for Elementary Teachers 9

Music

Mus 381. Music Fundamentals 3

Social Science

Hist 101, 102, 103. History of Western Civilization 9

Geog 105, 106. Introductory Geography 6

Hist 475. History of the Pacific Northwest 3

Psychology

Psychosocial Development sequence (Psy 225, 226, 227) satisfies teacher education requirements. 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. 84

Professional Education Requirements, page 46
Art Major, page 42

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

Entering freshmen should be alert to the possibility that the following general education requirements may be revised to meet the standards of an experimental program called the liberal arts core curriculum. Specific information about this curriculum program will be contained in the published Schedule of Classes which is made available to students before registration.

Art

A 127. Art Appreciation 3

Humansities

Wr 121, 222, 323. English Composition 9

Sp 111. Speech, or approved substitute 3

Any lower division literature sequence 9

Physical Education


Natural Sciences-Mathematics

GS 201, 202, 203. Fundamentals of Physical Science or approved sequence in science or mathematics 12
Social Science .......................................................... 9
Hist 101, 102, 103. History of Western Civilization, or an approved sequence in social science

Psychology ............................................................. 9
Psychosocial Development sequence (Psy 225, 226, 227) satisfies teacher education requirements. 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 47
Music Major, page 67

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

Entering freshmen should be alert to the possibility that the following general education requirements may be revised to meet the standards of an experimental program called the liberal arts core curriculum. Specific information about this curriculum program will be contained in the published Schedule of Classes which is made available to students before registration.

Humanities ............................................................. 21
Wr 121, 222, 323. English Composition ........................................ 9
Any lower division literature sequence ........................................ 9
Sp 111. Fundamentals of Speech ............................................. 3

TEACHER EDUCATION .............................................. 33
Social Science .......................................................... 18
History of Western Civilization ............................................. 9
Introductory Geography ...................................................... 6
History of the Pacific Northwest .......................................... 3

Natural Sciences ......................................................... 12
GS 201, 202, 203. Foundations of 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 232, 228, 229; Crafts, A 230, 231, 232; Art History, A 251, 252, 253

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

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

Psychology ............................................................. 9
Psychosocial Development sequence (Psy 225, 226, 227) satisfies teacher education requirements. 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 47)

Speech Pathology and Audiology Courses ........................................ 30
Minor and Electives ...................................................... 41

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 relating 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.

Completion of at least 192 term hours, including 62 term hours of upper division, and a 2.0 cumulative grade-point average in all college work and all work taken at OCE, are required for the bachelor of science degree. Completion of those requirements, but including 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), are required for a bachelor of arts degree.

General Education Requirements

Entering freshmen should be alert to the possibility that the following general education requirements may be revised to meet the standards of an experimental program called the liberal arts core curriculum. Specific information about this curriculum program will be contained in the published Schedule of Classes which is made available to students before registration.

<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>Natural Sciences-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 sci-</td>
<td></td>
</tr>
</tbody>
</table>

ences as well as an introduction to mathematics. The college sequence should complement the high school background.

Social Science ........................................ 9
A one year sequence in social science
A one term course selected from three of the following areas and a one year (3 term) sequence in the remaining area ........................................ 18

Art—Art Appreciation or Art History ........................................ 3-9
Music—Music Literature or Music History ................................. 3-9
Philosophy ........................................ 3-9
Psychology ........................................ 3-9

Major
To be chosen from one of the broad fields of social science, social science-psychology, natural sciences-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, natural sciences-mathematics or social science. Twelve 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 associ-
ate 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.

General Education Requirements

Entering freshmen should be alert to the possibility that the following lower-division curriculum in liberal arts and science may be revised to meet the standards of an experimental program called the liberal arts core curriculum. Specific information about this curriculum program will be contained in the published Schedule of Classes which is made available to students before registration.

LOWER-DIVISION CURRICULUM IN LIBERAL ARTS AND SCIENCES

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
</tr>
<tr>
<td>English Composition (W 121)</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111) or approved substitute</td>
<td></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>Second Year</td>
<td>48</td>
</tr>
<tr>
<td>English Composition (W 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>
</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>First Year</td>
<td></td>
</tr>
<tr>
<td>English Composition (W 121)</td>
<td>3</td>
</tr>
<tr>
<td>College Algebra (Mth 101)</td>
<td>4</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111) or approved substitute</td>
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BUSINESS ADMINISTRATION

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
</tr>
<tr>
<td>English Composition (W 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>
<tr>
<td>Electives</td>
<td>9</td>
</tr>
<tr>
<td>Second Year</td>
<td>46</td>
</tr>
<tr>
<td>English Composition (W 222)</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Economics (Ec 201, 202, 203)</td>
<td>9</td>
</tr>
<tr>
<td>Fundamentals of Accounting (BA 211, 212, 213)</td>
<td>9</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111, 112) or approved substitute</td>
<td>6</td>
</tr>
<tr>
<td>Elements of Statistical Methods (Mth 325)</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology (Psy 201, 202, 203)</td>
<td>9</td>
</tr>
<tr>
<td>Electives</td>
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</table>

BUSINESS ADMINISTRATION AND TECHNOLOGY

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
</tr>
<tr>
<td>English Composition (W 121)</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111) or approved substitute</td>
<td></td>
</tr>
<tr>
<td>Introductory Geography (Geog 105, 106, 107) or Principles of Economics (Ec 201, 202, 203)</td>
<td>9</td>
</tr>
<tr>
<td>Fundamentals of Accounting (BA 211, 212, 213)</td>
<td>9</td>
</tr>
<tr>
<td>Sequence in science</td>
<td>9-12</td>
</tr>
<tr>
<td>Intermediate Algebra (Mth 100)</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
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ENGINEERING

<table>
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<th>Hours</th>
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<tbody>
<tr>
<td>English Composition (W 121)</td>
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</tr>
<tr>
<td>Mathematics Sequence (Mth 200, 201, 202)</td>
<td>12</td>
</tr>
<tr>
<td>General Physics (Ph 201, 202, 203)</td>
<td>12</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>3</td>
</tr>
<tr>
<td>Sequence in Social Science or Humanities</td>
<td>9</td>
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</table>

FORESTRY

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>First Year</td>
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</tr>
<tr>
<td>English Composition (W 121)</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111) or approved substitute</td>
<td></td>
</tr>
<tr>
<td>Elem. or Gen. Chemistry (Ch 104, 105, 106)</td>
<td>12</td>
</tr>
<tr>
<td>General Botany (Bi 203, Bot 204)</td>
<td>8</td>
</tr>
<tr>
<td>College Algebra, Trigonometry, Intro. to Differential and Integral Calculus (Mth 101, 102, 200)</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Economics (Ec 201, 202, 203)</td>
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50
### GEOLOGY

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter Hours</th>
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</thead>
<tbody>
<tr>
<td>English Composition (Wr 121)</td>
<td></td>
</tr>
<tr>
<td>General Chemistry (Ch 104, 105, 106, or Ch 204)</td>
<td></td>
</tr>
<tr>
<td>Ch 204, 205, 206</td>
<td>12</td>
</tr>
<tr>
<td>Geology (G 201, 202, 203)</td>
<td></td>
</tr>
<tr>
<td>Introduction to Geology (Geoc 105, 106, 107)</td>
<td>9</td>
</tr>
<tr>
<td>College Algebra, Trigonometry, Intro. to Differential and Integral Calculus (Mth 101, 102, 200)</td>
<td>13</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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### HOME ECONOMICS

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<th>Course</th>
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<tbody>
<tr>
<td>English Composition (Wr 121)</td>
<td></td>
</tr>
<tr>
<td>History of Western Civilization (Hist 101, 102, 103)</td>
<td>3</td>
</tr>
<tr>
<td>General Chemistry (Ch 104, 105, 106)</td>
<td></td>
</tr>
<tr>
<td>Nutrition (HE 355)</td>
<td>3</td>
</tr>
<tr>
<td>General Psych. (Psy 201, 202)</td>
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</tr>
<tr>
<td>Fundamentals of Speech (Sp 111) or approved substitute</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Music and its Lit. (Mus 201)</td>
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<tr>
<td>Art Appreciation (A 127)</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>6</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
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### INDUSTRIAL ARTS EDUCATION

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<th>Course</th>
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<td>3</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111) or approved substitute</td>
<td></td>
</tr>
<tr>
<td>General Psychology (Psy 201, 202)</td>
<td>3</td>
</tr>
<tr>
<td>Sequence in Social Science</td>
<td></td>
</tr>
<tr>
<td>Foundations of Physical Science (GS 201, 202, 203)</td>
<td>12</td>
</tr>
<tr>
<td>Intermediate Algebra (Mth 100)</td>
<td>4</td>
</tr>
<tr>
<td>Personal Hygiene (HE 151)</td>
<td>2</td>
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<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>6</td>
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<td><strong>Electives</strong></td>
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### JOURNALISM

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</tr>
<tr>
<td>Fundamentals of Speech (Sp 111) or approved substitute</td>
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</tr>
<tr>
<td>History of Western Civilization (Hist 101, 102, 103) or History of the United States (Hist 201, 202, 203)</td>
<td>9</td>
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<tr>
<td>General Biology (Bi 101, 102)</td>
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<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
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</tr>
<tr>
<td>Electives (May include J 215)</td>
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<td><strong>Total</strong></td>
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### MICROBIOLOGY

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<tbody>
<tr>
<td>English Composition (Wr 121)</td>
<td></td>
</tr>
<tr>
<td>Sequence in social science or lower division sequence</td>
<td></td>
</tr>
<tr>
<td>General Zoology (Bi 203, Z 204)</td>
<td></td>
</tr>
<tr>
<td>General Chemistry (Ch 204, 205, 206)</td>
<td>13</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td><strong>47</strong></td>
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### PHYSICS

<table>
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<th>Course</th>
<th>Quarter Hours</th>
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</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
</tr>
<tr>
<td>English Composition (Wr 121)</td>
<td>3</td>
</tr>
<tr>
<td>General Dynamics (Ph 201, 202, 203)</td>
<td></td>
</tr>
<tr>
<td>Calculus (Mth 200, 201)</td>
<td>3</td>
</tr>
<tr>
<td>Sequence in social science</td>
<td></td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>4</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td><strong>47</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter Hours</th>
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</thead>
<tbody>
<tr>
<td>Second Year</td>
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<tr>
<td>English Composition (Wr 222)</td>
<td>3</td>
</tr>
<tr>
<td>General Chemistry (Ch 204, 205, 206)</td>
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<tr>
<td>Calculus (Mth 202, 203)</td>
<td>8</td>
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<tr>
<td>Introduction to Modern Physics (Ph 311, 312)</td>
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</tr>
<tr>
<td>Sequence in lower division literature</td>
<td></td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</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

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preprofessional First Year</td>
<td></td>
</tr>
<tr>
<td>(Two years required)</td>
<td></td>
</tr>
<tr>
<td>English Composition (Wr 121)</td>
<td>3</td>
</tr>
<tr>
<td>Sequence in social science</td>
<td></td>
</tr>
<tr>
<td>College Algebra, Trigonometry, Intro. to Differential and Integral Calculus (Mth 101, 102, 200)</td>
<td>12</td>
</tr>
<tr>
<td>Drawing and Composition (A 230, 221, 226)</td>
<td>9</td>
</tr>
<tr>
<td>and Design (A 222, 223, 229)</td>
<td></td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>47</strong></td>
</tr>
</tbody>
</table>

### LAW

**Preprofessional program**

The minimum requirement for admission to a recognized law school is a bachelor's degree. Although the degree may be taken in any field of study, a major in social science usually is recommended. Students enrolled under the OCE general studies program with a major in social science may choose, with the assistance of the prelegal adviser, those courses which experience has shown are particularly helpful in the professional study of law.
For admission to a law school, a student must have a cumulative grade-point average of 2.25 or better in all prelegal work. Applicants also must take entrance or aptitude examinations that may be required by the particular law school to which admission is sought. Senior students should plan on taking the national Law School Admission Test which is given periodically in various geographic locations.

A recommended first-year program follows:

<table>
<thead>
<tr>
<th>First Year</th>
<th>Quarter hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequence in mathematics or science</td>
<td>9-12</td>
</tr>
<tr>
<td>Introductory Geography (Geog 106, 106, 107)</td>
<td>9</td>
</tr>
<tr>
<td>Fundamental 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>U.S. History (Hist 201, 202, 203)</td>
<td>9</td>
</tr>
<tr>
<td>Art Appreciation (A 127)</td>
<td>3</td>
</tr>
<tr>
<td>Intro. to Music and Its Lit. (Mus 201)</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>45-48</td>
</tr>
</tbody>
</table>

**HEALTH SCIENCES**

**PREDENTISTRY**

It is strongly recommended that pre dental students devote at least three years to their pre dental 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 pre dental 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 natural sciences-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.

<table>
<thead>
<tr>
<th>First Year</th>
<th>Quarter hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 121)</td>
<td>3</td>
</tr>
<tr>
<td>General Zoology (Bi 203, Z 204)</td>
<td>9</td>
</tr>
<tr>
<td>General Chemistry (Ch 204, 205, 206)</td>
<td>12</td>
</tr>
<tr>
<td>College Algebra, Trigonometry, Intro. to Differential and Integral Calculus (Mth 101, 102, 200)</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>47</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year</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>First sequence in lower division literature</td>
<td>9</td>
</tr>
<tr>
<td>Quantitative Analysis (Ch 312)</td>
<td>4</td>
</tr>
<tr>
<td>Organic Chemistry (Ch 334, 336)</td>
<td>8</td>
</tr>
<tr>
<td>General Physics (Ph 201, 202, 203)</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>48</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Year</th>
<th>Quarter hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 323)</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111)</td>
<td>3</td>
</tr>
<tr>
<td>Second sequence in social science</td>
<td>9</td>
</tr>
<tr>
<td>Second sequence in literature or foreign language</td>
<td>9</td>
</tr>
<tr>
<td>Comparative Vertibrate Anatomy (Z 324, 325)</td>
<td>8</td>
</tr>
<tr>
<td>Comparative Vertebrate Embryology (Z 326)</td>
<td>4</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>6-9</td>
</tr>
<tr>
<td>Jewelry or Sculpture (A 315 or 331 by special permission)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>45-51</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.

**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 natural sciences-mathematics and includes all requirements other than those which can be met by transfer of credit from medical school.
### 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>General Zoology (Bl 203, Z 204)</td>
<td>8</td>
</tr>
<tr>
<td>General Chemistry (Ch 204, 205, 206)</td>
<td>12</td>
</tr>
<tr>
<td>College Algebra, Trigonometry, intro. to Differential and Integral Calculus (Mth 101, 102, 200)</td>
<td>13</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111)</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>47</strong></td>
</tr>
</tbody>
</table>

### Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 222)</td>
<td>3</td>
</tr>
<tr>
<td>First sequence in social science</td>
<td>9</td>
</tr>
<tr>
<td>First sequence in humanities (literature)</td>
<td>9</td>
</tr>
<tr>
<td>Quantitative Analysis (Ch 312, 313)</td>
<td>8</td>
</tr>
<tr>
<td>General Physics (Ph 201, 202, 203)</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

### Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 323)</td>
<td>3</td>
</tr>
<tr>
<td>Second sequence in social science</td>
<td>8</td>
</tr>
<tr>
<td>Second sequence in humanities (literature, foreign language)</td>
<td>9-12</td>
</tr>
<tr>
<td>Comparative Vertebrate Embryology (Z 324, 328)</td>
<td>3</td>
</tr>
<tr>
<td>Comparative Vertebrate Anatomy (Z 325)</td>
<td>3</td>
</tr>
<tr>
<td>Organic Chemistry (Ch 334, 335, 336)</td>
<td>12</td>
</tr>
<tr>
<td>Genetics (Bl 341)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48-51</strong></td>
</tr>
</tbody>
</table>

* Courses required for admission to the professional program.

### PRENURSING

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

### First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 121)</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111)</td>
<td>3</td>
</tr>
<tr>
<td>Sequence in social science</td>
<td>9</td>
</tr>
<tr>
<td>Sequence in lower division literature</td>
<td>9</td>
</tr>
<tr>
<td>General Chemistry (Ch 104, 105, 106)</td>
<td>12</td>
</tr>
<tr>
<td>Nutrition (HE 325)</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>6</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

### 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.

### 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><em>Mathematics through 200</em></td>
<td>8</td>
</tr>
<tr>
<td>General Chemistry (Ch 204, 205, 206)</td>
<td>12</td>
</tr>
<tr>
<td>Principles of Economics (Ee 201, 202)</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>General Zoology (Bl 213, 214, 215)</td>
<td>6</td>
</tr>
<tr>
<td>Electives (speech, humanities, history, computer coding, accounting)</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>47</strong></td>
</tr>
</tbody>
</table>

* 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 natural sciences-mathematics and the total number of hours required for graduation. (See Predental and Premedicine curricula.)

### 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>Biological Sciences (Bl 203, Bsc 204, Z 204)</td>
<td>12</td>
</tr>
<tr>
<td>General Chemistry (Ch 204, 205, 206)</td>
<td>12</td>
</tr>
<tr>
<td>Mathematics Sequence</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
<tr>
<td>Sequence in Humanities</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>51</strong></td>
</tr>
</tbody>
</table>

### Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 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, 326)</td>
<td>3</td>
</tr>
<tr>
<td>Bacteriology (Bl 221)</td>
<td>3</td>
</tr>
<tr>
<td>Organic Chemistry (Ch 334, 335)</td>
<td>4</td>
</tr>
<tr>
<td>General Physics (Ph 201, 202, 203)</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>51</strong></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 Description</th>
<th>Credits</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>13</td>
</tr>
<tr>
<td>Quantitative Analysis (Ch 312, 313)</td>
<td>4–8</td>
</tr>
<tr>
<td>Organic Chemistry (Ch 331, 332)</td>
<td>6</td>
</tr>
<tr>
<td>Human Anatomy and Physiology (Z 334, 335)</td>
<td>6</td>
</tr>
<tr>
<td>Genetics (Bi 341)</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (Mth 101 and 102 or Mth 104)</td>
<td>4–8</td>
</tr>
<tr>
<td>Essentials of Physics (Ph 101, 102, 103)</td>
<td>9</td>
</tr>
<tr>
<td>Bacteriology (Bi 221, 412)</td>
<td></td>
</tr>
</tbody>
</table>

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

HONORS PROGRAM

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 voluntary. Students selected take some of their work in specialized courses which integrate basic information in 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 is 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 an academic year. Superior junior and senior students who plan to teach may be invited to serve as research, laboratory or teaching assistants.

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

Oregon College of Education offers an Air Force ROTC two-year advanced course, a voluntary program normally taken during the junior and senior years, but also open to graduate students. Qualifying examinations, written and physical, are administered during the school year prior to entry into the program. 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 must have attended a six-week summer training program prior to enrollment. 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 development of air power; mission and organization of the Defense Department; Air Force concepts, doctrine, and employment; aeronautics 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.

FINE ARTS

This interdisciplinary study combines the faculty and resources of the Art, Humanities, and Music departments. It is open to all students.

FA 201, 202, 203 A Correlated Study of the Arts 3 hours each term
The development of means for perceiving, analyzing, and evaluating the arts through readings and lecture-discussion. Emphasis on relationships among various arts (music, drama, painting, film, sculpture, architecture, the dance, etc.) is sought through varied field experiences.
COLLEGE
DEPARTMENTS

The academic offerings at Oregon College of Educa-
tion 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
42  Art
46  Education and Psychology
55  Health, Physical Education, and Athletics
58  Humanities
67  Music
71  Natural Sciences and Mathematics
79  Social Science

Teacher Education candidates
may find the requirements for
degrees in three places:
1. General education re-
quirements are listed with each
curriculum in the Undergradu-
ate Curricula section of this
catalog.
2. Professional educational re-
quirements 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, Glasser, Kirk, R. Richardson, Stobie, Stone.
Instructors: Mattingly, D. C. 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 preservice 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

ART MAJOR (63 hours) for Senior High
School Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>9</td>
</tr>
<tr>
<td>Lower Division Drawing</td>
<td>9</td>
</tr>
<tr>
<td>Lower Division Design</td>
<td>9</td>
</tr>
<tr>
<td>Two Dimensional Areas</td>
<td>15</td>
</tr>
<tr>
<td>Three Dimensional Areas</td>
<td>15</td>
</tr>
<tr>
<td>Theoretical Areas</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td><strong>63</strong></td>
</tr>
</tbody>
</table>

ART MAJOR (79 hours) Specialized Five Year Program

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Education (E and J or S)</td>
<td>5</td>
</tr>
<tr>
<td>Art History</td>
<td>6</td>
</tr>
<tr>
<td>Lower Division Drawing</td>
<td>9</td>
</tr>
<tr>
<td>Lower Division Design</td>
<td>9</td>
</tr>
<tr>
<td>Two Dimensional Areas</td>
<td>15</td>
</tr>
<tr>
<td>Three Dimensional Areas</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td><strong>63</strong></td>
</tr>
</tbody>
</table>

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

ART MINOR (42 hours) Junior High School and Senior High School

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>Lower Division Drawing</td>
<td>6</td>
</tr>
<tr>
<td>Lower Division Design</td>
<td>6</td>
</tr>
<tr>
<td>Courses approved by Art Department</td>
<td><strong>27</strong></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>Lower Division Drawing</td>
<td>6</td>
</tr>
<tr>
<td>Lower Division Design</td>
<td>6</td>
</tr>
<tr>
<td>Courses approved by Art Department</td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

General Studies Curricula

The general studies program offers the student an opportunity 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.
ART COURSES / 43

COURSE DESCRIPTIONS

LOWER-DIVISION COURSES

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 240 Light Image I 3 hours
Studio and laboratory involvement designed to extend visual thinking through manipulation of the developed, printed and found abstract image. Experiences in the many forms motion and time take as they relate to vision and consciousness. Prerequisite: Photography (Ph 161) recommended.

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-Impressionism. 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, glaze composition. No prerequisites.

A 255 Ceramics II 3 hours
Basic laboratory practice in throwing on the potter's wheel. Non-technical glaze composition, kiln stacking and firing. Prerequisite: A 254.

A 256 Weaving 3 hours
Studio introduction to handweaving. Emphasis on design consideration in weaving. Study 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. Study of techniques and 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 289 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 251 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 252 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 design or drawing.

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 design or drawing.

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 basis 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 the bi-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 333 Textile Design II 3 hours
Articulation of design concepts in textile. Original design production using printing processes. Studio experience with emphasis on aesthetic and technical aspects of screen printing.

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 Environment 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 356 Weaving II 3 hours
Studio practice extending the study of weaving as an art form. Development of pattern and dimension in weaving. Emphasis on design considerations and personal skills.

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 358 Advanced Mixed Media 3 hours
Advanced study in mixed media. Prerequisite: A 258 or consent of instructor.
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
Programs 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 455 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 456 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 457 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
Education and Psychology

Department Chairman: Dr. Donald H. Duncan
Professors: Beck, Berg, Brody, Burke, Cummins, Duncan, Fahey, Farlow, Garrison, Glogau, F. Hanson, Hiatt, P. Jensen, A. Knuth, Millsap, Rowland, Yost.
Associate Professors: W. Davis, Drale, Drecker, Engler, Kershner, Myers, Richards, Scott, B. Young, E. Young.
Assistant Professor: Addison, Albritton, Aschwald, Austin, Browlow, Carr, Chapman, Dale, Darby, Ferguson, Geil, Girod, Harp, Herzog, Holdt, House, Hoyser, B. Jensen, Kessey, Kelly, Kirk, Koch, Lucas, Lund, Mandelare, Meredith, Mason, McFadden, McKinnon, Miles, Morgail, Nance, O'Brien, Ogan, Redsun, Satterwhite, C. Smith, Stobie, Todd, Tyler, Utz, Wannam.
Instructors: Berry, Bradley, Collins, Kahn, Monson, Olsen, Payton, Perkins, Pratt, J. Richardson, Simpson, Steidel, Thompson.

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

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Learning and Instruction in the Elementary School (9 hours per term)</td>
<td>18</td>
</tr>
<tr>
<td>Children's Literature or Literature for Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>School Health</td>
<td>3</td>
</tr>
<tr>
<td>Specialized Methods in Art, Music, and Physical Education</td>
<td>9</td>
</tr>
<tr>
<td>Student Teaching and Seminar</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

*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 teaching, 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

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychological Foundations of Education</td>
<td>4</td>
</tr>
<tr>
<td>Teaching in the Junior High School</td>
<td>4</td>
</tr>
<tr>
<td>Special Methods in Teaching Fields</td>
<td>6</td>
</tr>
<tr>
<td>Teaching in the Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>Educational Media and Materials</td>
<td>3</td>
</tr>
<tr>
<td>Student Teaching and Seminar</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
</tr>
</tbody>
</table>

Senior High Education Major
(Teaching areas listed by department)
Professional Teacher Education Requirements
Minor: Secondary Education

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Psychological Foundation of Education</td>
<td>4</td>
</tr>
<tr>
<td>Educational Media and Materials</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Reading in the Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Secondary Teaching</td>
<td>3</td>
</tr>
<tr>
<td>Special Methods in the Major Field</td>
<td>3</td>
</tr>
<tr>
<td>Student Teaching and Seminar</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>31</strong></td>
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</table>

Specialized Programs

FIVE-YEAR ART EDUCATION PROGRAM
General Education requirements, page 32
Major in Art Education, page 42

Professional Teacher Education

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning and Instruction in Elementary Education</td>
<td>18</td>
</tr>
<tr>
<td>School Health Program</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education in the Grades</td>
<td>3</td>
</tr>
<tr>
<td>Children's Literature or Literature for Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>Music Education</td>
<td>3</td>
</tr>
<tr>
<td>Student Teaching (Elementary)</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
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</tbody>
</table>

Fifth year in Art Education Program

<table>
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<th>Requirement</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Principles of Secondary Teaching</td>
<td>3-4</td>
</tr>
<tr>
<td>Teaching in the Junior High School</td>
<td>15</td>
</tr>
<tr>
<td>Student Teaching and Seminar, Secondary</td>
<td>15</td>
</tr>
</tbody>
</table>
MUSIC EDUCATION PROGRAM
General Education requirements, page 32
Music Education requirements, page 67

Professional Teacher Education Requirements

Minor: Education
Psychological Foundations of Education .............................................. 4
Principles of Secondary Teaching .................................................. 3
Educational Media and Materials (G) ............................................. 3
Teaching Reading in the Secondary Schools ................................... 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) ..................................... 40

SPEECH PATHOLOGY AND AU迪OLOGY
(Elementary majors only)

General Education requirements listed on page 33.

Professional Teacher Education Requirements

Ed 316. Psychological Foundations of Education .......................... 4
Ed 357. Methods and Materials: Reading .................................... 3
Mus 363. Music Education (Elementary) ...................................... 3
A 323. Art Education (Elementary) ............................................. 3
Ed 351. 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

Specialized Undergraduate Preparation
Minor: Speech Pathology and Audiology
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) .................................................. 3
Ed 363. 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

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 407. Seminar: Extended Activities for the Mentally Retarded 3
Ed 464. The Mentally Retarded Child (G) ..................................... 3
Ed 489. Curriculum for the Mentally Retarded (G) ....................... 3
Ed 409. Practicum: The Mentally Retarded .................................... 12

EDUCATION AND PSYCHOLOGY

Speech Pathology and Audiology
Sp 487. Audiology (g) ........................................................................ 6
Sp 371. Speech Science ..................................................................... 3
Sp 370. Phonetics ............................................................................. 3
Sp 484, 485, 486. Clinical Speech Therapy (g) .......................... 6
Sp 480. Speech Pathology (Introduction) ...................................... 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) .............................................................. 3
Ed 393. Speech Correction in the Schools ..................................... 30

Extreme Learning Problems (Elementary Majors only)
Ed 479. Education of the Exceptional Child (G) .......................... 3
Ed 465. Diagnostic and Remedial Techniques in the Basic Skills (G) ............ 3
Ed 463. The Maladjusted Child (G) ............................................. 3
Ed 468. Diagnostic and Remedial Techniques in Reading (G) ............. 3
Ed 490. Practicum: Remedial Reading ......................................... 6
Approved Courses ........................................................................ 24

General Studies Curricula

SOCIAL SCIENCE-Psychological STUDIES

The concentration in psychological studies, leading to a B.A. or B.S. in general studies, emphasizes the applied aspects of psychology and provides students with a background which may lead to employment as para-professionals in mental health agencies and in certain civil service positions. It also is a foundation for graduate study in such service professions as counseling psychology and social work. Students contemplating graduate work may anticipate being required to take additional background courses. Students must complete 42 quarter hours in psychology and 30 in sociology and anthropology.

Psychology Minor

The general studies program offers the student an opportunity to complete a broad-based academic program. Courses for a psychology minor range from the study of psychology as a scientific discipline to the study of psychology as a service profession. Courses must be planned in consultation with an adviser. Requirements include 27 hours in psychology, with at least 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 hours
School and classroom learning; the nature of the learning process; the relation and significance of motivation; educational measurement and its application to appraising intellectual 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; and 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 teaching; 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; sports; gymnastics; 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 in the teaching of arithmetic and problem solving, health in 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 and the 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 relationship between 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 story-telling, including the planning of a story hour, location of suitable materials for use, and the technique of planning 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 those 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, materials, and equipment characteristics of a good instructional program. Prerequisite: Ed 325, or consent of instructor.

Ed 409 Practicum 1-9 hours
Counseling Speech Pathology Audiology 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 instruction, instructional materials, equipment, and methods, as well as the completion of a special project. E indicates elementary level; S indicates secondary level.

Ed 411 Student Teaching Seminar 3 hours
Designed as part of the student teaching program in elementary, junior high, or senior high schools, supervised instruction into the nature dealing with instructional problems and pedagogical methods, and the nature of the public school and 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 pre-service and in-service teachers with programs for children and youth in various societal and educational agencies; summertime assignments in pre-school and elementary education; practical 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 skills 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 318, or consent of instructor.

Ed 427 School Activities (G) 3 hours
Principles and purposes of school activities; pupil participation in school government; assemblies; clubs, social activities; athletics; speech activities, drama, music, publications, evaluation of the school activity program.

Ed 433 Organization and Practices in the Instructional Materials Center (G) 3 hours
The organization and administration of resource materials centers; acquisition of materials, cataloging and classification; source materials on pamphlets, texts, reference books, recordings, pictures, programmed materials; relationship to unit construction. Students seeking the librarian basic certificate may take this class when they are within 12 hours of graduation, and have completed the library cataloguing course.

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 film, slides, radio, electrical transmissions, and other kindred visual and auditory aids in teaching; sources and applications of audio-visual aid materials, and their practical use.

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 interrelationships 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 skills; 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 consultation 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 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 subject (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 (C) 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 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 underdeveloped 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.

Ed 485 Principles and Practices of Guidance Services (G) 3 hours
Introduction to the field of guidance and counseling. Methods and means of assisting students with personal, educational, and vocational problems are studied. Includes studies of school policies, administration, and tests involved in a guidance program. The social agencies available to the school are also emphasized.

Ed 486 Occupational and Educational Information (G) 3 hours
Materials available regarding occupations; interpretations of present trends; value and usefulness for high school and college students.

Ed 487 Counseling Techniques (G) 3 hours
Purposes and techniques of counseling; dynamics of adjustment and personality change; personality tests and their interpretation; counseling and the individual student. Prerequisite: Ed 485 or consent of instructor.

Ed 489 Curriculum for the Mentally Retarded (G) 3 hours
Curriculum resources, methods, and materials for special classes developed, on the basis of diagnosed characteristics of mentally retarded children. Prerequisite: Ed 464, or consent of instructor.

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

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

Ed 502 Workshop Terms and hours to be arranged

Ed 503 Thesis or Field Study 3-9 hours

Ed 506 Special Individual Studies Maximum of 6 hours
Individual surveys, evaluative studies, and special studies in a limited area of interest, under the guidance of a designated staff member.

Ed 507 Seminar 3-6 hours

Ed 509 Practicum Hours to be arranged 1-9 hours
COUNSELING SPEECH PATHOLOGY AUDIOLOGY REMEDIAL READING THE MENTALLY RETARDED THE DEAF SUPERVISION EDUCATIONAL MEDIA MULTIPLE HANDICAPPED EARLY CHILDHOOD BASIC SKILLS

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 Contemporary Developments in Early Childhood Education 3 hours
An examination of recent research and developments in the field of childhood education and the application of these developments in a variety of programs for young children. Includes studies of how children learn, curriculum development, method, and administrative organization.

Ed 521 Audio-Visual Administration 3 hours
Organizing, administering, and coordinating the school audio-visual program; problems of acquiring, maintaining, and scheduling audiovisual 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 523 Analysis, Evaluation, and Selection of Educational Media 3 hours
A consideration of the role of media and materials in the design and implementation of instructional systems.

Ed 524 Communication Theory and Instructional System 3 hours
A panoramic study of the progress of man's efforts to record events, discoveries and information; to store, exchange, retrieve and use this information.

Ed 525 Instructional Uses of Television 3 hours
Practice in the basic uses of television in the classroom and school. Current practice in the use of the videotape recorder is a major emphasis of the course.

Ed 526 Autographic Production Techniques 3 hours
A studio course in preparing visual material for instructional use. While the emphasis is on developing graphics for photographic, chemical or thermal reproduction, experience in planning and producing posters, graphs, and teaching displays is given.

Ed 527 Secondary School Administration 3 hours
The secondary school principalship; principles of administration, staff relationships, public relations, professional growth; business administration; administration of guidance services, curriculum, and school activities; evaluation of the secondary school.

Ed 528 Educational Diagnosis and Evaluation of Learning 3 hours
Examination and practice in the application of diagnostic and evaluative techniques and materials used in the identification and remediation of learning problems in the non-academic skill areas. Includes motor skills, perceptual skills, language skills, and social maturity.

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. Emphasis 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. 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 pre-school 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 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 to 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. Course notes 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 4 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 557 or its equivalent, or consent of 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 205 Applied Psychology 3 hours
Applications of psychological facts and principles in such fields as education, industry, business, therapy, and community relations. Prerequisite: General Psychology or equivalent.

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. Prerequisite: Psy 201.

Psy 324 Quantitative Methods in Psychology 3 hours
Methods which psychologists have devised for summarizing, describing, and interpreting information from field observations, clinical work, interviews, sensory judgments, learning trials, tests, and experiments.

Psy 328 Mental Health 3 hours
An introduction to various conceptual models and related practices utilized in the maintenance and restoration of adaptive psychological functioning. Prerequisite: General Psychology sequence or equivalent.

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 349 Learning: Behavior Modification 3 hours
Selected topics on the experimental and theoretical bases of behavior modification techniques and an exploration of practical applications.

Psy 407 Seminar Terms and hours to be arranged
Psychology Courses / 53

Psy 412 Laboratory Experiences 3-6 hours
An experience practicum to acquaint pre-service and in-service teachers with programs for children and youth in various societal and educational agencies; summer practicums in pre-school and elementary education; practicum 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: 18 hours in psychology or consent of instructor.

Psy 435 Theories of Personality (G) 3 hours
Major theories of personality development and function.

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 in terms of 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, hypnagogic 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 on social influence 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 465 Motivation (G) 3 hours
Concepts of motivation, human and animal research on instincts, arousal, motivational physiology, learned motives, conflict and stress.

Psy 472 Individual Differences (G) 3 hours
Application of psychological methods to the study of the individual; problems involved in the prediction of human behavior; basic principles for quantitative and qualitative assessment of human characteristics; research findings concerning intelligence, achievement, aptitudes, interests, and personality.

Psy 490 Psychology of Learning 3 hours

Psy 492 Psychology of Perception (G) 3 hours
Survey of fundamental concepts of vision, audition, etc. Psychosocial and psychophysical methodology. Prerequisite: Background in quantitative methods.

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 511 Statistical and Quantitative Methods in Psychology 3 hours
Application of basic concepts of probability and statistics to psychological problems. Use of probability theory in psychological theory construction; application of multivariate method; design of experiments on psychology. Prerequisite: Psy 324 or equivalent.

Psy 519 Research Studies in Child Development 3 hours
Survey and interpretation of current research studies and experimental programs concerned with the physical, emotional, intellectual and social development of children.

Psy 520 Psychology of Learning 3 hours
Introduction to the major theories of learning current among psychologists doing research in the field. Experimentation and research underlying these theories applied to modern educational practices. Includes learning theory and practices at all age levels through adulthood.

Psy 522 Learning: Motor and Perceptual 2-3 hours
An examination of processes of motor and perceptual learning in children and the factors influencing their processes.

Psy 523 Individual 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.

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: Psy 523 and Psy 524.

Psy 533 Group Psychological Testing 3 hours
A consideration of major methods of test construction and standardization, and a survey of main categories of standardized group tests. Interpretation and application of test scores. Prerequisite: Psy 324 or equivalent.

Psy 540 Learning: Linguistic and Cognitive 2-3 hours
An examination of processes of language and cognitive learning in children and the factors influencing these processes.

Psy 547 Learning: Social 2-3 hours
An examination of the processes of social-emotional learning in children and the factors influencing these processes.
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 clinical 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  Speech Reading and Auditory Training (g) 4 hours
Principles and techniques of teaching lip-reading, including Nitiche, Jenk, Kinzie, Muller-Wale, and others. Techniques and principles of auditory training.
Health, Physical Education, and Athletics

Department Chairman: Dr. Robert Livingston
Professors: Burke, Lautenbach, Livingston, McArthur.
Assistant Professors: Brownlow, Caligale, G. Davis, Krey, McCullough, Shollenberger, Spinia.

The Department of Health, Physical Education, and Athletics 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:

- Further 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.

### Theory Courses

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>HE 151</td>
<td>Personal Hygiene</td>
<td>2</td>
</tr>
<tr>
<td>HE 252</td>
<td>First Aid</td>
<td>2</td>
</tr>
<tr>
<td>Ed 344</td>
<td>P.E. in the Grades (Secondary)</td>
<td>3</td>
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<tr>
<td>PE 337</td>
<td>338, 339. Officiating (W)</td>
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</tr>
<tr>
<td>PE 343</td>
<td>Organization and Administration of P.E.</td>
<td>3</td>
</tr>
<tr>
<td>PE 359</td>
<td>Athletic Training and Conditioning (M)</td>
<td>2</td>
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<tr>
<td>PE 363</td>
<td>364, 365, 366, 367, 368. Coaching Courses</td>
<td>2</td>
</tr>
<tr>
<td>PE 371</td>
<td>Kinesiology</td>
<td>3</td>
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<tr>
<td>PE 440</td>
<td>The Physical Education Curriculum</td>
<td>3</td>
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<tr>
<td>PE 449</td>
<td>Tests and Measurements in Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PE 447</td>
<td>Principles of Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PE 473</td>
<td>Physiology of Exercise</td>
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<td>Z 334, 335</td>
<td>Anatomy and Physiology</td>
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### Professional Activities

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<tr>
<td>PE 111P</td>
<td>Basic Rhythms</td>
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<tr>
<td>PE 112P</td>
<td>Gymnastics and Self Testing</td>
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<tr>
<td>PE 113P/213P</td>
<td>Aquatics</td>
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<td>Badminton</td>
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<td>Archery</td>
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<td>PE 114P</td>
<td>Golf</td>
<td>1</td>
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<tr>
<td>PE 114P/214P</td>
<td>Track and Field</td>
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<td>PE 114P/214P</td>
<td>Tennis</td>
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<tr>
<td>PE 114P/214P</td>
<td>Bowling</td>
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<tr>
<td>PE 114P/214P</td>
<td>Wrestling (M)</td>
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<tr>
<td>PE 115P</td>
<td>Soccer-Speedball</td>
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<tr>
<td>PE 115P</td>
<td>Games and Relays</td>
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<tr>
<td>PE 115P/215P</td>
<td>Hockey (W)</td>
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<tr>
<td>PE 115P/215P</td>
<td>Basketball</td>
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<tr>
<td>PE 115P/215P</td>
<td>Soft or Baseball</td>
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<tr>
<td>PE 211P</td>
<td>Folk and Square Dance</td>
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<td>PE 211P</td>
<td>Social or Modern Dance</td>
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<td>PE 212P</td>
<td>Body Mechanics</td>
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### Total Electives

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Total quarter hours: 63

### Planned Electives

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</tbody>
</table>

### Minor: Junior High School-Senior High School

### Physical Education

<table>
<thead>
<tr>
<th>Course</th>
<th>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 in the Grades (Secondary)</td>
<td>3</td>
<td>3</td>
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<tr>
<td>PE 447</td>
<td>Principles of Physical Education (G)</td>
<td>3</td>
<td>3</td>
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<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>
<tr>
<td>HE 151</td>
<td>Personal Hygiene</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>PE 359</td>
<td>Athletic Training and Conditioning</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
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 112, 212 Gymnastics and Self-Testing Activities
Tumbling, gymnastics and self-testing, body mechanics.

PE 113, 213 Aquatics
Beginning swimming, intermediate swimming, advanced swimming, diving, lifesaving, water safety instruction, synchronized swimming, skin and scuba diving.

PE 114, 214 Individual and Dual Sports
Badminton, tennis, archery, handball, weight training, wrestling, track and field, golf, recreational games, bowling.

PE 115, 215 Team Sports
Baseball for men, basketball, football for men, games and relays, field hockey for women, soccer-speedball for women, soccer-speedball-touch football for men, softball, volleyball.

PE 100P/300P Professional Physical Education Activity Courses  1 hour
Instruction is given in methods of teaching the activities listed.

PE 111P Basic Rhythms; PE 113P Gymnastics and Self-Testing; PE 115P/213P Aquatics; PE 114P, Bad...
minton, 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.

UPPER-DIVISION COURSES

Students must have attained sophomore standing before admission to upper-division courses in physical education. Students planning to major in physical education must have approval of the departmental screening committee before enrolling in upper-division courses.

PE 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.

PHYSICAL EDUCATION COURSES / 57

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 meets.

PE 371 Kinesiology

3 hours
The study of human motion; implications for the learning and teaching of physical education activities and coaching of sports at the varsity level; includes a brief review of anatomy and physiology.

PE 415 Physical Education and Recreation for the Handicapped

3 hours
Organization of programs; identification of the characteristics and needs of individuals; development and exploration of teaching materials and techniques; practical experience.

PE 445 The Physical Education Curriculum

(g) 3 hours
Construction of physical education curricula on the basis of accepted principles, criteria, functions, and evaluation; 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) may be taken for graduate credit.

PE 700 (p) In-Service
The Humanities Department is concerned with what makes man uniquely man, not as an inert object to be analyzed 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 Programs for Teacher Education Curricula

**Literature, Writing and Language**

**Core Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 121, 222, 414g</td>
<td>Literature, Writing, Language</td>
<td>9</td>
</tr>
<tr>
<td>SP 111 or approved substitute</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENG 201, 202, or 203 (any one)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SP 239 or SP 311 (with SP 239 preq)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>An approved course in philosophy</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENG 473g</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENG 475g or ENG 490g</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENG 489g</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Any one sequence from the following three sequences, plus one course each from the remaining two:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 101, 102, 103</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>ENG 107, 108, 109</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 253, 254, 255</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Upper Division Literature Options**

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

1) ENG 397
2) ENG 365, ENG 446g
3) ENG 314, 315, 316, 317, 361
4) *RL 405, RL 441, 442, 443
5) ENG 366, 367, 388, ENG 375, ENG 457g
6) SP 464g, SP 465g, 466g, *RL 405
7) ENG 436g, ENG 447g, 448g, 449g
8) *RL 405

*RL 405 is a reading and conference course which can 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>Description</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 121, 222, 414g</td>
<td>Literature, Writing, Language</td>
<td>9</td>
</tr>
<tr>
<td>SP 111, or SP 112</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>*ENG 104, 105, 106</td>
<td>9</td>
<td></td>
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<tr>
<td>ENG 101, 102, 103</td>
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<tr>
<td>ENG 201, 202, 203 (any one)</td>
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<tr>
<td>ENG 107, 108, 109 (any one)</td>
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<tr>
<td>SP 120</td>
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<td>SP 290</td>
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<tr>
<td>SP 251</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SP 253, 254, 255 (any one)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENG 473g</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENG 475g or ENG 490g</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENG 489g</td>
<td>3</td>
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<tr>
<td>*SP 202, Introduction to Theatre Arts, may be substituted for ENG 105</td>
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</tbody>
</table>

**Speech-Drama Options**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credit</th>
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<tbody>
<tr>
<td>SP 244, 245, 246, SP 270 (any four hours)</td>
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<tr>
<td>SP 311, SP 321, SP 322, SP 323 (any 6 hrs)</td>
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</tr>
<tr>
<td>SP 347, SP 356, SP 357</td>
<td>3</td>
<td></td>
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<tr>
<td>SP 354 or SP 412</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SP 411g or SP 415g</td>
<td>3</td>
<td></td>
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</table>

**English Options**

Fifteen hours from any four of the following six categories:

1) ENG 357, ENG 367
2) ENG 314, 315, 316, 317, 361
3) ENG 366, 367, 368, ENG 375
4) ENG 457g, SP 464g, 465g, 466g
5) ENG 466g, 467g, 468g
6) ENG 484g, 485g, 486g, 487g

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<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>French</strong></td>
<td></td>
</tr>
<tr>
<td>RL 50, 51, 52. First Year French</td>
<td>12</td>
</tr>
<tr>
<td>RL 101, 102, 103. Second Year French</td>
<td>12</td>
</tr>
<tr>
<td>RL 311, 312, 313. Survey of French Literature</td>
<td>9</td>
</tr>
<tr>
<td>RL 314, 315, 316. Int. French Comp. and Conversation</td>
<td>9</td>
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<tr>
<td>RL 381. French Pronunciation and Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>Eng 473. Nature of the English Language</td>
<td>3</td>
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<tr>
<td>RL 411. Applied Linguistics</td>
<td>3</td>
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<tr>
<td>RL 415. The Language Laboratory: Theory</td>
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<tr>
<td>RL 416. The Language Laboratory: Practicum</td>
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<tr>
<td><strong>Spanish</strong></td>
<td></td>
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<tr>
<td>RL 60, 61, 62. First Year Spanish</td>
<td>12</td>
</tr>
<tr>
<td>RL 107, 108, 109. Second Year Spanish</td>
<td>12</td>
</tr>
<tr>
<td>RL 341, 342, 343. Survey of Spanish Literature</td>
<td>9</td>
</tr>
<tr>
<td>RL 347, 348, 349. Int. Spanish Comp. and Conversation</td>
<td>6</td>
</tr>
<tr>
<td>RL 350. Spanish Pronunciation and Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>RL 359. Hispanic Culture and Civ.: Latin America</td>
<td>3</td>
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<tr>
<td>Eng 473. Nature of the English Language</td>
<td>3</td>
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<tr>
<td>RL 413. Applied Linguistics</td>
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<tr>
<td>RL 415. The Language Laboratory: Theory</td>
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<tr>
<td>RL 416. The Language Laboratory: Practicum</td>
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<tr>
<td><strong>Minors: Junior High School—Senior High School</strong></td>
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<tr>
<td>Literature, Writing and Language</td>
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<tr>
<td><strong>Core Requirements</strong></td>
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<tr>
<td>Wr 121, 222, 414g</td>
<td>9</td>
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<tr>
<td>Sp 111 or approved substitute</td>
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</tr>
<tr>
<td>Eng 104, 105, 106</td>
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<tr>
<td>Eng 101, 102, 103 (any one)</td>
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<td>Eng 107, 108, 109 (any one)</td>
<td>3</td>
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<tr>
<td>Eng 253, 254, 255 (any one)</td>
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<tr>
<td>Eng 473g</td>
<td>3</td>
</tr>
<tr>
<td>Eng 475g or Eng 490g</td>
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<tr>
<td>Eng 489g</td>
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<tr>
<td><strong>Upper Division Literature Options</strong></td>
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<tr>
<td>One course each from any four of the following six categories:</td>
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</tr>
<tr>
<td>1) Eng 357. Eng 357</td>
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<tr>
<td>2) Eng 314, 315, 316, 317, 361</td>
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</tr>
<tr>
<td>3) Eng 386, 387, 388, Eng 375, Eng 457g</td>
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<tr>
<td>4) Eng 436g, Eng 447g, Eng 448g, Eng 449g</td>
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<tr>
<td>5) Eng 466g, Eng 467g, 468g</td>
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<tr>
<td>6) Eng 484g, 485g, 486g, 487g</td>
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<tr>
<td><strong>Foreign Language</strong></td>
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</tr>
<tr>
<td>RL 50, 51, 52. First Year French</td>
<td>12</td>
</tr>
<tr>
<td>RL 101, 102, 103. Second Year French</td>
<td>12</td>
</tr>
<tr>
<td>RL 311, 312, 313. Survey of French Literature</td>
<td>9</td>
</tr>
<tr>
<td>RL 314, 315, 316. Int. French Comp. and Conversation</td>
<td>9</td>
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<tr>
<td>RL 331. French Pronunciation and Phonetics</td>
<td>3</td>
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<tr>
<td><strong>German</strong></td>
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<tr>
<td>GL 50, 51, 52. First Year German</td>
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<tr>
<td>GL 101, 102, 103. Second Year German</td>
<td>12</td>
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<tr>
<td>GL 331. German Pronunciation &amp; Phonetics</td>
<td>3</td>
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<tr>
<td>GL 334, 335, 336. German Composition &amp; Conversation</td>
<td>9</td>
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<tr>
<td>GL 340, 341, 342. Survey of German Culture &amp; Civilization</td>
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<tr>
<td><strong>Spanish</strong></td>
<td></td>
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<tr>
<td>RL 60, 61, 62. First Year Spanish</td>
<td>12</td>
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<tr>
<td>RL 107, 108, 109. Second Year Spanish</td>
<td>12</td>
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<tr>
<td>RL 341, 342, 343. Survey of Spanish Literature</td>
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<tr>
<td>RL 347, 348, 349. Int. Spanish Comp. and Conversation</td>
<td>6</td>
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<tr>
<td>RL 350. Spanish Pronunciation and Phonetics</td>
<td>3</td>
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<tr>
<td>RL 359. Hispanic Culture and Civ.: Latin America</td>
<td>3</td>
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<tr>
<td><strong>Speech and Drama</strong></td>
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<tr>
<td>Sp 111 or Sp 112. Fundamentals of Speech</td>
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<tr>
<td>Sp 120. Voice and Diction</td>
<td>3</td>
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<tr>
<td>Sp 230. Oral Interpretation</td>
<td>3</td>
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<tr>
<td>Sp 251. Elements of Acting</td>
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<tr>
<td>Approved electives (9-12 hours upper division)</td>
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<tr>
<td><strong>Speech</strong></td>
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<tr>
<td>Sp 111 or Sp 112. Fundamentals of Speech</td>
<td>3</td>
</tr>
<tr>
<td>Sp 120. Voice and Diction</td>
<td>3</td>
</tr>
<tr>
<td>Sp 230. Oral Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>Sp 251. Elements of Acting</td>
<td>3</td>
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<tr>
<td>Approved electives (9-12 hours upper division)</td>
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<tr>
<td><strong>Drama</strong></td>
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<tr>
<td>Sp 111 or Sp 112. Fundamentals of Speech</td>
<td>3</td>
</tr>
<tr>
<td>Sp 120. Voice and Diction</td>
<td>3</td>
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<tr>
<td>Sp 239. Oral Interpretation</td>
<td>3</td>
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<tr>
<td>Sp 251. Elements of Acting</td>
<td>3</td>
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<tr>
<td>Approved electives (9-12 hours upper division)</td>
<td>18</td>
</tr>
<tr>
<td><strong>Combined Language Arts and Social Sciences (Junior High only)</strong></td>
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<tr>
<td>HUMANITIES</td>
<td></td>
</tr>
<tr>
<td>Wr 121, 222, 414g</td>
<td>9</td>
</tr>
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<td>Sp 111 or approved substitute</td>
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</tr>
<tr>
<td>Eng 104, 105, 106 (any two)</td>
<td>6</td>
</tr>
<tr>
<td>Eng 253, 254, 255 (any two)</td>
<td>6</td>
</tr>
<tr>
<td>Eng 101, 102, 103</td>
<td>3</td>
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<td>Eng 253, 254, 255</td>
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</tr>
<tr>
<td>Eng 473g</td>
<td>3</td>
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<tr>
<td>Eng 475g or Eng 490g</td>
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</tr>
<tr>
<td>Eng 489g</td>
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<tr>
<td>Approved Upper Division Elective</td>
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<tr>
<td><strong>Social Science</strong></td>
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<tr>
<td>Hist 101, 102, 103. History of Western Civilization</td>
<td>9</td>
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<tr>
<td>Hist 201, 202, 203. History of the United States</td>
<td>9</td>
</tr>
<tr>
<td>Geog 105, 106, 107. Introductory Geography</td>
<td>9</td>
</tr>
<tr>
<td>PS 301, 302. American Governments</td>
<td>33</td>
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</table>
Library Science
Lib 480G. Children's Literature .......................... 3
Lib 483G. Book 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
Ed 433. Organization and Administration of Instructional Materials Centers 3
Ed 495G. Educational Media and Materials 3 21

Journalism
J 211. Introduction to Journalism .......................... 3
J 212. Reporting 3
J 213. Copy Editing and Make-up .......................... 3 9

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
Wr 121, Wr 222, Wr 414G. Composition .......................... 9
Any 9 hour lower division literature sequence .......................... 9
Speech .......................... 3
Eng 473. Nature of the English Language .......................... 3
Approved Humanities Electives .......................... 12 36

*Foreign Languages

FRENCH
RL 50, 51, 52. First-Year French .......................... 12
RL 101, 102, 103. Second-Year French .......................... 12
RL 314, 316. Intermediate French .......................... 12
RL 331. French Pronunciation and Phonetics .......................... 3

GERMAN
GL 50, 51, 52. First Year German .......................... 12
GL 101, 102, 103. Second Year German .......................... 12
GL 331. German Pronunciation & Phonetics .......................... 3
GL 334, 335, 336. German Composition & Conversation .......................... 9

SPANISH
RL 60, 61, 62. First-Year Spanish .......................... 12
RL 347, 348, 349. Intermediate Spanish .......................... 3
RL 350. Spanish Pronunciation and Phonetics .......................... 3
RL 332. Hispanic Culture and Civilization: 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 norm requirement from approved electives. Students preparing for a teaching norm in a language are also required to complete Ed 332. Methods in Teaching a Foreign Language.

Humanities: Speech/Speech Pathology
Sp 111. Fundamentals of Speech (or approved substitute) .......................... 3
Sp 239. Oral Interpretation .......................... 3
Sp 240. Creative Drama for the Elementary Teacher .......................... 3
Sp 120. Voice and Diction .......................... 3
Sp 370. Phonetics .......................... 3
Sp 371. Speech Science .......................... 3
Ed 393. Speech Correction in the Schools 3
Sp 450. Introduction to Speech Pathology .......................... 3
Ed 407-507. Development of Speech and Language or
Eng 473. Nature of the English Language .......................... 3
Ed 412. Laboratory Experience .......................... 1-3
Ed 405. Practicum in Speech .......................... 1-3
Approved electives from Humanities and/or Education-Psychology .......................... 10-13 36

General Studies Curricula

The general studies program offers the student a broad based program suited to his needs. 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 a degree program.

All programs are 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.

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 required of all freshmen. It is the first course in the sequence followed by a 200 level course in the sophomore year and an upper division course in the junior or senior year.

Wr 218. Creative Writing 3 hours
A course dealing with the theory and practice of imaginative writing. Prerequisites: passing in Wr 121 and sophomore standing.

Wr 222. English Composition 3 hours
The writing of the research paper. Prerequisite: sophomore standing.

UPPER-DIVISION COURSES
Wr 232. English Composition 3 hours
A course in intermediate expository writing. Prerequisites: Wr 222 or Wr 218, and junior standing.

Wr 414. Advanced Composition (g) 3 hours
Advanced instruction and practice in the principles of writing. Required of all students who plan to teach English. Prerequisites: Wr 222 or Wr 218, and junior standing.

GRADUATE COURSES

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

Wr 510. Forms of Expository Prose 3 hours
Intensive study and practice in analyzing and writing expository prose. Recommended for secondary teachers.
ENGLISH

LOWER-DIVISION COURSES

Eng 101, 102, 103 Survey of English Literature 3 hours each term
A sequence in representative English literature, including intellectual and cultural influences. 101, Beowulf through Donne; 102, Milton through Coleridge; 103, Byron to the present.

Eng 104, 105, 106 Introduction to Literature 3 hours each term
A sequence in literary techniques and forms involving works in English and in translation. 104, fiction; 105, drama; 106, poetry.

Eng 107, 108, 109 World Literature 3 hours each term
A chronological survey of masterpieces in Western World literature from ancient times to the present. 107, Greek and Roman; 108, Medieval and Renaissance; 109, 18th century to the present.

Eng 201, 202, 203 Shakespeare 3 hours each term
A study of the major plays of Shakespeare. The three terms constitute a sequence but may be taken separately. 201, tragedies; 202, comedies; 203, histories.

Eng 210 Greek and Latin Elements in Modern English Vocabulary 3 hours
A systematic study of the influence of Greek and Latin on modern English with special emphasis on technical vocabularies. No previous knowledge of Greek or Latin required.

Eng 273, 274, 275 Survey of American Literature 3 hours each term
A sequence in representative American literature, including intellectual and cultural influences. 273, beginnings through Emerson; 274, Thoreau through 1900; 275, 1900 to the present.

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 fiction, poetry, and drama with emphasis on the development of new literary forms, 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 Modern Novel 3 hours
The modern novel with concentration on both Anglo-American and Continental works.

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
An in-depth study, including biographical and cultural influences, of a major writer and his works. 447, dramatist; 448, poet; 449, prose author.

Eng 457 Modern Poetry (g) 3 hours
A study of 20th century poetry and its influences.

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.
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) 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 hour supplemented by work on the college newspaper.

J 212 Reporting 3 hours
Basic training in news writing and reporting, with emphasis on accuracy, clarity, and objectivity of writing.

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

J 215 Journalism Projects 1 hour each term
Maximum of 6 hours
Applications of journalistic techniques and principles through work on student publications.
MODERN LANGUAGES (Germanic)

LOWER-DIVISION COURSES

GL 50, 51, 52 First Year German 4 hours each term
Elementary German with stress on comprehension 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 student's competence and fluency in speaking, writing, and understanding German. Complete 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 German 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 conducted 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 comprehension and conversation with emphasis on pronunciation. Practice in the language laboratory required. Exercises in grammar and elementary composition. Not open to students with a background of high school French without the consent of the instructor.

RL 60, 61, 62 First-Year Spanish 4 hours each term
Elementary Spanish with stress on comprehension and conversation. Pronunciation, grammar and reading included. Use of language laboratory required. Not open to students with a background of high school Spanish without the consent of the instructor.

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

RL 107, 108, 109 Second-Year Spanish 4 hours each term
Comprehensive grammar review with emphasis on understanding, speaking and reading Spanish. Selections from representative Spanish authors. Use of language laboratory required. 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 survey. Prerequisite: two years of college French or equivalent.

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

RL 331, 332 French Pronunciation and Phonetics 3 hours
A thorough study of the fundamentals of French pronunciation with personal attention to each student's difficulties. Prerequisite: two years of college French or equivalent.

RL 338 Hispanic Culture and Civilization: Spain 3 hours
A comprehensive study of the historical and political backgrounds of literature, art, and music as these affect life and society of the people of Spain. Class conducted in Spanish. Prerequisite: two years of college Spanish (RL 107, 108, 109) or equivalent.

RL 339 Hispanic Culture and Civilization: Latin America 3 hours
A comprehensive study of the historical and political backgrounds of literature, art, and music as these affect the life and society of the people of Latin America. Classes conducted in Spanish. Prerequisite: two years of college Spanish (RL 107, 108, 109) or equivalent.

RL 341, 342, 343 Survey of Spanish Literature 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 407 Seminar 3-6 hours maximum
An in-depth study of a literary figure, literary genre, or other relevant activity relating to human endeavor.

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 labora-
tory; audio-lingual exercises and the making of tapes for
use in a language laboratory; and monitoring and test-
ing in the language laboratory.

RL 416  The Language Laboratory: Practicum 2 hours
Section 1 for students of French.
Section 2 for students of Spanish.
Practicum 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 con-
junction with the teacher of each language taught. Pre-
requisite: 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 cur-
rents 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: comple-
tion 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 Con-
versation. 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 ex-
pression in French based on literary texts and writing of
original themes.

PHILOSOPHY AND RELIGION
LOWER-DIVISION COURSES
R 101  Introduction to Religious Studies
3 hours
An introduction to some of the major religious perspec-
tives of such notions as: God, creation, evil, faith and
religion, knowledge, religious ethics, and religious ex-
perience. Selections from both western and non-western
sources will be read.

Phil 201  Problems in Philosophy 3 hours
An introduction to basic problems of philosophy. The
student is exposed to representative philosophers ad-
dressing themselves to problems of theology, meta-
physics, epistemology, ethics, politics, and aesthetics.

Phil 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.

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

Phil 204  Introduction to Logic 3 hours
A survey of formal fallacies; linguistic analyses, e.g.,
the nature of definition, directed toward clarification of
ideas; formal logic, the syllogism, obversion, etc., tech-
niques which are general utility; and inductive tech-
niques of problem solving, e.g., Mill's methods.

Phil 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.

Phil 210  Philosophy of Religion 3 hours
An introduction to some philosophical questions relating
to religious concepts and beliefs, such as: the existence
and nature of God; religious experience; the relation of
God and creation; evil.

UPPER-DIVISION COURSES
Phil 311  Ancient Philosophy 3 hours
Readings from the pre-Socrates through Platonists, with
emphasis on Plato and Aristotle.

Phil 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.

Phil 313  Modern Philosophy 3 hours
Readings from 17th century rationalism, 18th century
empiricism, and Kant.

Phil 314  Contemporary Philosophical
Analysis 3 hours
An analysis of such notions as meaning, truth, verifica-
tion, knowledge and belief, perception, memory. Read-
ings may include a pragmatist, logical analyst, posit-
ivist, and Wittgenstein.

Phil 333  Contemporary Philosophy 3 hours
A study of selected major figures in each of pheno-
menology and existentialism; e.g., Husserl; Merleau-
Ponty; Sartre; Heidegger.

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
Projects in oral communication to develop skill and
confidence in speaking and discussion, with emphasis
on content, organization, audience motivation, and
language.

Sp 112  Fundamentals of Speech 3 hours
Advanced projects in oral communication with emphasis
on communication theory, persuasion, and style. Pre-
requisite: Sp 111 or equivalent.

Sp 120  Voice and Diction 3 hours
Practice of the principles of vocal production and
phonetic analysis of English sounds as a basis for cor-
correct and effortless speech.

Sp 144  Verse Choir 2 hours
Analysis, arrangement, and performance of literature
suitable for group reading. The development of tech-
niques for use in elementary and secondary classrooms.
One hour lecture, two hours performance lab.
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 aptitudes.

Sp 244 Technical Theatre 2 hours
Demonstration and practice in scenecraft. Two hours of lecture and demonstration and three hours of laboratory work weekly.

Sp 245 Technical Theatre 2 hours
Demonstration and practice in stage lighting. Two hours of lecture and demonstration and three hours of laboratory work weekly.

Sp 246 Technical Theatre 2 hours
Demonstration and practice in costuming. 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, including practice in bodily movement, pantomime, improvisation, with emphasis on individual and group presentations.

Sp 252 Makeup 1 hour
Purposes and techniques in the application of theatrical makeup.

Sp 253 Production Workshop 1-3 hours
3 hours maximum
Application of principles of acting and dramatic production. Credit available for students working on scheduled theatre productions. Limit of 1 hour credit per term, except with consent of instructor.

Sp 254 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 debate, oratory, and extemporaneous speaking. Limit of 1 hour credit per term, except with consent of instructor. Prerequisite: Sp 111 or 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. Prerequisite: Sp 299.

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
Lectures and demonstrations applying to the philosophical, psychological, and rhetorical principles of persuasion. Prerequisite: Sp 111 and/or Sp 112.

Sp 323 Group Discussion Processes 3 hours
Dynamics of discussion; group thinking and decision making; interpersonal relation, types of leadership, and the application of discussion techniques in the classroom and society. Prerequisites: Sp 111 and/or Sp 115, and sophomore standing.

Sp 330 Advanced Forensics 1-6 hours
Intensive training in competitive speaking. Limit of 1 hour credit per term, except with consent of instructor. Prerequisites: Sp 111 and/or Sp 112 and consent of instructor.

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 scenic design, with particular emphasis upon design for the educational theatre. Two hours lecture and two hours lab per week. Prerequisites: Sp 244 and either Sp 245 or Sp 246, or consent of instructor.

Sp 355 Advanced Production Workshop 1-3 hours 3 hours maximum
Advanced work in acting and dramatic production. Limit of 1 hour credit per term, except with consent of instructor. Prerequisite: Sp 253 or consent of instructor.

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
The study of the practical and aesthetic processes by which plays are translated into theatrical terms. Style of production, performance, design, and theatre management. Prerequisite: Sp 202 or Sp 251.

Sp 364 Play Direction 3 hours
Introduction to dramatic theories and techniques and their application to play direction. Sources of dramatic materials, choice of plays, casting, and rehearsal. Prerequisite: Sp 251, Sp 357, or equivalent and/or consent of instructor.

Sp 411 Speech for the Classroom Teacher (g) 3 hours
Methods and materials. Instruction in speech/drama practices and projects for the high school classroom and extracurricular program. Especially recommended for all teachers of language arts. Prerequisite: consent of instructor.

Sp 412 Advanced Speech 3 hours
Analysis and evaluation of speeches in their social settings; critical studies of invention, arrangement, and style. Prerequisites: Sp 321, Sp 322.

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. 464, primitive drama to 1650; 465, 1650 to 1850; 466, 1850, 1850 to the present. Prerequisite: Sp 202 or consent of instructor.
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: Wynn.
Assistant Professors: Dobbs, Hambourg, Lyon, Million, Mitton, O'Brien, Schroder, Sorensen, Webb.
Instructors: Bednarz, Brand, Chinburg, M. 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 a 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 to 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.

**Major: Music Education**

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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Mus 121, 122, 123. Basic Musicianship I .......... 12</td>
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<tr>
<td>Mus 202, 203. Introduction to Music and its Literature</td>
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<tr>
<td>Mus 221, 222, 223. Basic Musicianship II .......... 12</td>
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<tr>
<td>Mus 190, 290, 390, 391, 490. Performance Studies</td>
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<tr>
<td>Mus 195, 395, 196, 396, 197, 397. Band, Orchestral, Choral Ensembles</td>
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<tr>
<td>Mus 320. Conducting</td>
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<td>Mus 347. Band and Orchestra Management</td>
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<tr>
<td>Mus 384. Music Education-Secondary</td>
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<tr>
<td>Mus 407. Seminar: Music in the Schools</td>
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Electives in Music: 3

Total quarter hours: 63

**Minor: Junior High School-Senior High School**

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<tr>
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<tr>
<td>Mus 202, 203. Introduction to Music and its Literature</td>
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<td>Mus 181, 182, 183. Class Voice or</td>
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<td>Mus 192, 193, 194. Class Piano or</td>
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<tr>
<td>Mus 235, 236, 237. Brass, Woodwind, Percussion Classes</td>
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<tr>
<td>Mus 195, 395, 196, 396, 197, 397. Band, Orchestral, Choral Ensembles</td>
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<tr>
<td>Mus 330. Conducting</td>
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<td>Mus 347. Band and Orchestra Management</td>
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<td>Mus 384. Music Education-Secondary</td>
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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. Basic Musicianship I .... 12
Mus 201 and Mus 302 or 203. Introduction to Music and Its Literature .......... 6
Mus 181, 182, 183. Class Voice or Mus 192, 193, 194. Class Piano 3
Mus 235, 236, 237. Brass, Woodwind, Percussion Classes 3
Mus 190, 290. Performance Studies .... 2
Mus 396, 397, 490. Performance Studies ... 2
Mus 195, 196, 197. Band, Orchestral, Choral Ensembles 1
Mus 395, 396, 397. Band, Orchestral, Choral Ensembles 3
Mus 320. 2
Mus 407. Seminar: Music in the Schools 3

Total quarter hours 36

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 summarizes what he has learned in the field of methods and materials necessary for successful teaching.

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

Music Education Major

Mus 121, 122, 123. Basic Musicianship I .... 12
Mus 221, 222, 223. Basic Musicianship II .... 12
Mus 190, 290, 390, 391, or 450. Performance Studies .... 11
Mus 181, 182, 183. Class Voice or Mus 192, 193, 194. Class Piano
Mus 195, 196, 197, 197, 197, 197, 197. Band, Orchestral, Choral Ensembles .... 11
Mus 235, 236, 237. Brass, Woodwind, Percussion Classes 3
Mus 320, 320. Conducting 3
Mus 332, 333, 334. Class Strings 3
Mus 347. Band and Orchestra Management 3
Mus 360, 361, 362. History of Music 3
Electives in Music 6

Total quarter hours 77

General Studies Curricula

The general studies program offers the student an opportunity 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 musical literature through the study of elements of musical form 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.
Prerequisites: 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. Prerequisites: 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.

*MUS 195 Band 1 hour each term may be counted toward graduation.

MUSIC COURSES / 69

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. Prerequisites: MUS 231, 222, 223.

MUS 320, 323 Conducting 2 hours each term
Techniques of conducting, vocal and instrumental, including analysis of composition conducted. The class serves as a laboratory for singers and playing compositions conducted. Prerequisites: MUS 123, one term of instrumental class, or consent of instructor.

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 the sixteenth and seventeenth century practice. Prerequisite: MUS 223.

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 choirs and large ensembles. Prerequisite: MUS 223.

MUS 347 Band and Orchestra Management 3 hours
The organization of school bands and orchestras, care and repair of instruments, selection of materials, class teaching of instruments, and the techniques of the band and orchestra rehearsal. Prerequisite: MUS 235, 236, 337.

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, aleatory 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, 133.
Mus 354 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 390.

*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 per 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 chorus, 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 operas, from classics to modern works. Small works and excerpts from longer operas. Consent of instructor.

Mus 407 Seminar 3-6 hours
Mus 453 Appreciative Aspects in Music (g) 3 hours
Exploration of music through styles including classical, romantic, impressionistic, and modern; through major musical works including symphony, opera, oratorio, sonata, and tone poem. Emphasis is placed on developing standards and criteria for the understanding and appreciation of music.

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

Mus 503 Thesis or Field Study 9 hours
A culminating experience for the degree candidate, consisting of a practical application of his graduate studies to his professional needs. This culmination might result in a field project related to improving the quality of music education in his school, an experimental study, a desk study, a historical study, or other type of study in depth which meets the candidate's specific objectives.

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 critiqued on the basis of their practicability and accuracy.

* A maximum of 12 hours of group music participation may be counted toward graduation.

Mus 520, 521 Analytical and Compositional Studies 2 hours each term
Students will examine and analyze musical literature illustrating various stylistic techniques. Group 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 525 Contemporary Developments in Music Education (Secondary) 3 hours
Designed to familiarize the student with new philosophical and pedagogical concepts in secondary music education, and the interrelationship of the arts, to acquaint him with innovative approaches to teaching music, and to aid in developing curricular plans for introducing and evaluating new programs appropriate to his specific teaching situation.

Mus 537 Administration of School Music 2 hours
This course emphasizes the administrative functions of music education: curriculum planning and development; budget preparation, purchase and maintenance of materials and equipment; the role of the music teacher in guidance and public relations; schedule planning; the relationship of the music teacher to the school administration and other teachers; and the functions of music specialists who work with classroom teachers.

Mus 543 Philosophical Concepts in Music Education 1 hour
An examination of the historical development of music education: curriculum planning and development; budget preparation, purchase and maintenance of materials and equipment; the role of the music teacher in guidance and public relations; schedule planning; the relationship of the music teacher to the school administration and other teachers; and the functions of music specialists who work with classroom teachers.

Mus 550, 551 Music History and Literature 2-4 hours each term
Study projects of selected representative composers from different musical eras. Emphasis on acquisition of competency in identifying stylistic traits peculiar to each style studied and their relationship to other periods, and on developing a sensitivity for aesthetic values and a basis for value judgments. (Specific content determined by placement examination. First term normally offered for 2 hours credit. Second term offered for variable credit on an individualized or small group basis.)

Mus 570, 571 Conducting 2 hours each term
Problems and techniques in choral or instrumental conducting. Preparation of repertoire and proper interpretation of music from various periods. Emphasis on problems of contemporary music. (Specific content determined by placement examination.)

Mus 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
Natural Sciences and Mathematics

Department Chairman: Dr. Anton Post

Professors: Brodersen, Cummings, Postl, Walker
Associate Professors: Evett, Green, Johnson, McCorkle
Assistant Professors: Bandick, Coolbaugh, Corey, Eastham, Heiebert, Jaffer, Jennings, Liedtke, Lovell, Main

Morgali, Nelson, Novak, Pennock, Rooth, Spring, Tillman, Todd, Williams, Wong,
Instructors: Aldrich, Blackburn, McCabe, Volk

The Natural Sciences 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 preprofessional 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.

Natural Sciences-Mathematics Programs for Teacher Education Curricula

There are five 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.

Biology
Bi 203, Bot 204, Z 204 .................................................. 12
Bi 374, 375, 376, Bot 351, Plant Physiology, and Bot 371, Structure of Seed Plants of
Z 324, Comparative Vertebrate Anatomy, and
Z 434, General Animal Physiology
Z 326, Comparative Vertebrate Embryology ........................................ 6
Bi 341, Genetics ...................................................... 3

Chemistry
Ch 204, 205, 206, General Chemistry ................. 12
Ch 312, 313, Quantitative Analysis ................. 8
Ch 334, 335, 336, Organic Chemistry .................. 12
Ch 340, Elementary Physical Chemistry .................. 4

Mth 101, College Algebra .......................................... 4
Mth 102, Trigonometry ........................................ 4
Mth 200, Introduction to Differential and Integral Calculus .................. 4
Ph 201, 202, 203, General Physics .................. 12
Upper division electives in science or mathematics .................. 3

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

Bi 446, Evolution (g) .................................. 3
* Bi 460, Preparation of Biological Materials (g) ................. 4
Ch 104, 105, 106, or
Ch 204, 205, 206, General Chemistry .................. 12
Mth 101, College Algebra ........................................ 4
Approved electives in natural science .................. 6

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

* Bi 460 is the special secondary methods course.
## Mathematics

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math through 203</td>
<td>16-24</td>
</tr>
<tr>
<td>Two Terms Upper Division Algebra</td>
<td>6</td>
</tr>
<tr>
<td>Two terms Upper Division Geometry</td>
<td>6</td>
</tr>
<tr>
<td>Mth 492, 410, 402</td>
<td>6</td>
</tr>
<tr>
<td>Approved upper Division electives in Math</td>
<td>9</td>
</tr>
<tr>
<td>Science</td>
<td>9-8</td>
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</tbody>
</table>

- **Ph 201, 202, 203** | 12

### Physical Science-General Science

Note: Either of the following programs in General Science or Earth Science will satisfy the basic norm requirements for Physical Science-General Science.

#### GENERAL SCIENCE

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Ch 104, 105, 106, General Chemistry, or</td>
<td>12</td>
</tr>
<tr>
<td>Ch 204, 205, 206, General Chemistry</td>
<td></td>
</tr>
<tr>
<td>Biological Science (one sequence to be</td>
<td></td>
</tr>
<tr>
<td>selected)</td>
<td></td>
</tr>
<tr>
<td>Bi 101, 102, General Biology</td>
<td>8</td>
</tr>
<tr>
<td>Bi 203, Bot 204, General Botany</td>
<td>3</td>
</tr>
<tr>
<td>Bi 301, 302, General Zoology</td>
<td>3</td>
</tr>
<tr>
<td>Ph 101, 102, 103, Essentials of Physics,</td>
<td>9-12</td>
</tr>
<tr>
<td>or Ph 201, 202, 203, General Physics</td>
<td></td>
</tr>
<tr>
<td>Earth Science sequence (any three of the</td>
<td></td>
</tr>
<tr>
<td>following courses)</td>
<td>9</td>
</tr>
<tr>
<td>GS 351, Elements of Astronomy</td>
<td></td>
</tr>
<tr>
<td>GS 331, Introduction to Oceanography</td>
<td></td>
</tr>
<tr>
<td>G 351, Elements of Geology</td>
<td></td>
</tr>
<tr>
<td>Ph 300, Basic Meteorology</td>
<td></td>
</tr>
<tr>
<td>Upper division electives in Science</td>
<td>18</td>
</tr>
<tr>
<td>Math through 200</td>
<td>8-12</td>
</tr>
</tbody>
</table>

Total quarter hours | 64-71

#### EARTH SCIENCE

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ch 104, 105, 106, General Chemistry, or</td>
<td>12</td>
</tr>
<tr>
<td>Ch 204, 205, 206, General Chemistry</td>
<td></td>
</tr>
<tr>
<td>Biological Science (one sequence to be</td>
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</tr>
<tr>
<td>selected)</td>
<td></td>
</tr>
<tr>
<td>Bi 101, 102, General Biology</td>
<td>8</td>
</tr>
<tr>
<td>Bi 203, Bot 204, General Botany</td>
<td>3</td>
</tr>
<tr>
<td>Bi 301, Z 204, General Zoology</td>
<td>3</td>
</tr>
<tr>
<td>Ph 101, 102, 103, Essentials of Physics,</td>
<td>9-12</td>
</tr>
<tr>
<td>or Ph 201, 202, 203, General Physics</td>
<td></td>
</tr>
<tr>
<td>G 201, 202, 203, Geology</td>
<td>12</td>
</tr>
<tr>
<td>G 450, Rocks and Minerals</td>
<td>6</td>
</tr>
<tr>
<td>G 44, 445, Geologic History of Life</td>
<td>3</td>
</tr>
<tr>
<td>GS 351, Elements of Geology</td>
<td>3</td>
</tr>
<tr>
<td>Ph 390, Basic Meteorology</td>
<td>3</td>
</tr>
<tr>
<td>GS 331, Introduction to Oceanography</td>
<td>3</td>
</tr>
<tr>
<td>Upper division electives in Earth Science</td>
<td>9</td>
</tr>
</tbody>
</table>

Total quarter hours | 68-71

## Natural Sciences Minors—Senior High School

#### Biological Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bi 303, Bot 204, Z 204</td>
<td>12</td>
</tr>
<tr>
<td>*Bi 460, Preparation of Biological</td>
<td>4</td>
</tr>
<tr>
<td>Materials</td>
<td></td>
</tr>
<tr>
<td>GS 441, Natural History</td>
<td>3</td>
</tr>
<tr>
<td>Bi 341, Genetics</td>
<td>3</td>
</tr>
<tr>
<td>Z 334, 335, or Bot 331, 332, Physiology</td>
<td>6</td>
</tr>
<tr>
<td>and Anatomy</td>
<td></td>
</tr>
<tr>
<td>Bi 446, Evolution (g)</td>
<td>4</td>
</tr>
<tr>
<td>Z 320, 40, Evolution (g)</td>
<td>3</td>
</tr>
<tr>
<td>Approved electives in natural science</td>
<td>5</td>
</tr>
</tbody>
</table>

*Bi 460 is the special secondary methods course.

## Natural Sciences—Mathematics Minors—Junior High Schools

### Combined Science and Mathematics

#### Biology Sequence

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bi 101, 102</td>
<td></td>
</tr>
<tr>
<td>Bi 203, Bot 204</td>
<td>3</td>
</tr>
<tr>
<td>Bi 301, Z 204</td>
<td>3</td>
</tr>
<tr>
<td>Ch 104, 105, 106 or 204-206</td>
<td>12</td>
</tr>
<tr>
<td>Ph 101, 102, 103</td>
<td>12</td>
</tr>
<tr>
<td>Earth Science sequence (choose three)</td>
<td></td>
</tr>
<tr>
<td>GS 331, GS 351, G 351, Ph 390</td>
<td>38</td>
</tr>
</tbody>
</table>

Mathematics

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math through 201</td>
<td>8-16</td>
</tr>
<tr>
<td>Two Terms Upper Division Algebra</td>
<td>6</td>
</tr>
<tr>
<td>One Term Upper Division Geometry</td>
<td>3</td>
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<tr>
<td>Mth 491, 492</td>
<td>6</td>
</tr>
<tr>
<td>U. D. Electives in Math</td>
<td>8</td>
</tr>
</tbody>
</table>

Total quarter hours | 31

#### Mathematics Minors—Junior High School—Senior High School

#### Mathematics

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Math through 201</td>
<td>8-16</td>
</tr>
<tr>
<td>Two Terms Upper Division Algebra</td>
<td>6</td>
</tr>
<tr>
<td>One Term Upper Division Geometry</td>
<td>3</td>
</tr>
<tr>
<td>Mth 491, 492</td>
<td>6</td>
</tr>
<tr>
<td>U. D. Electives in Mathematics</td>
<td>8-16</td>
</tr>
</tbody>
</table>

Total quarter hours | 39

## 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>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A sequence in Biological Science</td>
<td>8</td>
</tr>
<tr>
<td>GS 202, 203, Physical Science</td>
<td>8</td>
</tr>
<tr>
<td>Earth Science Sequence</td>
<td>9</td>
</tr>
<tr>
<td>Biological Materials</td>
<td>9</td>
</tr>
<tr>
<td>Natural History (GS 441)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total quarter hours | 36
Mathematics
Mathematics through Mth 200 .......... 8–21
Mth 311 .................................................. 3
At least two quarters of upper division work from Algebra, Geometry, and Number Theory .................. 6
At least two quarters of applications from Computer Coding, Probability and Statistics 6
Approved electives in Mathematics ..........0–13

General Studies Curricula
The general studies program offers the student an opportunity to complete a broad-based program suited to his need. It is possible to complete either a program with a major in science-mathematics or to include the area of natural sciences-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.

NATURAL SCIENCE-BIOLOGY
The concentration in biology, leading to a B.A. or B.S. in general studies, provides students with a background which may lead to employment as laboratory or field technicians in such areas as pollution abatement, environmental monitoring, and natural resources management. It also is a foundation for professional study in the health sciences and for graduate study in the biological sciences. Students must complete 72 quarter hours of work in natural sciences and mathematics, including 36 upper division.

NATURAL SCIENCE-MATHEMATICS
The concentration in mathematics, leading to a B.A. or B.S. in general studies, provides students with an opportunity to prepare for careers in public or private agencies, or for graduate study in mathematics. Students must complete at least 43 quarter hours of work in mathematics, including 36 upper division, in a total of 72 quarter hours in natural sciences and mathematics.

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 the origin 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 412 History of Science (g) 3 hours
A more intensive treatment of the history in one of the two broader areas of the natural sciences, i.e., biological or physical, with greater emphasis on more recent developments. Prerequisite: GS 411.

GS 413 History of Science (g) 3 hours
A more intensive treatment of the history of mathematics with greater emphasis on more recent developments. Prerequisite: GS 411.
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) 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 ocean; 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 mechanism for maintenance and replacement of the individual and population. Three lectures, one two-hour laboratory period.

Bi 203 Principles of Biology 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 distributions, present and 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 one two-hour laboratory period. 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 two-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 variations, 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 sophomore year. Two lectures, two three-hour laboratory periods.

Bi 463 Parasitology (g) 4 hours
Classification, morphology, and life histories of protozoan, helminth, and arthropod parasites. Two lectures, two three-hour laboratory periods. Prerequisite: Bi 203, 204.

Bi 464 Cell Physiology (g) 3 hours
Physiological and biochemical aspects of the cell and its environment; including such topics as cellular composition, nutrition, respiration and differentiation. Three lectures. Prerequisites: Ch 106 or 206 and Bi 203 or consent of the instructor.

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

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

BOTANY LOWER-DIVISION COURSES

Bot 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 4 hours
An examination of the physiological processes and mechanisms involved in plant nutrition, photosynthesis, assimilation of organic and inorganic materials, energy balance, water requirements, growth factors and organismic control. Two lectures, one three-hour laboratory period. Prerequisite: Bot 204 and chemistry.
Zoology, Chemistry Courses

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 the first two terms is largely devoted to qualitative analysis. Three lectures, one three-hour laboratory period. Prerequisite: high school algebra and chemistry.

Upper-Division Courses

Ch 312, 313 Quantitative Analysis 4 hours each term
Fundamental principles of qualitative analysis. Laboratory work consists of standard volumetric, gravimetric, and instrumental procedures. Two lectures, two three-hour laboratory periods. Prerequisite: Ch 206 or consent of instructor.

Ch 331, 332 Elements of Organic Chemistry
3 hours each term
An introductory course in organic chemistry including both aliphatic and aromatic compounds. Emphasis on relations of organic chemistry to life. Prerequisite: Ch 106 or 206. Two lectures, one three-hour laboratory period.

Ch 334, 335, 336 Organic Chemistry
4 hours each term
A study of the carbon compounds of both the aliphatic and aromatic series. Three lectures and one three-hour laboratory period. Prerequisite: Ch 206 or consent of instructor.

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

Ch 419 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: Ph 535.

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

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

Ch 530 Advanced Organic Chemistry 3 hours
An introduction to some advanced topics of organic chemistry, particularly as related to biological systems, including some of the modern research methods. Prerequisite: Ch 338, 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 338.

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 earth; the main events in earth history; history of 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 hour
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 fossiliferous rocks. 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. Prerequisites: G 201, G 202, G 203 or G 351 or consent of instructor.

G 460 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; G 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. Prerequisites: 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; electricity through gases, X-rays, and radioactivity, atomic and nuclear physics, the nature of electromagnetic radiations, wave mechanics and the photo-electric effect. Three lectures, one two-hour laboratory period. Prerequisites: 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) 3 hours
Advanced undergraduate study of electromagnetic phenomena, with emphasis on vector methods; Maxwell's equations and electro-magnetic waves. Prerequisites: Ph 203 and Mth 203.

Ph 437 Electronics and Radio (g) 3 hours
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
Prerequisite: Ph 203, Mth 203.

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

Ph 581, 582 Modern Physics 3 hours each term
A brief study of some of the developments in physics since 1952, 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. Students who have completed two years of high school algebra or equivalent may not enroll for credit without departmental permission.

Mth 101 College Algebra 4 hours
Introduction to elementary set theory, development of the real number system, inequalities, absolute value, functions, graphs, theory of equations, and mathematical induction. Prerequisite: Mth 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 a 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. Students who are not elementary education majors and who have completed two years of high school algebra or equivalent may not enroll for credit without departmental permission. Must 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. Prerequisites: 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 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.

*Mth 238 Mathematics in Western Culture 4 hours
The course will discuss the interaction between scientific thought on the one hand and religious, philosophical, and artistic thought on the other; computers; game theory; graph theory and topology.

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 curriculum in the elementary school from 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 324 Probability Theory 3 hours
Combinatorial problems, continuous distribution, expectation, laws of large numbers. Prerequisite: Mth 200.

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 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 non-mathematical background. The second quarter covers topics with application to research in the fields of education, social and biological sciences. Prerequisite: Mth 101 (Credits do not normally apply toward a secondary major in mathematics.)

Mth 438 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. Prerequisite: Mth 203 of 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 Lebesgue integrals. Prerequisites: Mth 205 and consent of instructor.

GRADUATE COURSES
Courses numbered 400-499 and designated (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, Holmes, Redbird, Timpany.
Associate Professors: Ansperger, Anderson, Bergman, Crotoneo, Hess, Hill, Singh.

Instructors: Allen, Brown, Johnson, Martin, Moran, 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 24 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 .................... 3
Soc 309. American Society ......................................... 3
Soc 408. Special Secondary Methods ............................. 3
Anth 400. Early Man in the New World .......................... 3
Upper-Division Electives in History .............................. 6
Upper-Division Electives in Sociology ......................... 6

**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 309. American Society (and two electives) ................. 9
Ps 306. 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, 414a .................................................. 9
Sp 111 or approved substitute ................................... 3
Eng 104, 105, 106 (any two) .................................... 6
Eng 233, 234, 235 (any two) .................................... 6
(All total of six 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 233, 234, 235 .................................................. 6
Eng 479g ............................................................. 3
Eng 479g 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>History of the Pacific Northwest</td>
<td>3</td>
</tr>
<tr>
<td>History of the United States</td>
<td>9</td>
</tr>
<tr>
<td>History of Western Civilization</td>
<td>9</td>
</tr>
<tr>
<td>Geography</td>
<td>6</td>
</tr>
<tr>
<td>Six hours of electives from the fields of political science, sociology, anthropology, economics, history, or geography</td>
<td>36</td>
</tr>
</tbody>
</table>

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).

Each student may 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. Students must complete 72 quarter hours in social science, including 36 upper division, as outlined below. A minor in psychology must be planned with the assistance of an adviser in corrections.

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

Political Science and Economics

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Geography</td>
<td>9</td>
</tr>
<tr>
<td>Geog 105, 106, 107. Introductory Geography</td>
<td>9</td>
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<tr>
<td>Geog 221. Field Geography</td>
<td>3</td>
</tr>
<tr>
<td>Geog 240. Cartography</td>
<td>3</td>
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<tr>
<td>Geog 411. Cultural Geography (G)</td>
<td>3</td>
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</tbody>
</table>

Sociology and Anthropology

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soc 213. Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Soc 336. Marriage and the Family</td>
<td>3</td>
</tr>
<tr>
<td>Soc 416. Criminology and Delinquency (G)</td>
<td>3</td>
</tr>
<tr>
<td>Soc 437. Sociology of Race Relations (G)</td>
<td>3</td>
</tr>
<tr>
<td>Soc 491. Corrections Processes</td>
<td>3</td>
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<td>Soc 492. Penology</td>
<td>3</td>
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<td>Soc 493. Parole and Probation</td>
<td>3</td>
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<tr>
<td>Soc 407. Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Soc 409. Practicum</td>
<td>12</td>
</tr>
</tbody>
</table>

SOCIAL SCIENCE-GEOGRAPHY

The concentration in geography, leading to a B.A. or B.S. in general studies, provides students with a background which may lead to employment in public and private agencies as planners, geographers, and cartographers, and to careers in professions related to teaching. It also is a foundation for graduate study in geography. Students must complete 40 quarter hours of work in geography, including 27 upper division, among a total of 72 hours in social science.

SOCIAL SCIENCE-HISTORY

The concentration in history, leading to a B.A. or B.S. in general studies, provides students with an opportunity to prepare for employment in public or private agencies, for professions related to teaching, and for graduate work in history. Students must complete 40 quarter hours of work in history, including 27 upper division, among a total of 72 hours in social science.

SOCIAL SCIENCE-PSYCHOLOGICAL STUDIES

The concentration in psychological studies, leading to a B.A. or B.S. in general studies, emphasizes the applied aspects of psychology and provides students with a background which may lead to employment as paraprofessionals in mental health agencies and in certain civil service positions. It also is a foundation for graduate study in such service professions as counseling psychology and social work. Students contemplating graduate work may anticipate being required to take additional background courses. Students must complete 42 quarter hours in psychology and 30 in sociology and anthropology.
Soc 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.

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

Soc 700 (p) In-Service Education

Anthropology
Lower-Division Courses

Anth 214, 215, 216 Anthropology 3 hours each term
An introduction to anthropology, its methods, and history. The courses are organized around three main aspects: (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. Prerequisite: Anth 214, 215, 216 or consent of instructor.

Anth 312 Cultural Anthropology 3 hours
This course examines the origins and stages of development of prehistoric cultures. Economic, political, social, and religious systems of contemporary primitive societies are considered. The role of understanding the nature and functions of Western institutions. Prerequisite: Anth 311 or consent of instructor.

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 459 Cultural Ecology (g) 3 hours
This course will study the relationship of man as a social and biological organism within the context of his environment. It will review man's past adaptations to his environment, the role which ecology has played in cultural adaptation and change, and man's present critical relationship within his physical environment.

Anth 461 Urban Anthropology (g) 3 hours
Understanding the origin and evolution of cities. The application of cross-cultural perspectives to the social organization of urban life. An examination of factors in the evolution of urban forms and institutions.

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

Soc 511 Contemporary Developments in the Social Sciences 3 hours
A study of contemporary literature in the various social science areas for elementary teachers.

Soc 512 Contemporary 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.)

Soc 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.
ECONOMICS
LOWER-DIVISION COURSES
Ec 115 Outline of Economics 3 hours
A descriptive and analytical outline study of our market society with emphasis on macro-economic theory—a concern with aggregate economic behavior and analysis of such factors 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.

Ec 201, 202, 203 Principles of Economics 3 hours each term
Social phenomena due to the wealth-getting and wealth-using activities of man.

UPPER-DIVISION COURSES
Ec 318 Money and Banking 3 hours
Description and analysis of the operations of commercial banks, the Federal Reserve System, and the Treasury as they affect the monetary system of the United States. Prerequisite: Ec 201, 202, 203 or consent of instructor.

Ec 319, 320 Public Finance 3 hours each
Economic analysis of revenue collection and expenditure by Federal, State, and Local governments. Ec 319 deals with the effect of income taxes, corporate taxes, excise taxes, property taxes, fees, and other sources of public revenue on personal income, employment and production; incidence and shifting of taxes. Ec 320 is concerned with analysis of government expenditure—allocation of public funds for the achieving of various social goals and objectives; evaluation of efficiency criteria. Prerequisite: Ec 201, 202, 203 or consent of instructor.

Ec 417 Problems of Economic Development of Nations (g) 3 hours
A study of development problems in such countries as Israel, the Latin Americans, 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 the 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.

Ec 457, 458 Economic Theory and Policy (g) 3 hours each term
Ec 457 Microeconomics: Economic theory of the firm, the price system and resource allocation under various market structures. Ec 458 Macroeconomics: Measurement, analysis and policy related to the aggregate economic activity, with emphasis on employment, stable prices, and economic growth. Prerequisite for Ec 457 and 458: 9 hours of lower division economics.

Ec 457 Technology and American Economic History (g) 3 hours
An investigation of American economic history with emphasis on analyzing the interaction between technology, research and development, economic structure and institutions.

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 political, 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 geographical 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 the genetic, distributional and functional interrelationships.

Geog 408 Senior Colloquium in Geography 3 hours
Study of significant geographical writings from the early Greek 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 the 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 material; 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.

Geog 480 Geography in the School Curriculum (g) 3 hours
A discussion and analysis of the major trends, concepts, and content of geography as related to the social studies curriculum in the public schools.

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

Geog 515 Geographic Background of European History 3 hours
Study of the influence of geographic factors on the development of European ethnic, settlement, political, and economic patterns. Emphasis will be given to the evolution of these patterns since the time of the dissolution of the Roman Empire.

Geog 518 Modern Viewpoints, Methods and Materials in Geography 3 hours
Analysis of the learning skills, concepts, tools, and techniques to provide understanding of the physical environment and its relationship to man's way of living.

Geog 519 Cartography for Teachers 3 hours
Maps and visual aids, their selection and usage in the classroom. Sources of maps for the teacher. Making a map in the classroom and implementing it as a teaching tool. Methods of relating the map to the ground, and the ground to the map.

Geog 520 Physical Geography and Field Methods for Teachers 3 hours
Understanding of the earth as the home of man and the root source of all phenomena—social, economic, and cultural. Study of natural resources for security and opulence. Field work will cover experiences in a dry landscape, a humid landscape, and coast plains (Eastern Oregon and Cascades, Willamette Valley and coastal mountains, and seacoast).

HISTORY
LOWER-DIVISION COURSES
Hst 101, 102, 103 History of Western Civilization 3 hours each term
Development of western civilization from early beginnings to the present time; political, social and cultural factors, present conditions and problems.

Hst 140 Introduction to History 3 hours
The historian's craft: an introduction to the meaning and method of history, illustrated by materials drawn from American history.

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 development. 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: 1789-1815; 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 recent trends in historical literature and interpretations.

Hst 420 Historiography (g) 3 hours
A study of the discipline of history; its historical development and its present meaning, significance, and methodology.

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 reformations of the 16th Century.

Hst 425 Early Modern Europe (g) 3 hours
Movements and events of the 17th and 18th centuries; the Enlightenment; the Old Regime; the classical age in art, architecture, and literature; the development of modern science, society, and nation states.

Hst 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 in 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 479 Urban American History (g) 3 hours
A study of the political, economic, social, and intellectual impact of the city upon American history; the influence of historical forces upon the growth of American urbanization.

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, 203, 203 and/or consent of instructor.

PS 424 Problems of State Government (g) 3 hours
Study of special problems of state executives, legislature, 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, temporary, and anticipated population conditions and trends, as these are related to social situations and the organization of society.

UPPER-DIVISION COURSES

Soc 309 American Society 3 hours
An analysis of American society in terms of its significant structural traits and their functions; major changes in American society and selected contemporary problems examined in their relation to institutional structures.

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

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
Described 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 427 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 life style, resource availability and allocation related to social and economic stratification; subculture to aging.

Soc 477 The Black in American Society (g) 3 hours
Study of the black'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 education 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.

Soc 494 International Corrections Survey (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.

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

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.

* Fundamentals of Accounting may not be used to fulfill major or minor requirements in the general studies curricula.
PROCEDURES
For Graduate Study

Admission to the College
- Application for admission and transcripts are filed with the director of admissions.
- A copy of the teaching certificate or petition for waiver, when applicable, is necessary.
- A health history and physical examination report are filed with the director of admissions.

Enrollment Quotas
- Enrollment consideration form for permission to enroll fall term, 1971, is filed with the graduate office.

Admission to Master's Degree Programs
- Miller Analogies Test or Graduate Record Examination report is filed with the graduate office.
- Departmental entrance requirements must be satisfied, as applicable.
- A program plan, including the thesis outline, if appropriate, must be completed during the first term of on-campus course work.

Admission to Candidacy for a Master's Degree
- References from three faculty members are required.
- The application for candidacy form is filed with the graduate office.
- At least 12 hours of the approved program, including 9 concurrent hours, must be completed.

Final Evaluation Procedures
- The thesis or field study must be completed and accepted, if applicable, with departmental approval.
- Application for master's degree must be filed with the graduate office.
- Final comprehensive examinations must be completed.

Conferring of Degree
- Degrees are conferred in the June following completion of degree requirements.
GRADUATE DEGREE PROGRAMS

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.

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.

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

MASTER OF SCIENCE IN EDUCATION

Elementary Education
Early 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

MASTER OF MUSIC EDUCATION

ADMISSIONS PROCEDURE

All persons desiring to enroll at Oregon College of Education for study at the graduate (post-baccalaureate) level 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.

- One unofficial photocopy of the current teaching certificate held, if any.

- Students desiring the master's degree in specializations not requiring a teaching certificate must file a completed petition requesting waiver of the requirement for holding a public school teaching certificate.

- All students in master's degree programs must file an official report of their 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 OCE 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 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.

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 complete certification requirements or become candidates for a degree. Failure to complete admission procedures may result in the denial of graduate credit at Oregon College of Education for the course work completed.

Enrollment Quotas for Fall 1971

Enrollment restrictions of graduate education have been imposed at all institutions of the State System of Higher Education. Students will be admitted to OCE fall term of 1971 in accordance with graduate study regulations. However, admission to the college does not constitute permission to enroll.

All graduate students wishing to enroll fall term of 1971 must submit an Enrollment Consideration form. “Permission to enroll” slips will be issued only after receipt of the Enrollment Consideration form, on the basis of enrollment criteria decided upon by the Graduate Study Committee. Enrollment Consideration forms received before April 15, 1971, will be assigned a higher priority than those returned subsequent to this date. Graduate students without a “permission to enroll” slip will not be permitted to register fall term of 1971.

Enrollment Consideration forms are available in the graduate office.

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 in the Application for Admission.

Qualified students seeking a degree 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 be reclassified by the director of graduate programs before being considered for admission to a program as a candidate for a degree.

General Regulations

Program of Study. All graduate-level planned programs are specifically tailored to meet the needs of the individual student and to satisfy graduation and/or certification requirements.

Students desiring to pursue a planned post-baccalaureate program are normally expected to complete a program plan with an adviser during the first-term in which they are enrolled for course work on-campus.

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.

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 com-
bination 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.

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.

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.

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 enrollment should contact the registrar's office.

Master's Degree Regulations

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.

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. The 9 concurrent hours must be taken prior to admission to candidacy. Courses completed on the OCE campus through the Division of Continuing Education apply as resident credit when validated by official transcript.

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 18 quarter hours of his official program subsequent to the quarter in which all requirements for admission were satisfactorily completed.

Transfer of Graduate Credit. Upon favorable action by the Graduate Study Committee, 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.

Minimum GPA Requirement. In order to be admitted to, and/or retained in, the graduate degree 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 Graduate Study Committee to determine the candidate's future status.

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 residence 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 the Graduate Study Committee 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 until after 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 Graduate Study Committee. 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 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.”

Early Childhood Curriculum

This curriculum is designed to satisfy the needs of professional personnel for specific skills in teaching, planning, implementation, and evaluating programs for young children (0-7 years). Three types of persons generally would enter the program: (1) elementary teachers desiring to acquire skills in working with preschool or primary children (0-7 years); (2) candidates preparing for leadership roles in the operation of nurseries and/or day care centers; and (3) candidates preparing for roles in research and/or evaluation.

The curriculum consists of a professional education core of 9 quarter hours, an early childhood core of 21-24 quarter hours, and an elective core of 12-15 quarter hours to total a minimum of 45 hours.

Professional Education Core:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 512</td>
<td>Research Procedures in Education</td>
<td>3</td>
</tr>
<tr>
<td>Ed 546</td>
<td>Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>Psy 460C</td>
<td>Developmental Psychology; Infancy and Childhood</td>
<td>3</td>
</tr>
<tr>
<td>Psy 520</td>
<td>Psychology of Learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total quarter hours</td>
<td>9</td>
</tr>
</tbody>
</table>

Early Childhood Core:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 522</td>
<td>Motor and Perceptual Learning in Children</td>
<td>2</td>
</tr>
<tr>
<td>Psy 540</td>
<td>Linguistic and Cognitive Learning in Children</td>
<td>2</td>
</tr>
<tr>
<td>Psy 489C</td>
<td>Social Learning in Children</td>
<td>2</td>
</tr>
<tr>
<td>Ed 528</td>
<td>Educational Diagnosis and Evaluation Learning</td>
<td>3</td>
</tr>
<tr>
<td>Ed 510</td>
<td>Contemporary Developments in Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>Ed 518</td>
<td>Public and Professional Relations</td>
<td>3</td>
</tr>
<tr>
<td>Ed 506</td>
<td>Individual Study</td>
<td></td>
</tr>
<tr>
<td>Ed 509</td>
<td>Practicum</td>
<td>6-9</td>
</tr>
<tr>
<td></td>
<td>Total quarter hours</td>
<td>21-24</td>
</tr>
<tr>
<td></td>
<td>Approved electives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total quarter hours</td>
<td>45</td>
</tr>
</tbody>
</table>

Elementary Curriculum

Completion of a fifth year of preparation is not required in Oregon for certification of elementary classroom teachers. However, a student completing a master’s degree program at Oregon College of Education usually will complete the standard norms required for the standard teaching certificate.

The elementary education 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>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 512</td>
<td>Research Procedures in Education</td>
<td>3</td>
</tr>
<tr>
<td>Ed 513</td>
<td>Evaluation of Classroom Instruction</td>
<td>3</td>
</tr>
<tr>
<td>Ed 518</td>
<td>Public and Professional Relations</td>
<td>3</td>
</tr>
<tr>
<td>Ed 536</td>
<td>Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>Ed 553</td>
<td>Elementary School Curriculum</td>
<td></td>
</tr>
<tr>
<td>Ed 566</td>
<td>Curriculum Construction</td>
<td></td>
</tr>
<tr>
<td>Psy 460C</td>
<td>Developmental Psy: Infancy and Childhood</td>
<td></td>
</tr>
<tr>
<td>Psy 461G</td>
<td>Developmental Psy: Adolescence and Maturity</td>
<td></td>
</tr>
<tr>
<td>Psy 520</td>
<td>Psy of Learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total quarter hours</td>
<td>18</td>
</tr>
</tbody>
</table>
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>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSE 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 the Sciences 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.

Junior High Curricula

The graduate program for the degree of master of science in education for junior high school 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 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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 512</td>
<td>Research Procedure in Education</td>
<td>3</td>
</tr>
<tr>
<td>Ed 546</td>
<td>Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>Ed 522</td>
<td>Secondary School Curriculum or Ed 566</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Curriculum Construct or</td>
<td></td>
</tr>
<tr>
<td>Ed 571</td>
<td>Junior High School Curriculum</td>
<td></td>
</tr>
<tr>
<td>Psy 460G</td>
<td>Developmental Psy: Infancy and Childhood</td>
<td>as approved</td>
</tr>
<tr>
<td>Psy 461G</td>
<td>Developmental Psy: Adolescence and Maturity</td>
<td>as approved</td>
</tr>
<tr>
<td></td>
<td>Psychology courses as approved</td>
<td></td>
</tr>
<tr>
<td>Psy 520</td>
<td>Psychology courses as approved</td>
<td></td>
</tr>
</tbody>
</table>

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, or 24 hours in the combined language-arts-social science 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

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved courses in literary criticism</td>
<td>3</td>
</tr>
<tr>
<td>Approved courses in language</td>
<td>3-9</td>
</tr>
<tr>
<td>Approved courses in writing</td>
<td>3-6</td>
</tr>
<tr>
<td>Approved courses in literature</td>
<td>3-18</td>
</tr>
</tbody>
</table>

Total (including 6 or more quarter hours at 500-level): 21-27

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

MATHEMATICS: (One curriculum to be selected)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 491G, 493G</td>
<td>Mathematics for Secondary Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Approved courses with at least 9 hours in mathematics</td>
<td>15-21</td>
<td></td>
</tr>
</tbody>
</table>

Total quarter hours: 21-27

Elementary Algebra and Geometry:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 491G, 493G</td>
<td>Mathematics for Secondary Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Approved courses with at least 9 hours in mathematics</td>
<td>15-21</td>
<td></td>
</tr>
</tbody>
</table>

Total quarter hours: 21-27

SCIENCE: (One curriculum to be selected)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 412G</td>
<td>General Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>GS 511</td>
<td>Biocology</td>
<td>3</td>
</tr>
<tr>
<td>BI 458G</td>
<td>Field Biology</td>
<td>3</td>
</tr>
<tr>
<td>Z 451G</td>
<td>Invertebrate Zoology</td>
<td>3</td>
</tr>
<tr>
<td>GS 411G</td>
<td>History of Science</td>
<td>3</td>
</tr>
</tbody>
</table>

Approved courses with at least 4 hours in biology: 4-10

Total quarter hours: 21-27

General Science

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 446G</td>
<td>Evolution</td>
<td>3</td>
</tr>
<tr>
<td>BI 460G</td>
<td>Preparation of Biological Materials</td>
<td>3</td>
</tr>
<tr>
<td>G 450G</td>
<td>Rocks and Minerals</td>
<td>3</td>
</tr>
<tr>
<td>G 453G</td>
<td>Geology of the Pacific Northwest</td>
<td>3</td>
</tr>
<tr>
<td>GS 411G</td>
<td>History of Science</td>
<td>3</td>
</tr>
</tbody>
</table>

Approved courses with at least 5 hours in science and/or mathematics: 5-11

Total quarter hours: 21-27

Social Science (one curriculum to be selected)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hist 430G</td>
<td>Historiography</td>
<td>3</td>
</tr>
<tr>
<td>SSE 507</td>
<td>Seminar: American History</td>
<td>3</td>
</tr>
</tbody>
</table>

Approved courses in American History: 15-21

Total quarter hours: 21-27

World History

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hist 430G</td>
<td>Historiography</td>
<td>3</td>
</tr>
<tr>
<td>SSE 507</td>
<td>Seminar: World History</td>
<td>3</td>
</tr>
</tbody>
</table>

Approved courses in World History: 15-21

Total quarter hours: 21-27

Geography

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geog 518</td>
<td>Modern Viewpoints, Methods and Materials</td>
<td>3</td>
</tr>
<tr>
<td>SSE 507</td>
<td>Seminar: Geography</td>
<td>3-9</td>
</tr>
</tbody>
</table>

Approved courses in Geography: 9-21

Total quarter hours: 21-27

Economics

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved courses in Economic Theory</td>
<td>6</td>
</tr>
<tr>
<td>Approved courses in Economics</td>
<td>15-21</td>
</tr>
</tbody>
</table>

Total quarter hours: 21-27

Political Science

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSE 507</td>
<td>Seminar: Political Science</td>
<td>3</td>
</tr>
<tr>
<td>Approved courses in Political Science</td>
<td>18-24</td>
<td></td>
</tr>
</tbody>
</table>

Total quarter hours: 21-27
Sociology
SSE 507 Seminar: Sociology .................................... 3
Approved courses in Sociology/Anthropology 18-24

Total quarter hours .................................................... 21-27

* Language Arts—Social Science
Approved courses in Language Arts/Social Science ............... 24-27

* Students who do not meet language arts-social studies basic norm requirements may need additional hours beyond the degree program.

Senior High Curricula

The graduate program for the degree of master of science in education for senior high school 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 513 Research Procedures in Education ....... 3
Ed 546 Philosophy of Education .................................. 3
Ed 522 Secondary School Curriculum .......................... 3
Ed 566 Curriculum Construction ................................ 3
Ed 571 Junior High School Curriculum ......................... 3
Psy 460G Developmental Psychology: Infancy and Childhood or
Psy 461G Developmental Psychology: Adolescence and Maturity or
Psy 520 Psychology of Learning .................................. 3
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
Approved courses in literary criticism ........................ 3
Approved courses in language .................................. 3-9
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 requirements 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.

MATHEMATICS: (one curriculum to be selected)
Education courses, not applicable in humanities core:
Ed 434G 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 Book Selection and Reference Materials ............ 3
Lib 484G History of Science Administration .................. 3
Lib 485G 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:

Elementary Algebra and Geometry
Mth 491g, 493g Mathematics for Secondary Teachers .................................. 6
Approved courses with at least 9 hours in mathematics .... 15-21

Total quarter hours .................................................... 21-27

Elementary Algebra and Geometry
Mth 491g, 493g Mathematics for Secondary Teachers .................................. 6
Approved courses with at least 9 hours in mathematics .... 15-21

Total quarter hours .................................................... 21-27

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)

Biology
Bi 412g General Microbiology .................................. 4
Gs 341g Bacteriology .................................. 3
Bi 458g Field Biology .................................. 3
Z 451g Invertebrate Zoology .................................. 4
Gs 411g History of Science .................................. 3
Approved courses with at least 4 hours in biology ........ 4-10

Total quarter hours .................................................... 21-27

Chemistry
Ch 561 Advanced Inorganic Chemistry .................. 3
Ch 530 Advanced Analytical Chemistry .................. 3
Ch 530 Advanced Organic Chemistry .................. 3
Gs 411g History of Science .................................. 3
Approved courses with at least 9 hours in chemistry .... 9-15

Total quarter hours .................................................... 21-27

Physical Science
Ch 591 Advanced Inorganic Chemistrya .................. 3
Ch 530 Advanced Organic Chemistrya .................. 3
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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 512</td>
<td>Research Procedures in Education</td>
<td>3</td>
</tr>
<tr>
<td>Ed 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></td>
</tr>
<tr>
<td>Psy 461G</td>
<td>Developmental Psychology: Adolescence and Maturity, or</td>
<td>as approved</td>
</tr>
<tr>
<td>Psy 520</td>
<td>Psychology of Learning</td>
<td></td>
</tr>
</tbody>
</table>

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>Sp 487G, 488G, 489G</td>
<td>Audiology</td>
<td>10</td>
</tr>
<tr>
<td>Ed 507</td>
<td>Seminar: Student Teaching</td>
<td>3</td>
</tr>
<tr>
<td>Ed 509</td>
<td>Practicum: The Deaf</td>
<td>9</td>
</tr>
<tr>
<td>Ed 539</td>
<td>Directed Observation of the Deaf</td>
<td></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></td>
</tr>
<tr>
<td>Ed 556</td>
<td>Teaching Language to the Deaf, Introduction</td>
<td>5</td>
</tr>
<tr>
<td>Ed 557</td>
<td>Teaching Language to the Deaf, Advanced</td>
<td></td>
</tr>
<tr>
<td>Ed 578</td>
<td>Teaching Speech to the Deaf, Introduction</td>
<td>4</td>
</tr>
<tr>
<td>Ed 579</td>
<td>Teaching Speech to the Deaf, Advanced</td>
<td></td>
</tr>
<tr>
<td>Ed 584</td>
<td>Orientation to the Deaf and Hard of Hearing</td>
<td>3</td>
</tr>
</tbody>
</table>

Total quarter hours: 52

**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**

- **Ed 463G** The Maladjusted Child .................................................. 3
- **Ed 465G** Diagnostic and Remedial Techniques in the Basic Skills ............ 3
- **Ed 468G** Diagnostic and Remedial Techniques in Reading .................... 3
- **Ed 470G** Education of the Exceptional Child .................................. 3
- **Psy 523** General Intelligence Testing ........................................... 3
- **Ed 509** Practicum: Remedial Reading ........................................... 6
- **Ed 558** Psychology of Reading ..................................................... 3

Total quarter hours: 24

**Standard Norm Courses**

- **Sp 480G** Speech Pathology ......................................................... 3
- **Sp 488G** Audiology ........................................................................ 3
- **Ed 464G** The Mentally Retarded Child ........................................... 3
- **Ed 469G** Teaching Reading in Secondary Schools .............................. 3
- **Ed 487G** Counseling Techniques .................................................... 3
- **Ed 509** Practicum: Basic Skills ................................................... 3
- **Psy 524** Individual Intelligence Testing .......................................... 3

Total quarter hours: 21

*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 consists of the 12 hours required for the basic norm in teaching the mentally retarded plus additional approved courses from the standard norm or recommended by the adviser.

**Basic Norm Courses**

- **Ed 464G** The Mentally Retarded Child ........................................... 3
- **Ed 489G** Curriculum for the Mentally Retarded ................................ 3
- **Ed 507** Seminar: Extended Activities for the Mentally Retarded .......... 3
- **Ed 509** Practicum: The Mentally Retarded Child ............................... 3–9

Approved courses: 12–18

Total quarter hours: 36

**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 464G** The Mentally Retarded Child ........................................... 3
- **Ed 489G** Curriculum for the Mentally Retarded ................................ 3
- **Ed 449C** 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 470G** Education of the Exceptional Child .................................. 3
- **Ed 472G** 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 595 General Intelligence Testing ................................... 3
Ed 470G Education of the Exceptional Child ................................ 3
Ed 444G Medical Aspects of Speech and Hearing ............................ 4
Ed 509 Practical Speech Pathology .................................... 4
Ed 509 Practicum: Audiology ........................................ 4
Total quarter hours ............................................ 24

**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 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.

**ELECTIVE CONCENTRATION FOR THE TEACHING OF READING**

This elective concentration is designed to prepare secondary teachers to work as reading specialists in secondary schools. The courses will provide the student with the competency to function as a reading specialist in junior and senior high schools. The specialization includes 12 quarter hours which may be completed in a summer session or during the academic year.

Ed 507 Psychology of Reading ..................................... 3
Ed 465G Diagnosis and Remediation in Reading ......................... 3
Ed 507 Instructional Materials in Reading ................................ 3
Ed 509 Practicum: Remedial Reading-Secondary ......................... 3
Total quarter hours ............................................ 12

**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 455G 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

*Also required in professional education core.*
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

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 512 Research Procedures in Education</td>
<td>3</td>
</tr>
<tr>
<td>Ed 532 Secondary School Curriculum or Ed 553 Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>Ed 571 Junior High School Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>Ed 574 School Supervision</td>
<td>3</td>
</tr>
<tr>
<td>Total quarter hours</td>
<td>9</td>
</tr>
</tbody>
</table>

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 practicums.

Standard Norm Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 424G Measurements in Education or Psy 515 Statistical Methods in</td>
<td>3</td>
</tr>
<tr>
<td>Education and Psychology</td>
<td></td>
</tr>
<tr>
<td>Ed 443C Group Processes</td>
<td>3</td>
</tr>
<tr>
<td>Ed 457G Recent Educational Trends and Problems</td>
<td>3</td>
</tr>
<tr>
<td>Ed 487G Counseling Techniques</td>
<td>3</td>
</tr>
<tr>
<td>Ed 513 Evaluation of Classroom Instruction</td>
<td>3</td>
</tr>
<tr>
<td>Six hours of supervision seminar and practicum</td>
<td>6</td>
</tr>
<tr>
<td>Total quarter hours</td>
<td>21</td>
</tr>
</tbody>
</table>

Supervisors in the program will be expected to take at least 3 hours of practicum in supervisory skills and techniques. Individual 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>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 512 Research Procedures in Education</td>
<td>3</td>
</tr>
<tr>
<td>Ed 546 Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>Psy 460G Developmental Psychology: Infancy and Childhood, or</td>
<td>3</td>
</tr>
<tr>
<td>Psy 461G Developmental Psychology: Adolescence and Maturity, or</td>
<td>3</td>
</tr>
<tr>
<td>Psy 520 Psychology of Learning</td>
<td>9</td>
</tr>
<tr>
<td>Total quarter hours</td>
<td>36</td>
</tr>
</tbody>
</table>

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

- Approved course in literary criticism ................................................. 3
- Approved courses in language ......................................................... 3–9
- Approved courses in writing ......................................................... 3–6
- Approved courses in literature ..................................................... 3–21

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:**
- Ed 433G Organization and Administration of Instructional Materials Centers .................................................. 3
- Ed 435C Educational Media and Materials ......................................... 3

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:**
- Lib 480G Children's Literature ............................................................. 3
- Lib 483G Book Selection and Reference ............................................. 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**

**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

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

**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.

**Biological Science**
- GS 411G Natural History ..................................................................... 3
- BI 446G Evolution ................................................................................ 3
- BI 460G Preparation of Biological Materials ....................................... 4

**Physical Science**
- Ph 591G Meteorology ......................................................................... 3
- GS 411G History of Science ................................................................. 3
- GS 424G Astronomy ............................................................................. 3

**Earth Science**
- G 351 Elements of Geology ................................................................. 3
- G 450G Rocks and Minerals ................................................................. 3
- G 453G Geology of the Pacific Northwest ......................................... 3

**Mathematics**
- Mth 313, Mth 313 Mathematics for the Elementary Teacher .............. 3–6
- Mth 325 Elements of Statistical Methods ............................................. 3
- Mth 351 Computer Coding ................................................................. 3
- Mth 491G Mathematics for Secondary Teachers (Arithmetic) ............. 3

Total quarter hours ........................................................................... 30

**Junior High School**

**General Science**
- BI 446G Evolution ................................................................................ 3
- BI 460G Preparation of Biological Materials ....................................... 4
- G 450G Rocks and Minerals ................................................................. 3
- GS 411G History of Science ................................................................ 3
- Z 451G Invertebrate Zoology .............................................................. 4

Total quarter hours ........................................................................... 14

**Senior High School**

**Biology**
- BI 412G General Microbiology .......................................................... 4
- GS 541 Biocology ................................................................................ 3
- BI 458G Field Biology ......................................................................... 3
- Z 451G History of Science .................................................................. 3
- Z 451G Invertebrate Zoology .............................................................. 4

Total quarter hours ........................................................................... 13

**Chemistry**
- GS 411G History of Science ................................................................. 3
- Ch 520 Advanced Analytical Chemistry ............................................. 3
- Ch 530 Advanced Organic Chemistry .................................................. 3
- Ch 561 Advanced Inorganic Chemistry .............................................. 3

Total quarter hours ........................................................................... 18

**Physical Science**
- GS 411G History of Science ................................................................. 3
- Ch 530 Advanced Organic Chemistry .................................................. 3
- Ch 561 Advanced Inorganic Chemistry .............................................. 3
- Ph 531, 583 Modern Physics .............................................................. 6

Total quarter hours ........................................................................... 15

Total quarter hours ........................................................................... 30

* Students lacking undergraduate prerequisites may have other courses substituted by the designated adviser.
General Science
Bi 446g Evolution ........................................ 3
Bi 460g Preparation of Biological Materials .......... 4
G 450g Rocks and Minerals ................................ 3
G 453g Geology of the Pacific Northwest ............... 3
GS 411g History of Science ................................. 3
Approved courses with at least 5 hours in science and/or mathematics .................................. 14
Total quarter hours ........................................ 30

Social Science (one curriculum to be selected)
Both Junior and Senior High School
American History
Hst 420g Histography ....................................... 3
Sse 507 Seminar: American History ........................ 3
Approved courses in American History ................. 24
Total quarter hours ........................................ 30

World History
Hst 420g Histography ....................................... 3
Sse 507 Seminar: World History ............................ 3
Approved courses in World History ....................... 24
Total quarter hours ........................................ 30

Geography
Geog 518 Modern Viewpoints, Methods and Materials ......................................................... 3
Sse 507 Seminar: Geography ................................. 3
Approved courses in geography .......................... 18-24
Total quarter hours ........................................ 30

Economics
Approved courses in Economic Theory ................. 6
Approved courses in Economics .......................... 24
Total quarter hours ........................................ 30

Political Science
PS 430 Political Issues: General Theory ............... 3
Sse 507 Seminar: Political Science ........................ 3
Approved courses in Political Science ................. 24
Total quarter hours ........................................ 30

Sociology
Sse 507 Seminar: Sociology ................................ 3
Approved courses in Sociology/Anthropology .......... 27
Total quarter hours ........................................ 30

MASTERS 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
Ed 512 Research Procedures in Education ............... 3
Ed 546 Psychology of Education ............................ 3
Psy 460G Development Psychology: Infancy and Childhood, or
Psy 461G Developmental Psychology: Adolescence and Maturity, or
Psy 520 Psychology of Learning .......................... as approved 3
Total quarter hours ........................................ 9

Approved courses in Music in the following areas:
Music Education ............................................. 16-18
Musicianship .................................................. 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-bac-
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 matter 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.
OregOn College of Education

Administrative Officers

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 B. 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
DONALD H. DUNCAN, Ed.D., Chairman, Education and Psychology Department
CLARENCE C. CORCHELS, M.S., Director of the Library
CHARLES D. GRELL, B.S., Director of Information
PAUL F. GRIFFIN, Ph.D., Chairman, Social Science Department
PHILLIS K. GRIFFITH, M.S., Associate Dean of Students
MARTHÁ H. HILL, B.S., Executive Secretary to the President
STANLEY J. KENYON, M.S., Registrar; Director of Admissions
ROBERT C. LIVINGSTON, Ed.D., Chairman, Health, Physical Education, and Athletics Department
HAROLD J. MASON, M.S., Director of Placement; Assistant to the Dean of Faculty
H. BLAKE MORANVILLE, M.S., Associate Dean of Students
KENNETH H. MYERS, Ed.D., Director of Field Experiences
ANTON POSTL, Ph.D., Chairman, Natural Sciences and Mathematics Department
DONALD H. SEARING, M.D., Director of Medical Services, Health Service
CLAUDE E. SMITH, M.S., Director of Audio-Visual Services and Productions
EDGAR H. SMITH, Ph.D., Chairman, Music Department
JOHN N. SPARKS, B.S., Director of Business Affairs
HENRY E. TETZ, M.S., Director of Alumni Relations
WILLIAM H. VENEMA, Ed.D., Director of Counseling Services
DAVID E. WALLACE, Ph.D., Coordinator of Special Programs
DOUGLAS P. YATES, M.S., Director of Student Activities

Faculty

This list includes those faculty members employed half-time or more in fall term of the 1970-71 academic year. Recently awarded degrees are shown where possible. The date following the name indicates the year of appointment to the OCE faculty. A break in service is indicated by the listing of more than one date. For example, "1958-63, 1968" indicates service at OCE from 1958 to 1963, a break in service, then continuous service since 1968.

ALLEN JOHN ADAMS, Ph.D. (1969)
Assistant Professor of Humanities

HELEN BLODGETT ADDISON, M.S. (1958)
Assistant Professor of Education; Supervisor of Teaching
B.S. (1957), M.S. (1959), Oregon College of Education.

Professor of Education; Associate Dean of Faculty

ROBERT EDWARD ALBRUTTEN, Ed.D. (1965)
Assistant Professor of Education; Director of Elementary Education

DAVID LEE ALLEN, M.A. (1970)
Instructor in Sociology
B.S. (1966), Southern Oregon College; M.A. (1968), University of Missouri.

CHARLES ALLEN ALVA, Ed.D. (1964)
Professor of Humanities; Chairman, Humanities Department
B.A. (1941), San Jose State College; M.A. (1948); Ed.D. (1960), Stanford University.

NEIL ADRIAN AMERMAN, B.S. (1960)
Assistant Professor; Director of Dormitories
B.S. (1937), University of Minnesota.

GERTRUDE JOANNE AMSPOKER, Ph.D. (1961)
Associate Professor of History
B.A. (1945), Reed College; M.A. (1946), Radcliffe College; Ph.D. (1959), University of Minnesota.

SAMUEL KINGDON ANDERSON, Ph.D. (1959)
Associate Professor of History

FRANCES MATTINGLY ARMOUR, B.S. (1953)
Assistant Professor; Head, Reader Services Librarian

HOWARD BERNARD ASCHWALD, Ph.D. (1969)
Assistant Professor of Education
B.A. (1962), University of South Carolina; M.Ed. (1964), Ph.D. (1969), University of Oregon.

DAVID LEBOY AUSTIN, M.S. (1965)
Assistant Professor of Education; Supervisor of Teaching

LAWRENCE HENRY BACKSTEDT, D.A. (1968)
Instructor in Humanities
B.A. (1964), University of San Francisco; D.A. (1970), University of Oregon.

ROBERT SAMUEL BAKER, M.A. (1957-64, 1966)
Assistant Professor of Humanities
B.A. (1953), Pacific University; M.A. (1956), University of Chicago.
RAYMOND WARREN BALLANTYNE, B.A. (1970)
Instructor in Education; Supervisor of Teaching
B.A. (1967), Oregon College of Education.

Professor of Biology
B.S. (1960), University of California, Davis; M.S. (1965), Trinity University; Ed.D. (1970), University of Michigan.

JAMES ALLAN Barnard, M.S. (1963)
Assistant Professor of Mathematics

JOHN EDWARD BELLAMY, Ph.D. (1955)
Professor of Humanities
B.A. (1948), Indiana State Teachers College; M.A. (1951), Ph.D. (1954); University of Illinois.

RICHARD CHARLES BERG, Ed.D. (1967)
Professor of Music

HERMAS JOHN BERGMAN, Ph.D. (1966)
Associate Professor of History

MAURIE MICHIELE BERRY, M.A. (1970)
Instructor in Speech Pathology

WILDON CHARLES BLACKBURN, M.S. (1965)
Instructor in Physical Sciences-Physics

WILLARD ALLEN BLAKE M.S. (1968)
Instructor; Assistant Dean of Students; Financial Aid Officer

EILEEN ENSTAD BOURNE, M.S. (1962)
Assistant Professor of Education; Supervisor of Teaching

BEVERLY JO BRACKENBURY, M.A. (1970)
Assistant Professor of Humanities
B.A. (1962), Idaho State University; M.A. (1964), University of Nevada.

MYRA JEAN BRAND, B.M. (1966)
Instructor in Music
B.M. (1958), Willamette University.

LOUIS CARL BRANDHORST, M.A. (1957)
Assistant Professor of Geography
B.S. (1955), Concordia Teachers College; M.A. (1965), University of Nebraska.

Assistant Professor of Political Science

RAY ARTHUR BRODERSEN, Ph.D. (1962)
Professor of Physical Sciences-Geology
B.A. (1953), Fresno State College; Ph.D. (1962), University of California, Berkeley.

DAVID SILIN BRODY, Ph.D. (1953-66, 1967)
Assistant Professor of Psychology
B.S. (1932), M.A. (1936), Ph.D. (1952), University of Minnesota.

GEORGE THOMAS BROWN, M.S.W. (1970)
Instructor in Social Science
B.A. (1959), St. Mary's College; M.S.W. (1982), University of Washington.

CAROL JOAN BROWNOW, M.Ed. (1968)
Assistant Professor of Physical Education
B.S. (1964), Portland State University; M.Ed. (1968), Oregon State University.

WILLARD EDWARD BURKE, Ph.D. (1968)
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.

JOSEPH RONALD CALIGURE, M.S. (1966)
Assistant Professor of Physical Education
B.S. (1952), M.S. (1966), University of New Mexico.

DANIEL GEORGE CANNON, M.Ed. (1967)
Assistant Professor of Art; Chairman, Art Department

MARY JOSEPHINE CARR, M.A. (1962-64, 1965)
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.

JOHN JOSEPH CASEY, M.F.A. (1965)
Assistant Professor of Art
B.A. (1958), University of Oregon; M.F.A. (1962), California College of Arts and Crafts.

ROBERT RUSSELL CATURA, M.A. (1969)
Assistant Professor of Humanities

DONA MAXINE CHAPMAN, M.Ed. (1969)
Assistant Professor of Education for the Deaf
B.S. (1960), M.Ed. (1966), University of Arizona.

RONALD LEWIS CHATHAM, Ph.D. (1958-61, 1962)
Professor of Geography; Director of Planning; Administrative Assistant to the President
B.A. (1952), University of California, Berkeley; M.A. (1957), Sacramento State College; Ph.D. (1962), Stanford University.

CORDON WILSON CLARKE, Ph.D. (1968)
Professor of Humanities

HARRIETTE HAMMOND COLLINS, M.A. (1967)
Instructor in Education; Clinical Supervisor
B.A. (1957), University of Washington.

JUDITH ANN CONKEY, M.S. (1967)
Instructor in Humanities
B.S. (1959), University of Kansas; M.S. (1966), Oregon College of Education.

RONALD CHARLES COOLBAUGH, Ph.D. (1970)
Assistant Professor of Biology

DOROTHY LOUISE COREY, M.A. (1967)
Assistant Professor of Biology
B.A. (1951), University of Washington; M.A. (1959), University of California at Los Angeles.

Professor of Education; Director of Graduate Programs

ROSS RALPH COTRONEO, Ph.D. (1966)
Associate Professor of History

Assistant Professor of Social Science

RUTH PEARSON CULBERTSON, M.A. (1963)
Assistant Professor of Art

ERNIE LEE CUMMINS, Ed.D. (1957)
Professor of Physical Sciences and Science Education

Assistant Professor of Education
B.A. (1950), Idaho State University; M.Ed. (1964), University of Oregon; Ed.D. (1968), Washington State University.

MERLIN DUANE DARBY, Ed.D. (1968)
Assistant Professor of Education

GALE DAVIS, M.Ed. (1967)
Assistant Professor of Physical Education
B.S. (1950), Oregon College of Education; M.Ed. (1958), University of Oregon.

RICHARD ANTHONY DAVIS, M.A. (1964)
Assistant Professor of Humanities
CHARLES RICHARD GENCILER, Ed.D. (1965)
Associate Professor of Education

Assistant Professor of Education

WILLIAM ORMUND GLAESER, M.A. (1970)
Assistant Professor of Art
B.A. Ed. (1963), Ohio University; M.A. (1967), California State College at Los Angeles.

ARTHUR HUGH GLOGAU, Ph.D. (1953)
Professor of Education
B.S. (1945), M.S. (1946), Ph.D. (1953), Cornell University.

GARY RAY GOODSON, M.S. (1969)
Instructor in Health and Physical Education
B.S. (1965), M.S. (1967), University of Oregon.

CLARENCE CLIFFORD CORCHELS, M.S. (1968)
Professor, Director of the Library
B.S. (1940), Wisconsin State University, Oshkosh; B.S.L. (1945), University of Wisconsin; M.S. (1952), Columbia University.

Professor of Geography

BERYL MANSFIELD GREEN, Ph.D. (1960-66, 1969)
Associate Professor of Mathematics

CHARLES DAVID GRELL, B.S. (1969)
Director, Director of Information
B.S. (1950), University of Oregon.

PAUL FRANCIS GRIFFIN, Ph.D. (1960)
Professor of Geography; Chairman, Social Science Department

PHILLIS KNIGHT GRIFFITH, M.S. (1967)
Assistant Professor, Associate Dean of Students
B.S. (1965), M.S. (1967), University of Oregon.

KLEMEN M. HAMBOURG, F.T.C.L. (1969)
Assistant Professor of Music

Professor of Education-Psychology

LLOYD THEODORE HANSON, M.A. (1960-63, 1965)
Assistant Professor of Humanities
B.A. (1950), Willamette University; M.A. (1957), University of Oregon.

WILLIAM DALE HARP, M.S. (1965)
Assistant Professor of Education; Program Director, Campus Elementary School
B.S. (1956), M.S. (1960), Oregon College of Education.

BEVERLY HENSON HERZOG, Ph.D. (1968)
Assistant Professor of Education

LELAND ELMER HESS, Ph.D. (1956)
Associate Professor of Political Science
B.A. (1938), B.A. (1940), Ph.D. (1965), University of Chicago.

MARGARET LOUISE HIATT, Ed.D. (1949)
Professor of Education

VERN DONALD HIEBERT, M.S. (1959-63, 1965)
Assistant Professor of Mathematics
B.A. (1952), Willamette University; M.S. (1959), University of Illinois.

HOWARD CLINTON HILL, M.A. (1962)
Assistant Professor, Catalog Librarian
JAMES EDWIN HILL, Jr., Ph.D. (1967)  
Associate Professor of Geography  

MARTHA HELEN HILL, B.S. (1945)  
Assistant Professor; Executive Secretary to the President  
D.Sc. (1929), Oregon College of Education; B.S. (1932), Oregon State University.  

FREDERICK ABRAHAM HIRSCH, Ph.D. (1967)  
Assistant Professor of Geography  

BETTY PHILLIPS HOLDT, M.A. (1963)  
Assistant Professor of Education  

CHLOE ANITA HOLLAND, M.A. (1968)  
Instructor in Humanities  

KENNETH LLOYD HOLMES, Ph.D. (1967-69, 1970)  
Professor of History  
B.A. (1938), University of Redlands; Ph.D. (1963), University of Oregon.  

REESE MILTON HOUSE, Ed.D. (1959)  
Assistant Professor of Education-Psychology  

ELIZABETH EMILY HOWSER, Ph.D. (1965-68, 1970)  
Assistant Professor of Education  

Associate Professor of History  
B.S. (1957), Brigham Young University; M.A. (1959), Ph.D. (1963), University of Washington.  

MAJDUDDIN MOHAMMED JAFFER, M.S.E. (1958)  
Assistant Professor of Physical Sciences-Chemistry  
B.Sc. (1945), Osmania University, India; B.S.Ch.E. (1950), University of Michigan; M.S.E. (1951), University of North Dakota.  

CHARLES DAVID JENNINGS, Ph.D. (1962-63, 1970)  
Assistant Professor of Physical Sciences-Physics  

PAUL HENRY JENSEN, Ph.D. (1968)  
Professor of Education  

RICHARD IMMANUEL JENSEN, M.Ed. (1969)  
Assistant Professor of Education  
B.S. (1959), Dana College; M.Ed. (1963), University of Oregon.  

CHARLES WILFORD JOHNSON, M.S. (1961)  
Assistant Professor of Geography  
B.Ed. (1938), Illinois State Normal University; M.S. (1948), University of Wisconsin.  

JOHN MORRIS JOHNSON, Ph.D. (1969)  
Professor of Biology  

ANNE HOLWEGGER JONES, B.S. (1970)  
Instructor in Education; Supervisor of Teaching  
B.S. (1967), Oregon State University.  

LORRAINE BADURINA JUSTIS, M.A. (1968)  
Instructor; Cataloguer/Reference Librarian  

BARBARA JORDAN KAHN, M.S. (1966)  
Instructor; Clinical Supervisor  
B.A. (1950), Bowling Green State University; M.S. (1966), Oregon College of Education.  

JAMES CARSON KEENESY, Ph.D. (1970)  
Assistant Professor of Psychology  

KATHERINE COCHRAN KELLY, M.A. (1969)  
Assistant Professor of Humanities  

STANLEY JAY KENYON, M.S. (1963)  
Assistant Professor; Registrar; Director of Admissions  

BERT YARBROUGH KERSH, Ph.D. (1967)  
Professor of Education; Dean of Faculty  
B.A. (1950), University of California, Santa Barbara; M.A. (1953), Ph.D. (1955), University of California, Berkeley.  

ROGER PHILIP KERSHNER, Ed.D. (1967)  
Assistant Professor of Education  

Assistant Professor of Political Science  

DOROTHY MARIE KIRBY, M.A. (1960)  
Assistant Professor; Social Science  
B.A. (1927), University of Oregon; M.A. (1939), Middlebury College.  

LEO JAMES KIRK, M.A. (1963)  
Assistant Professor of Art  

JOHN ANTHONY KNITTEL, M.S. (1969)  
Assistant Professor of Social Science  
B.S. (1965), M.S. (1966), Kansas State College.  

Professor of Music  
B.M. (1930), MacPhail College of Music; M.A. (1936), State University of Iowa; Ed.D. (1958), University of Oregon.  

NORMAN EDWARD KOCHAL, Ed.D. (1968)  
Assistant Professor of Education  

E. LOUISE HENDERSON KREY, M.A. (1953-55, 1955)  
Assistant Professor of Physical Education  
B.A. (1935), B.S. in LS (1936), Louisiana State University; M.A. (1952), University of Oregon.  

ROBERT MAX LARSON, B.A. (1970)  
Assistant Professor of Humanities  
B.A. (1958), Montana State University.  

RUTH ELIZABETH LAUTENBACH, Ed.D. (1940)  
Professor of Physical Education  
B.S. (1930), M.A. (1931), University of Iowa; Ed.D. (1957), School of Education, University of Colorado.  

JAMES DALE LEIDTKE, Ph.D. (1965)  
Assistant Professor of Physical Sciences-Chemistry  
B.S. (1939), University of Portland; Ph.D. (1964), Washington State University.  

ROBERT CLARENCE LIVINGSTON, Ed.D. (1951)  
Professor of Physical Education; Chair, Health, Physical Education, and Athletics Department  
B.S. (1947), M.Ed. (1948), University of Missouri; Ed.D. (1951), Teachers College, Columbia University.  

JEAN SEBERT LONG, M.A. (1968)  
Assistant Professor of Social Science  
B.S. (1932), Ithaca College; M.A. (1953), Alfred University.  

WILLIAM STUART LOVELL, Ph.D. (1968)  
Assistant Professor of Physical Sciences-Chemistry  

MAY FOLSOM LUCAS, M.S. (1957)  
Assistant Professor of Education  
B.S. (1946), M.S. (1953), Oregon College of Education.  

VICTOR EUGENE LUND, M.Ed. (1958-63, 1968)  
Assistant Professor of Education  

ALLYN LAURENCE LYON, Ph.D. (1967)  
Assistant Professor of Music  
B.S. (1958), M.A. (1960), University of Utah; Ph.D. (1965), Eastman School of Music, University of Rochester.
ALEX MACKERTICH, Ph.D. (1967)
Assistant Professor of Social Science
B.A. (1945), Calcutta University, India; M.A. (1955), Fairfield University; Ph.D. (1965), University of Wisconsin.

ROBERT VAUGHN MAIN, Ph.D. (1968)
Assistant Professor of Mathematics

EMIL PAUL MALANGA, M.A. (1969)
Instructor in Humanities

JOHN JAMES MANDELA, M.S. (1970)
Assistant Professor of Education
B.A. (1961), Niagara University; M.S. (1965), State University of New York, Buffalo.

JOAN FRANCES MANNING, B.S. (1970)
Instructor in Education; Supervisor of Teaching
B.S. (1968), Oregon College of Education.

PATRICIA MILDRED MAROUSHEK, M.A. (1970)
Instructor in Humanities

DONALD ERNEST MARTIN, B.S. (1966)
Instructor in Social Science; Space Analyst
B.S. (1959), Oregon State University.

HAROLD IRWIN MASON, M.S. (1966)
Assistant Professor of Education; Director of Placement
B.A. (1941), Willamette University; B.S. (1956), M.S. (1960), Oregon State University.

JAMES THOMAS MATTLINGLY, M.A. (1968)
Instructor in Art

WILLIAM DEAN McARTHUR, Ed.D. (1947)
Professor of Physical Education
B.A. (1941), Santa Barbara State College; M.S. (1942), University of Oregon; Ed.D. (1955), Oregon State University.

DAVID VERNON McCORKLE, Ph.D. (1963)
Associate Professor of Biology

ROBERT PATRICK McCULLOUGH, M.A. (1959)
Assistant Professor of Physical Education
B.S. (1944), East Stroudsburg State Teachers College; M.A. (1952), New York University.

GLORIA JEAN McFADDEN, M.S. (1966)
Assistant Professor of Education

Assistant Professor of Education-Psychology

CLLEN UEL MEREDITH, Ph.D. (1970)
Assistant Professor of Education
B.S. (1951), Northwest Missouri State College; M.A. (1955), University of Kansas; Ph.D. (1969), University of Wisconsin.

RICHARD ERWIN MEYER, M.A. (1969)
Instructor in Humanities

FRANK G. MILES, M.Ed. (1963)
Assistant Professor of Education-Psychology
A.B. (1954), Brigham Young University; M.Ed. (1963), University of Oregon.

MICHAEL LEWIS MILLER, M.B.A. (1970)
Assistant Professor of Business

RUTH HATTLEF MILLION, M.M. (1966)
Assistant Professor of Music
B.A. (1943), Georgetown College, Kentucky; M.M. (1948), American Conservatory.

LUCILLE NAVARE MILLSPA, Ed.D. (1949)
Instructor in Education

EWAN HARRBRECT MITTON (1962)
Assistant Professor of Music
Private study with Ruth Miller Chamlee, Los Angeles; Grace Leslie, New York; Linda Pagiuli, Milan; Mme. Gall, Paris; Maggie Teyte, London; opera under Carl Eitel, Roberto Moranelli; Tanglewood Festival. Professional experience includes Los Angeles Opera, New England Opera, featured soloist with Salt Lake Tabernacle Choir, national tours under Columbia Artists management.

SHARON LEE MONSON, B.S. (1969)
Instructor in Education; Supervisor of Teaching
B.S. (1962), Oregon State University.

DENIS MICHAEL MORAN, M.A. (1968)
Instructor in Social Science

HORACE BLAKE MORANVILLE, M.S. (1968)
Assistant Professor, Associate Dean of Students

RONALD RALPH MORGALI, M.S. (1967)
Assistant Professor of Mathematics
B.A. (1959), University of Oregon; M.S. (1965), Oregon State University.

JACK DONALD MORTON, M.S. (1955)
Assistant Professor; Dean of Students
B.S. (1945), University of Oregon; M.S. (1957), Oregon College of Education.

KENNETH HOLLY MYERS, Ed.D. (1966)
Associate Professor of Education; Director of Field Experiences

JOHN BONNER NANCE, M.S. (1970)
Assistant Professor of Education
B.A. (1962), University of California, Berkeley; M.S. (1965), University of Southern California.

JUDY ANN NELSON, M.S. (1968)
Instructor in Physical Education
B.S. (1962), University of Utah; M.S. (1967), Smith College.

Assistant Professor of Mathematics

ROBERT OTTO NOVAK, Ph.D. (1966)
Assistant Professor of Biology
B.S. (1952), Michigan State University; M.S. (1956), University of Illinois; Ph.D. (1963), University of Wisconsin.

JAMES PATRICK O'BRIEN, Ph.D. (1968)
Assistant Professor of Music
B.S. (1955), Portland State University; M.Ed. (1966), Central Washington State College; Ph.D. (1969), University of Colorado.

ROBERT G. OCAN, M.S. (1964)
Assistant Professor of Education; Supervisor of Teaching
B.A. (1955), Nebraska State College; M.S. (1956), University of Omaha.

ERNEST MAYNARD OGDARD, Jr., M.A.T. (1966)
Assistant Professor of Social Science

BARRY BRIAN OSTMOR, M.B.A. (1968)
Instructor; Budget Office

ZILLAH ANN PAETH, B.A. (1965)
Instructor; Acting Assistant Acquisition Librarian
B.A., B.Ed. (1941), Washington State University.

Assistant Professor of Humanities

JOHN THOMAS PATTERTSON, M.A. (1968)
Assistant Professor of Social Science

LAWRENCE JAMES PAYNTER, B.A. in Ed. (1968)
Instructor in Education; Media Intern
B.A. in Ed. (1967), Seattle Pacific College.
Professor of Education; Director of Educational Evaluation Center

STANLEY VAN RUCKMAN, M.A. (1948)
Assistant Professor of Education; Supervisor of Teacher Certification
B.A. (1939), West Liberty State College; M.A. (1945), Western Reserve University.

FRANK HUNTER SATTERWHITE, Ph.D. (1969)
Assistant Professor of Educational Psychology

CHARLES MAXON SAUNDERS, B.S. (1969)
Instructor in Anthropology
B.S. (1963), University of Oregon.

WILLIAM DONALD SCHENCK, M.A. (1967)
Assistant Professor of Humanities
B.A. (1949), University of Redlands; M.A. (1955), University of Southern California.

Assistant Professor of Music

JANET KATHLEEN SCHUMAN, M.L.S. (1968)
Instructor; Cataloging and Reference Librarian
B.A. (1964), Portland State University; M.L.S. (1968), University of Oregon.

Associate Professor of Educational Psychology
B.A. (1954), Southern Methodist University; M.A. (1958), University of Chicago; Ed.D. (1965), University of Maryland.

DONALD HOWARD SEARING, M.D. (1936)
Assistant Professor; Director of Medical Services, Health Service
B.S. (1929), College of Puget Sound; M.D. (1934), University of Oregon Medical School.

SANDRA LEE SESSOM, M.A. (1969)
Instructor in Humanities

HAROLD RAY SEWELL, M.A. (1969)
Assistant Professor of Humanities
B.A. (1953), College of Puget Sound; B.A. (1956), Baylor University.

RICHARD GERALD SHOLLENBERGER, M.Ed. (1965)
Assistant Professor of Physical Education
B.S. (1947), Emporia State Teachers College; Ed.M. (1955), University of Oregon.

AJMER SINGH, Ph.D. (1965)
Associate Professor of Economics
B.S. (1955), Allahabad University, India; M.S. (1961), Oregon State University and University of Minnesota; Ph.D. (1964), Oregon State University.

GEORGE DODSON LAWSON, M.A. (1967)
Assistant Professor of Humanities

CLAUDE EDWARD SMITH, M.S. (1958)
Assistant Professor of Education; Director of Audio Visual Services and Productions

DOUGLAS CAMPBELL SMITH, M.A. (1998)
Instructor in Art

EDGAR HERBERT SMITH, Ph.D. (1954)
Professor of Music; Chairman, Music Department
B.A. (1929), State University of New York; M.Ed. (1943), Temple University; Ph.D. (1952), New York University.

RICHARD ALLEN SORENSEN, M.Mus.Ed. (1969)
Assistant Professor of Music
B.S. (1961), University of Northern Iowa; M.Mus.Ed. (1962), Eastman School of Music, University of Rochester.

JOHN NATHAN SPARKS, B.S. (1960)
Assistant Professor of Accounting; Director of Business Affairs
B.S. (1947), University of Oregon.
MAXINE AMMER WARNATH, M.A. (1962)
Assistant Professor of Education-Psychology
B.A. (1949), Brooklyn College; M.A. (1951), Teachers College, Columbia University.

Assistant Professor of Music

DONALD JOSEPH WEISS, M.A. (1966)
Assistant Professor of Humanities
B.A. (1953), Amherst College; M.A. (1955), Indiana University.

MARJORIE JO ANN WHITE, Ed.D. (1957-60, 1970)
Associate Professor of Education
B.Ed. (1953), San Jose State College; M.Ed. (1957), University of Oregon; Ed.D. (1963), Wayne State University.

WAYNE RODGERS WHITE, M.A. (1967)
Assistant Professor of Geography
B.S. (1961), East Texas State University; M.A. (1964), University of Texas.

DENNIS DALE WILLIAMS, M.A. (1967)
Assistant Professor of Mathematics

JAMES TERENCE WONG, Ph.D. (1970)
Associate Professor of Mathematics

DONALD L. LOYD WYNN, Ph.D. (1969)
Associate Professor of Music
B.A. (1950), New Mexico Highlands University; M.Mus.Ed. (1956), Ph.D. (1969), University of Colorado.

DOUGLAS PAGE YATES, M.S. (1970)
Instructor; Director of Student Activities

ARTHUR KENNETH YOST, Ed.D. (1953)
Professor of Educational Media

Associate Professor of Education

Associate Professor of Education
B.A. (1949), M.Ed. (1950), University of Missouri; Ed.D. (1968), Oklahoma State University.

Emeritus Faculty

OSCAR CARL CHRISTENSEN, M.S.
Professor Emeritus of Social Science
At Oregon College of Education from 1925 to 1964.

MARY AGNES DONALDSON, M.A.
Associate Professor Emeritus of Education
At Oregon College of Education from 1921 to 1962.

HENRY KENT FARLEY, Ed.D.
Professor Emeritus of Education
At Oregon College of Education from 1947 to 1970.

FRANCIS D. HAINES, Ph.D.
Professor Emeritus of Social Science
At Oregon College of Education from 1951 to 1964.

PEARL BIRCH HEATH, M.S.
Professor Emeritus of Art
At Oregon College of Education from 1927 to 1963.

EMMA FRANCIS HENKLE, M.A.
Associate Professor Emeritus of Education
At Oregon College of Education from 1922-29 and 1933-57.

CHARLES ABNER HOWARD, M.A., LL.D.
President Emeritus
At Oregon College of Education from 1939 to 1947.

FLORENCE WHITE HUTCHINSON, M.S.
Associate Professor Emeritus of Music
At Oregon College of Education from 1929 to 1961.

CHARLES RAYMOND MCLURE, Ph.D.
Professor Emeritus of Humanities
At Oregon College of Education from 1921 to 1964.

EDITH LORETTA OLSON, B.S.
Assistant Professor Emeritus of Health
At Oregon College of Education from 1952 to 1963.
Teaching Research Division

The Teaching Research Division was authorized by the State Board of Higher Education in 1960, and located on the OCE campus. It was made a part of the centralized activities of the State System of Higher Education in 1964.

The purposes of the division are (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 is employed full time in research. Opportunity is present for graduate student research in connection with division projects.

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

Teaching Research Faculty


HARRY AMMANN, Research Associate, Ph.D., Purdue University, 1960. OSSH since 1970.

VICTOR BALDWIN, Associate Research Professor, Ph.D., University of Oregon, 1958. OSSH since 1967.

JAMES BEARD, Director, Research Professor, Ed.D., University of Nebraska, 1962. OSSH since 1962.


JORGE CARL, Assistant Research Professor, M.A.T., Portland State University, 1968. OSSH since 1966.

DARRELL CLUKEY, Instructor, M.S., Portland State University, 1970. OSSH since 1970.


RUSSELL DURHAM, Instructor, M.A., Arizona University, 1960. OSSH since 1968.


JACK Y. EDLING, Research Professor, Ph.D., University of Nebraska, 1955. OSSH since 1955.

HELEN FARR, Assistant Research Professor, Ph.D., University of Illinois, 1960. OSSH since 1969.

DONALD EIXEMBERGER, Instructor, B.S., Oregon State University, 1969. OSSH since 1970.

HAROLD D. FREDERICK, Associate Research Professor, Ed.S., Stanford University, 1959. OSSH since 1965.

KAY FRIEMANN, Instructor, B.S., Portland State University, 1965. OSSH since 1969.
DAVID GROVE, Assistant Research Professor. Ph.D., University of Kansas, 1969. OSSHE since 1969.

JAMES NORD, Assistant Research Professor. Ph.D., Michigan State University, 1969. OSSHE since 1969.
JOHN QUANBECK, Assistant Research Professor. M.S., Monmouth State University, 1963. OSSHE since 1970.
H. DEL SCHALOCK, Research Professor. Ph.D., University of Nebraska, 1955. OSSHE since 1956.
GREGORY P. THOMAS, Assistant Research Professor. M.S., Washington State University, 1968. OSSHE since 1968.
TERRY TOEDTEMIEIER, Instructor. B.S., Oregon State University, 1969. OSSHE since 1969.
FLOYD URBACH, Assistant Research Professor. Ph.D., University of Nebraska, 1966. OSSHE since 1969.
## Summary of Enrollment, 1969-70

<table>
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<tr>
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<th>Freshmen</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
<th>Graduate</th>
<th>Special</th>
<th>Totals</th>
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### Enrollment by Class, Regular Session, 1969-70

<table>
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<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Freshmen</td>
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<tr>
<td>Sophomores</td>
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<tr>
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### Summary of Degrees Conferred 1969-70

<table>
<thead>
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<th>Degree Type</th>
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<tbody>
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<tr>
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<tr>
<td>Master of Arts in Teaching</td>
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<td>67</td>
<td>174</td>
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<tr>
<td>Junior High Education</td>
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<td>54</td>
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<tr>
<td>Art Education</td>
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<td>Music Education</td>
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### Enrollment for Summer, 1969

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<tr>
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<tr>
<td>Graduates</td>
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<tr>
<td>Total</td>
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