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monmouth, oregon

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Admission and transfer of credits
Alumni affairs
Business affairs
Class schedules and grades
Financial Aid
Graduate study
General information
Housing
Placement
Public information (news bureau)
Student activities
Summer session
Teacher education
Visiting the campus

Address:

Director of Admissions
Director of Alumni Relations
Director of Business Affairs
Registrar
Director of Financial Aid
Director of Graduate Programs
Director of Admissions
Director of Dormitories
Director of Placement
Director of Information
Director of Student Activities
Director of Summer Session
Director of Teacher Education
Dean of Students

OREGON COLLEGE OF EDUCATION

Monmouth, Oregon 97361

Phone: (503) 838-1220

OREGON COLLEGE OF EDUCATION BULLETIN

NUMBER 3

MAY 15, 1974

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Oregon College of Education

Monmouth, Oregon 97361

Phone: (503) 838-1220

Oregon College of Education is the recipient of the 1974 Distinguished Achievement Award for Excellence in Teacher Education, which is the highest ranking in an annual competition sponsored by the American Association of Colleges for Teacher Education. The OCE award is based on its elementary education program which requires students to demonstrate competency in the classroom before being recommended by the college for certification to teach. This program was initiated in cooperation with the following school districts: Central of Monmouth-Independence, Dallas, McMinnville and Salem.

Table of Contents

2	Academic Calendar	27	Teacher Education Levels of preparation, admission, student teaching and internship, certification, and undergraduate and graduate curricula. Curricular areas are as follows:	62	Psychological and Social Service Programs Bachelor's and master's degrees.
5	The College Objectives, history, accreditation and degrees.			63	Other Careers
6	Entering College Information about OCE for the new student.	28	Early Childhood Education	66	College Departments
8	Tuition and Fees	29	Elementary School Teaching	66	Art
9	College Organization The faculty and administration, and the instructional facilities; the community.	34	Secondary School Teaching	69	Education and Psychology
12	Requirements for Degrees	48	Teaching Specialties (Special Education)	77	Health, Physical Education and Athletics
13	Academic Procedures and Regulations An explanation of how the college grants credit for studies leading to the degrees.	50	Educational Administration	79	Humanities
17	Graduate Study An outline of master's degree and non-degree graduate-level study, and the policies and regulations governing graduate programs. The curricular information is in the section on Instruction.	50	Instructional Support Services	85	Music
23	Instruction The curricula of all undergraduate and graduate instructional programs at OCE, including:	52	Liberal Arts and Sciences Degree programs and their majors and minors.	88	Natural Sciences and Mathematics
25	Liberal Arts Core Curriculum The basis for all undergraduate study at OCE.	58	Corrections Programs Bachelor's and master's degrees.	95	Social Science
		59	Medical Service Programs Bachelor's degree programs in premedicine, predentistry and preveterinary medicine; prenursing; four-year medical technology and dental hygiene programs.	102	The Student
				104	Housing
				105	Student Activities
				107	Financial Aid
				111	Oregon State System of Higher Education
				111	OCE Administrative Officers
				112	OCE Faculty
				119	Auxiliary Organizations
				120	Index

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Academic Calendar 1974-75

SEPTEMBER 1974

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OCTOBER 1974

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NOVEMBER 1974

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DECEMBER 1974

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FEBRUARY 1975

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Fall Quarter 1974

New Student and Registration Week, **Monday-Friday, September 23-27**

Registration, **Thursday, September 26**

Classes begin, **Monday, September 30**

Late registration fee effective, **Wednesday, October 2**

Change of program fee effective, **Wednesday, October 2**

Last day for new registration or addition of new courses, **Monday, October 14**

Last day for dropping courses without being responsible for grades, **Monday, October 28**

Thanksgiving Holiday, **Thursday-Sunday, November 28-Dec. 1**

Last day for dropping courses or for withdrawing from college, **Friday, December 6**

Final examinations, **Monday-Friday, December 16-20**

Fall quarter ends, **Saturday, December 21**

Winter Quarter 1975

Registration, **Monday, January 6**

Classes begin, **Tuesday, January 7**

Late registration fee effective, **Thursday, January 9**

Change of program fee effective, **Thursday, January 9**

Last day for new registration or addition of new courses, **Monday, January 20**

Last day for dropping courses without being responsible for grades, **Monday, February 3**

Last day for dropping courses or for withdrawing from college, **Friday, March 7**

Final examinations, **Monday-Friday, March 17-21**

Winter quarter ends, **Saturday, March 22**

Spring Quarter 1975

Registration, **Monday, March 31**

Classes begin, **Tuesday, April 1**

Late registration fee effective, **Thursday, April 3**

Change of program fee effective, **Thursday, April 3**

Last day for new registration or addition of new courses, **Monday, April 14**

Last day for dropping courses without being responsible for grades, **Monday, April 28**

Memorial Day Holiday, **Monday, May 26**
 Last day for dropping courses or for withdrawing
 from college, **Friday, May 30**
 Final examinations, **Monday-Friday, June 9-13**
 Commencement, **Friday, June 13**
 Spring quarter ends, **Saturday, June 14**

Summer Session 1975

(Eight-Week Session and First Four-Week Session)

Registration, **Monday, June 23**
 Classes begin, **Tuesday, June 24**
 Last day for registration or addition of new courses,
Monday, June 30
 Late registration fee effective for those who have
 permission of the registrar to register late,
Tuesday, July 1
 Change of program fee effective, **Tuesday, July 1**
 Last day for dropping courses without being re-
 sponsible for grades:
 First four-week session, **Monday, July 7**
 Eight-week session, **Monday, July 21**
 First four-week session ends, **Friday, July 18**

(Second Four-Week Session)

Registration, **Monday, June 23, or Monday, July 21**
 Classes begin, **Monday, July 21**
 Last day for registration or addition of new courses,
Monday, July 28
 Late registration fee effective for those who have
 permission of the registrar to register late,
Tuesday, July 29
 Change of program fee effective, **Tuesday, July 29**
 Last day for dropping courses without being re-
 sponsible for grades, **Monday, August 4**
 Second four-week session ends, **Friday, August 15**
 Eight-week summer session ends, **Friday, August 15**

Intersession 1975

Graduate and undergraduate courses for students
 who wish to earn additional credit, **Monday,**
August 18-Friday, September 5

Fall Quarter 1975

New Student and Registration Week, **Monday-Fri-**
day, September 22-26
 Registration, **Thursday, September 25**
 Classes begin, **Monday, September 29**
 Fall quarter ends, **Saturday, December 20**

MARCH 1975

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MAY 1975

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JUNE 1975

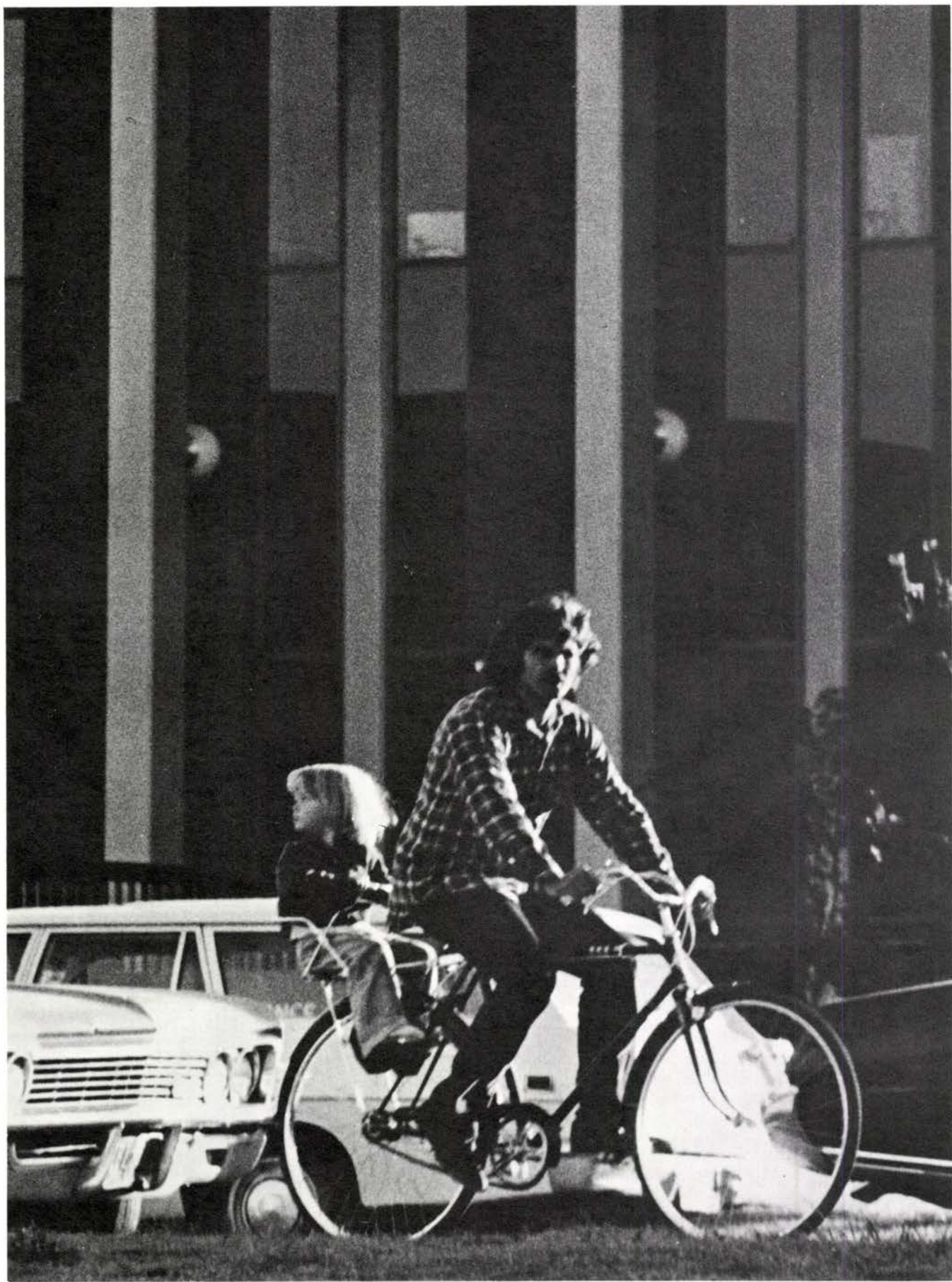
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JULY 1975

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The College

Its Objectives

Oregon College of Education is a liberal arts college with a special emphasis on the preparation of teachers and on research in teacher education. The college's liberal arts curriculum provides the basis of 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.

All OCE students receive 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, regardless of his major course of studies, is expected to show that he has made progress in his efforts to achieve liberal breadth as well as mastery of a particular study before being graduated, but each in his own 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 exhibits other characteristics which are fundamental in importance. Some reflect cultural values; others reflect the present needs of society. The list of objectives which faculty and students generally agree that all students should strive to attain may be found on pages 25 and 26 of this catalog.

OCE History

The college has been committed to the preparation of teachers since it was chartered as Monmouth University by the territorial legislature of 1856. 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 again in 1911 as Oregon Normal School. It continued under that name until 1939, when the legislature designated all of the state normal schools as colleges of education.

An early college leader, apparently not known as president, was William Thompson Haley. Following him as presidents were L. L. Rowland, 1865-69; Thomas Franklin Campbell, 1869-82; David Truman Stanley, 1882-89; Prince Lucien Campbell, 1889-1902; Edwin De Vore Ressler, 1902-09; John Henry Ackerman, 1911-

21; Joseph Samuel Landers, 1921-32; Julius Alonzo Churchill, 1932-39; Charles Abner Howard, 1939-47; Henry Martin Gunn, 1947-50; Roben John Maaske, 1950-55; Roy Elwayne Lieuallen, 1955-61; Ellis Arnold Stebbins, administrator in charge, 1961-62; Leonard William Rice, 1962-.

Accreditation

The college is a member of the American Association of Colleges for Teacher Education, the National Association of Schools of Music, and the Northwest Association of Secondary and Higher Schools. The college is 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. All teacher education programs have been approved by the Oregon State Teacher Standards and Practices Commission as meeting the new certification rules for Oregon public school teachers effective in September, 1974.

Degrees

OCE offers studies leading to the following degrees:
Associate in Arts.

Bachelor of Arts and Bachelor of Science in Education (elementary, secondary).

Bachelor of Arts and Bachelor of Science in The Arts (art, drama, music).

Bachelor of Arts and Bachelor of Science in Humanities.

Bachelor of Arts and Bachelor of Science in Natural Sciences (with concentrations in biology and mathematics).

Bachelor of Arts and Bachelor of Science in Social Sciences (with concentrations in corrections, economics, geography, history and psychological studies).

Bachelor of Arts and Bachelor of Science in Interdisciplinary Studies.

Master of Science in Education (elementary, secondary, and several areas of educational specialization).

Master of Arts in Teaching.

Master of Music Education.

Master of Arts and Master of Science in Correctional Administration.

Master of Arts and Master of Science in Interdisciplinary Studies.

Entering College

Student Expenses

The table below is a guide to the expenses that undergraduate residents of Oregon may expect to pay during the 1974-75 school year at OCE. Tuition for non-resident undergraduates and all graduate students is more, as the footnote in the table indicates. Special fees also are assessed for various purposes; they are listed on page 8.

Board and room is estimated for a student sharing a room in a dormitory and taking his meals in the college dining commons. The incidentals item will vary with the personal needs and tastes of an individual.

The expenses of the first term are listed separately since the first term often includes certain expenses not repeated during the second and third terms.

Items	First Term (13 weeks)	Three Terms (35 weeks)
¹ Tuition (estimated)	\$190.00	\$ 570.00
Books and supplies	70.00	200.00
Room and board	495.00	1100.00
Incidentals	210.00	630.00
² General deposit	25.00	25.00
Totals	\$990.00	\$2525.00

¹ In 1973-74, tuition for one term was: resident undergraduates, \$179; nonresident undergraduates, \$460; all graduate students, \$266. Tuition will increase in 1974-75.

² Refundable at the end of the regular school year.

Admission Requirements

Formal admission to the college is required before a student may attend regular sessions of the college. (For exceptions and admission to summer session, consult the OCE director of admissions.) A student must present evidence of acceptable preparation for work at the college level, including the following records, which become the property of the college:

Application for Admission

1. 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 at OCE.
2. Application forms for transfer students must be obtained from the director of admissions at OCE.

Official records

1. Beginning freshmen must furnish complete (four-year) high school records showing credits earned and graduation certified by the principal or superintendent of the school.
2. 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 before registration. If they are filed later, the student's registration may be delayed. A non-refundable fee of \$10 will be charged for processing each application. The director of admissions will evaluate the records and will notify the applicant of his entrance standing.

Placement examinations

Students who plan to enter OCE as beginning freshmen should complete either the College Entrance Examination Board's Scholastic Aptitude Test (SAT) or the American College Test (ACT) before registration. These tests are used for counseling and placement, but the scores also may be used for determining admission if the required high school grade-point average hasn't been achieved.

Arrangements to take these tests during the senior year in high school should be made through the principal. They should be completed as early in the summer as possible.

The results of these tests should be received by the OCE director of admissions at the time of admission. Special arrangements will be necessary if the tests are not completed before the student arrives on campus.

Freshman Standing

Oregon residents who have graduated from high school may be admitted as freshmen by meeting one of the following minimum requirements:

- Grade-point average of 2.25 in high school for fall term admission (2.00 GPA winter and spring terms), or
- Combined scores of 890 fall term (880 winter and spring terms) on the verbal and mathematics sections of the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board, or
- Score of 20 any term on the American College Testing (ACT) examination, or
- Grade-point average of 2.00 for 12 credit hours of college-level work at a community or other college, or in the Division of Continuing Education (DCE), or GPA of 2.00 for nine credit hours in a regular college summer session (including one course in English Composition and two or more courses in humanities, social science, science-mathematics or music).

Nonresidents of Oregon with high school diplomas may be admitted by meeting one of the following minimum requirements.

- Grade-point average of 2.50 in high school subjects, or
- Combined score of 950 on the SAT, or
- Score of 22 on the ACT examination, or
- GPA of 2.00 in college-level work (see the last option for Oregon residents).

Students who have not graduated from a standard high school may be admitted if their high school class has graduated and if

- their score in General Education Development (GED) tests is an average standard score of 51 or higher, or
- they have completed 12 credit hours of college-level work which is acceptable for transfer to OCE, with a GPA of at least 2.00.

Advanced (Transfer) 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 credit hours must satisfy the entrance requirements for both transfer and entering freshmen.

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.

Acceptance of credits from a two-year institution. Credit transferred from an accredited community or junior college may be counted only within the first 108 credit hours earned toward a baccalaureate degree. Any subsequent work taken at an accredited two-year institution may be used to satisfy course requirements, but credit for such work will not count toward graduation except by petition in special cases. A student who has completed 108 credit hours must obtain approval of his petition before he completes any additional portion of his lower division work at a two-year institution, if credit for such additional work is to count toward graduation.

Up to 24 credit hours of vocational-technical coursework applicable in an associate degree or certificate program at an accredited institution may be accepted as elective credit toward satisfaction of bachelor's degree requirements.

Note: For information on transfer of additional law enforcement credits from Chemeketa Community College to OCE, refer to Page 58.

The cumulative grade-point average will be based on all work accepted in transfer except for vocational-technical credit and for courses which have been re-

peated. Only the latter grade will be calculated in the cumulative GPA if a course has been repeated.

Health Requirements

A health history report is required of all new students at OCE and those returning to study at the college after an absence of two years or more. A medical history report form is mailed to all students when accepted for admission. This report is intended to help the professional staff of the Student Health Service give prompt and appropriate treatment in case of injury or other medical emergency. Requests for special planning for handicapped students will be assessed partly on the basis of the report.

A tuberculin skin test must be made within six months before the date of admission. A chest x-ray report is required only if the test reaction is positive. Diphtheria and tetanus immunization is required within 10 years before the date of admission.

Students entering directly from foreign countries, except Canada, must submit a physical examination report completed by a physician in their country within six months before the date of admission. The chest x-ray required for immigration also must be submitted to the Health Service.

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.

New Student Week

An orientation for new undergraduate students is held the week before fall term classes begin. Advisers are assigned at this time to all beginning freshmen and transfer students to assist in scheduling classes and charting individual programs. Social functions and assemblies are scheduled during the week to help acquaint the new students with the college.

Registration

A period of several days is designated at the beginning of each term for registration for classes. Tuition and fees are paid during this period. The official Schedule of Classes contains specific registration for

8 Tuition and Fees

the fall, winter and spring terms. This schedule is made available to all new students at the time of admission and to returning students in the spring term of the previous year.

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

Pre-registration for fall, winter and spring terms is held for returning students. The Registrar's Office makes

the announcement of pre-registration dates well before it takes place.

Concurrent registration. Concurrent enrollments at various State System of Higher Education institutions and in courses offered by the Division of Continuing Education are authorized. The maximum charge does not exceed the tuition and fees charged at State System institutions. The Registrar's Office has further information.

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.

The amounts charged to full-time students during the 1973-74 school year were as follows:

	One term	Three terms
Resident undergraduates	\$179.00	\$ 537.00
Nonresident undergraduates ..	460.00	1380.00
All graduate students	266.00	798.00

A schedule of tuition and fees for the 1974-75 academic year will be available from the Registrar's Office in August, 1974. A copy may be obtained by writing to the registrar at the college.

Rules for nonresidents

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 non-resident fee, with the following exceptions: (1) a student who holds a bachelor's degree from an accredited college or university (however, a nonresident student with a bachelor's degree enrolled in a curriculum at the University of Oregon Medical or Dental 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.

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

The following special fees were in effect in the 1973-74 academic year. They are subject to change without notice.

General Deposit. A fee of \$25 is collected with tuition and other fees from students taking 7 or more credit hours at the beginning of the first term of registration in an academic year. Refund of the fee, minus assessments and fines, is made after the end of spring term each year.

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, illegible signature, improper bank account number, etc.), a fine of \$5 will be charged.

Change-of-Program Fee. Students are charged a fee of \$1 per course for each change they may wish to make in their program subsequent to the date changes may be made without charge.

Application Fee. A fee of \$10 is charged for each application for admission. Payment must be included with the application form. The fee is nonrefundable and is not transferable between institutions.

Transcript Fee. 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 \$15, depending on the art course taken.

Applied Music Fee. There is no charge for private music instruction when the course is required in the student's curriculum, except practice room fees which are \$2.50 per term (organ, \$10). Fees for private lessons when the course is taken as an elective are as follows:

One lesson per week, \$25 (organ, \$32.50)

Two lessons per week, \$42.50 (organ, \$47.50)

Physical Education Fees. Certain physical education activity courses are taught at private facilities near the college. These fees are required: Bowling (PE 114), \$6.50; Intermediate Bowling (PE 214), \$7.50; Golf (PE 114, 214), \$12.50.

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

Credit by Examination Fee. A charge of \$15 per examination is made to registered students who attempt to receive credit by examination only.

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.

Tuition refunds are not made to students who reduce their schedule unless circumstances exist which are beyond an individual's control.

College Organization

The president is the chief administrative officer of OCE. His staff includes the directors of the four major operating divisions of the college: Office of the Dean of Faculty, Student Personnel Office (dean of students), Office of Business Affairs and Office of Institutional Research and Planning.

These four offices have the following functions:

• Dean of Faculty

This office is responsible for all instruction and related activities, including teaching in the seven academic departments, graduate study programs, the Library and Educational Media Center, the office of the registrar and director of admissions and the placement office. The director of summer session and director of teacher education also function under the dean of faculty.

Certain faculty members of the seven academic departments also teach and advise in the graduate study programs, which are coordinated by the director of graduate programs.

The Educational Media Center is responsible for producing and supplying instructional aids, including television and audio-visual aids.

The registrar is in charge of all students' academic records, scheduling of classes, evaluation of transfer credits, assignments of advisers to new students, and

registration of students at the beginning of each term. The director of admissions enforces the standards for entrance of students into OCE and distributes informational material to prospective students.

The seven academic departments and their primary areas of responsibility are as follows:

Art

Teaching of all art courses and the administration of major and minor studies in art for students majoring in teacher education. This department also co-administers the liberal arts degree program in the arts in cooperation with the Humanities and Music Departments.

Education and Psychology

Teaching of professional education and psychology courses for students majoring and minoring in the various areas of teacher education. This department also administers the liberal arts major in psychological studies.

Health, Physical Education and Athletics

Teaching of health and physical education courses and administration of major and minor studies in health and physical education for students majoring in teacher education. This department also administers intercollegiate and intermural athletic programs.

Humanities

Teaching of humanities, writing, English, French, German, Spanish, journalism, philosophy, religion, speech, drama and library science courses, and administration of major and minor studies in those subjects for students majoring in teacher education. This department also administers the liberal arts major in Humanities and co-administers the liberal arts degree program in the arts in cooperation with the Art and Music Departments.

Music

Teaching of music courses and administration of major and minor studies in music for students majoring in teacher education. This department also co-administers the liberal arts degree program in the arts in cooperation with the Art and Humanities Departments.

Natural Sciences and Mathematics

Teaching of general science, biology, botany, zoology, chemistry, geology, physics and mathematics, and the administration of major and minor studies in those subjects for students majoring in teacher education. This department also administers the liberal arts degree programs in natural sciences.

Social Science

Teaching of general social science, anthropology, economics, geography, history, political science, sociology and business administration, and administration of major and minor studies in those subjects for students majoring in teacher education. This department also administers the liberal arts degree programs in social science.

• Dean of Students

The dean of students heads the Student Personnel Office which assists students in their educational, social and intellectual development. The dean and his staff are in charge of college housing policies, financial aid, counseling, the Health Service, student activities and discipline.

• Business Affairs

This office is in charge of collecting tuition and fees, paying college bills and budgeting for the college. It manages the college bookstore and keeps the records of civil service employees of the college. It supervises the physical plant, which is the agency that operates and maintains buildings and other facilities. The Business Affairs Office also is in charge of campus security.

• Research and Planning

This office is in charge of public affairs, grant programs, institutional research, college planning, the information and publications office, development and the central duplicating service. The director also is administrative assistant to the president.

Instructional Facilities

The instructional facilities of OCE 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 in the instruction of OCE students.

Many of these facilities receive the service of a closed-circuit television system designed for viewing of college-produced films and tapes and also of commercial and educational television programs. The system extends into many classrooms and laboratories, residence halls and other college facilities. It also can be tied into the community cable system which serves Monmouth and nearby communities.

Academic Buildings

Administration Building (1936). Registrar's Office, Business Office, major administrative offices and services, classrooms.

Arnold Arms (1925). Classrooms, faculty offices.

Campbell Hall (1871, 1889, 1898, 1917, 1962). Art Department offices, classrooms. This historic building's imposing tower stood as a symbol of the college until 1962, when a violent windstorm toppled it and damaged other parts of the building. Until the storm, Campbell Hall housed most of the classroom space at the college. The building was named for two early presidents, T. F. Campbell (1869-82) and his son, Prince Lucien Campbell (1889-1902). Students, faculty and guest artists exhibit art work in a small gallery.

Campus Elementary School (1915, 1948, 1958). College-owned, but a unit of the Monmouth-Independence School District; used by the college as a teaching laboratory.

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

Education Building (1966). Education and Psychology Department offices, classrooms, specialized facilities.

Health and Physical Education Buildings. Two buildings house classrooms, activity areas and offices of the Health, Physical Education and Athletics Department. The New PE Building (1971) contains the main basketball court, seating for more than 2,200 spectators and an indoor area for tennis and other activities. The Old PE Building includes the indoor Wolverton Memorial Pool.

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

Maple Hall (1913). Physical education activity classes.

Memorial Stadium and Fields. The covered grandstand seats about 2,000 spectators for football and track and field. Baseball and other intercollegiate and intramural teams use the nearby fields.

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

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

Terry House: Corrections program of the Social Science Department.

Todd Hall (1912, 1921). Converted women's dormitory now used for offices and laboratories of the Teaching Research Division of the State System of Higher Education.

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

Library

The modern convenient Library building contains more than 140,000 books and 1,400 serials on open shelves easily accessible to students and faculty. Individual study tables, typing rooms, group study rooms, and cassette-listening stations are provided throughout the building. As an official depository for United States and State of Oregon publications the library now has 35,000 government documents. A curriculum library collection contains more than 4,500 elementary and high school textbooks, current editions of encyclopedias for children, and approximately 1,200 courses of study used in Oregon and elsewhere. The library has 10,725 microforms and a variety of reading machines for microfilm, microfiche, microcards, etc. The combined book resources of nearly 2,000,000 volumes in the Oregon State System of Higher Education are available through cooperative service arrangements.

Instructional Services

Educational Media Center. Located on the lower level of the Library, the center serves as a repository and distribution center of non-print media and other related audio-visual facilities intended for the direct support of instruction. It also produces a variety of media such as motion pictures, filmstrips, slides, prints, overhead transparencies and audio tapes for faculty and students. The center operates a campus-wide closed-circuit television network with videotape and camera studios which intertie with a community TV cable for off-campus viewing in the Monmouth-Independence area.

The center also offers listening and viewing areas for audiotapes and videotapes, films and filmstrips, both commercially and locally produced. This is to help students with classroom assignments. Check-out audiotape players, filmstrip views and high-speed tape duplication services also are available to students.

Learning Activities Resource Center. Located in the Education Building, the center contains resource materials of the entire public school curriculum, grades K through 12. The center also has student areas, audio-tutorial programs and equipment for student use.

Placement Service

This service is located in the Education and Psychology office, Room 202 of the Education Building.

The service helps graduating students and alumni locate employment opportunities. The placement director works closely with schools and school administrators to help graduates in education obtain teaching positions. Job opportunities also are listed for graduates in career fields other than teaching.

Teaching Research Division

The Teaching Research Division was established in 1960 as an agency of the Oregon State System of Higher Education. Central offices are located at OCE, with branch offices on other campuses as required.

Its purposes are to identify areas in teaching and learning in which experimentation and research are needed; conduct research leading to improved teaching at all levels of instruction; provide OSSHE with an agency designed to expand knowledge related to teaching; and provide OSSHE with a facility which can attract and wisely use financial support for research from public and private agencies. Its projects provide an opportunity for graduate student research.

The Community

The college is located in Monmouth, a town of about 5,800 population. It adjoins Independence, another small city of about 3,000. They are some 15 miles southwest of Salem in an otherwise rural area of the Willamette Valley.

Both towns have a number of small retail shops, banks and other services, and professional offices.

The campus covers about 120 acres. It's no more than a 10-minute walk from any point to another on the campus. Most of the buildings are recent or have been remodeled to accommodate a fast-growing student body in the late 1950's and 1960's. So the classrooms are comfortable and brightly lighted. Most classrooms have a capacity of 30 to 50 students. A complex of new residence halls and cafeteria also is located on the campus.

Many students live in private quarters in Monmouth and Independence. Many others commute from nearby communities in Marion, Polk, Yamhill, Benton and Linn counties. There is much free parking space at the college. Specific information on college housing policies may be found on page 104.



Requirements for Degrees

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, which also must be completed, are listed elsewhere in this catalog.)

- Credit hours. Minimum of 192 includes:
 - Elementary curriculum.** Minimum of 45 upper division.
 - Secondary curriculum.** Minimum of 63 upper division, including 27 in the teaching area.
 - General studies.** Minimum of 63 upper division.
- Grade-point average (GPA). Minimum of 2.00 (C) in all college work and all work completed in residence at OCE.
- Residence. Minimum of 45 in the last 60 credit hours. Division of Continuing Education credit may partially satisfy this requirement, but two full terms in the last 60 hours must be completed on the OCE campus. Two eight-week summer sessions of 12 hours each will fulfill this requirement.
- Correspondence study. Maximum of 24 credit hours. Credit earned in correspondence study is not residence credit.
- Workshops. Maximum of nine credit hours.
- Liberal arts core. The core curriculum is designed to meet the liberal arts objectives of the college (see pages 25 and 26).
 - a. General standards:
 - Credit hours.** Minimum of 64.
 - Course levels.** 100-499 (300-499 optional).
 - b. Standards for preparing a planned program:
 - Filing date.** Preliminary planning should be completed at the earliest possible date. The final program plan should be filed with the registrar for evaluation before the student has reached senior standing (135 hours).
 - Endorsement.** The original plan and all subsequent changes must be validated by signatures of both faculty adviser and student.
 - Course requirements.** Each liberal arts objective may be satisfied for graduation purposes by completing the minimum course requirements outlined on pages 25 and 26.
 - Instructional alternatives.** Term-hour requirements may be waived on the basis of experience or demonstrated competency. Students are encouraged to seek credit in advance of high school graduation or credit by examination.
 - Transfer students.** Transfer students who have completed more than 135 credit hours of course work should file a planned program before the end of their first term in residence at OCE. Transfer students who have completed the general education or liberal arts requirements of an accredited two-year or four-year college or university may substitute all or part of the completed program of study with the consent of their OCE adviser, so long as it constitutes at least one-

third of the total hours required for graduation and is related in design to the OCE liberal arts core curriculum.

Bachelor of Arts. To earn the degree of bachelor of arts (B.A.), students are required to complete:

- The institutional requirements listed above.
- Course requirements in one specified curriculum for the degree of bachelor of science.
- Two years (usually 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 OCE must make application by filing the proper form, available from 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 OCE 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 during their last two years, completing at least 90 credit hours. Normally, the grade-point averages for honors purposes are determined at the end of winter term before commencement.

Advanced Degrees

Please refer to Page 19.

Associate in Arts Degree

Completion of the appropriate course work in a prescribed program qualifies one for an associate in arts degree.

- General requirements:
 - Credit hours.** Minimum of 93.
 - Grade-point average.** Minimum of 2.00 (C).
 - Planned program.** 24 credit hours must be completed after approval of the degree program.
 - Residence.** Minimum of 24 credit hours to be OCE courses taken on campus.
- Liberal arts requirements:
 - English composition/speech.
 - Physical education/health.
 - Social science sequence.
 - Natural sciences-mathematics sequence.
 - Fine arts sequence (music literature, art appreciation, English literature, or equivalent).
 - Second sequence in natural sciences-mathematics, social sciences or humanities.
 - Sequence in related field or in art, music or physical education.

Academic Procedures and Regulations

The academic year at OCE has three terms (fall, winter and spring) of 11 or 12 weeks each. A summer session of eight weeks is not part of the regular academic year, although credits earned in summer session may count toward degree requirements. Two four-week sessions are scheduled concurrently with the eight-week session. A three-week intersession follows the eight-week session.

Students may enter at the beginning of any term, including summer session. The dates for the terms of 1974-75 may be found in the academic calendar (see pages 2 and 3).

Definitions

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

Subject. A designated field of knowledge, such as history or English.

Course. A subject or instructional part of a subject taught in a single term.

Year Sequence. Two or three closely articulated courses in a subject.

Credit Hour. Generally, 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 activity-type courses.

Curriculum. An organized program of study arranged to provide definite cultural or professional preparation.

Class Standing

Freshmen, 44 or fewer credit hours; sophomores, 45-89 credit hours; juniors, 90-134 credit hours; seniors, 135 or more credit hours.

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 be taken for graduate credit.
(G) or (g)	
500-599	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

Grades and Points

The quality of student work is measured by a system of grades and points as follows:

Grades: The grading system consists of five passing grades, A, B, C, D, 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 credit hour of A grades, 3 for each credit hour of B, 2 for each credit hour of C, 1 for each credit hour of D, and 0 for each credit hour of F. Marks of I, P, N, and W are disregarded in the computation of points. The grade-point average (GPA) is the quotient of total points divided by total credit 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.

Pass-No Credit Grading Option. An undergraduate student may choose to take elective courses in his current program on a pass-no credit basis. Electives are courses other than those used to fulfill the Liberal Arts Core Curriculum requirements and the declared major or minor requirements.

The instructor is responsible for describing the level of competency necessary for passing the course. When the option is used in a course also offered for letter grades (A, B, C, D, F), the passing level is equivalent to a grade of D or better unless otherwise designated. Students who achieve this level will receive a grade of P (pass) on their official record. Those who fail to achieve this level will receive a grade of N (no credit). Neither grade will be figured into the student's grade-point average.

Students taking a course on a pass-no credit basis must declare the intent with the instructor during the registration period by written application on forms which are available in the Registrar's Office. The stu-

14 Academic Regulations

dent then must continue and complete the course under the grading system he has chosen.

Pass-No Credit Open in PE Activity Courses. Any student 30 years of age or older, except PE majors and minors and elementary education majors, may take the six hours of required PE activity courses under the pass-no credit option, selecting these from three of the five PE categories. Elementary education majors 30 years or older may take the six specified PE activity courses under the pass-no credit option.

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.

Class Enrollment

Ordinarily, a student may enroll in a course numbered one year beyond his class standing provided he has met the prerequisite. For example, a sophomore may enroll in a 300 course under such conditions. Enrollment in a course numbered two years beyond a student's class standing is permissible only if prerequisites are met and by approval of the instructor in the course to be taken. Those seeking graduate credit in 400 G or g courses are expected to perform at a level of academic competence considerably above that expected of undergraduates, both in quality of work and in the acquisition of knowledge related to the course. They are expected to seek additional conferences with their instructors early in the term to determine the specific requirements and standards to which they will be held. The regular procedures and deadlines for course changes apply in the case of students seeking, or withdrawing from, graduate credit.

Credit by examination

Advanced Placement

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

Upon receipt of the test material, the acceptable units presented will automatically be credited toward

the total hours required for graduation. In some instances the student may be permitted to enter advanced courses not ordinarily open to freshmen. Entering students who receive credit and/or placement in several subjects may be eligible for immediate sophomore standing upon entrance, and may be graduated in three years. Advanced placement credit will be withdrawn if work is subsequently duplicated in college-level courses. No letter grades will be assigned advanced placement scores.

Scores of 3, 4 and 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 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 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.

CLEP

The college participates in the College-Level Examination Program (CLEP) which allows students to demonstrate knowledge and proficiency in selected academic areas. Successful completion of a CLEP examination results in granting the student credit toward degree requirements.

The following tests are available at OCE. Scores required and hours of credit granted may be learned from the Education and Psychology Department office, which also has CLEP test applications available. A fee of \$15 per exam is charged.

American government, American history, biology, college algebra, college algebra-trigonometry, general chemistry, general psychology, geology, introductory calculus, introductory economics, introductory sociology, statistics, trigonometry, history of western civilization, English composition and social science.

Institutional procedure

An examination to receive credit toward degree requirements may be taken by any regularly enrolled, full-time undergraduate student who believes his background has given him exceptional proficiency in an academic subject offered by OCE. A maximum of 48 credit hours may be granted by examination, but none of these may be substituted for residence requirements. A fee of \$15 per examination is charged. This program is not available during summer session. Further information is available in the Registrar's Office.

Withdrawal

From a Course. A student may withdraw from a course (or courses) without being responsible for his grade up to the scheduled 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.

The form for withdrawing from a course may be obtained in the Registrar's Office. It should be completed and returned to the Registrar's Office before the action can be considered official. The instructor is then notified to that effect.

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

In order to have official and clear withdrawal from school, a student must fill out the necessary withdrawal papers, obtain the signature of 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.

Military Waiver

Students who have served a minimum of six months consecutively on active military duty, not including National Guard or reserve drills and summer camps, may petition for the waiver of up to three hours of credit in physical education activity courses. To qualify, a student must file evidence of service. The Registrar's Office has additional information. The following exceptions apply:

1. No credit will be allowed for basic training in the military service.
2. No waiver of physical education required courses will be granted to students majoring in elementary education.
3. No waiver will be granted to any student majoring or minoring in physical education.

Physical Education Waiver

Modification of physical education requirements may be made only on recommendation of the Student Health Service. Requests for modification or waiver must be accompanied by a statement from the student's personal physician stating the medical reasons why physical activity should be limited.

Scholarship Regulations

The faculty Academic Requirements Committee governs scholarship requirements.

A student is doing satisfactory work when he maintains a grade-point average of 2.0 (C) or better for all college work and makes substantial progress toward the completion of graduation requirements.

Probation. A student failing to do satisfactory work during one term is placed on academic probation. If his grade-point average the following term is 2.0 or better and if his cumulative GPA then is 2.0 or better, he is removed from probation. He is continued on probation if his cumulative GPA remains below 2.0.

A probationary student whose GPA for any term is below 2.0 will be suspended and he will not be permitted to register for the next term without the consent of the Academic Requirements Committee.

Awarding of Degrees

Degrees are awarded by OCE only at the regular commencement in June. Students completing degree requirements at the close of any term receive their degrees and diplomas in June. Those who complete their final work off campus during spring term will be awarded their degree in June of the following year.

16 Foreign Study

Upon request, a statement of degree will be furnished by the Registrar's Office, provided the student has completed requirements for the degree.

Summer Session, 1975

Besides three regular terms (fall, winter and spring) of the academic year, OCE conducts an eight-week summer session followed by a three-week intersession. The eight-week session in 1975 will run from June 16 through August 8. Two four-week sessions will run in this same period. The intersession will run August 11-29.

Undergraduates carrying a full load (12 credit hours or more) in the eight-week session may carry six credit hours in the intersession without paying additional tuition and fees unless the total number of credit hours exceeds the full-time limit of 21. Thus, the equivalent of a full term's work may be completed in the summer. New enrollees in intersession must pay tuition and fees at the published rate.

There is no limit on the number of hours that a graduate student may take during summer session. However, all work in excess of 16 credit hours will be charged at the overtime tuition-and-fee rate.

Admission to the eight-week session or intersession is granted to persons of sufficient maturity and academic background to do college work. Students who wish to graduate from OCE, however, eventually must meet entrance requirements (see Page 6). Those students working toward a degree should file a transcript of all work above the eighth grade with the registrar.

The official bulletin for summer session is published in March. It contains information about tuition, fees, room and board, class schedules, workshops, registration and other matters. A copy of the bulletin may be obtained by writing to the registrar at OCE.

Foreign Study

OCE students may participate in foreign study programs sponsored by the State System of Higher Education and managed by other institutions of the State System. Two types of programs are available:

1. Academic year programs. In 1973-74, programs included the Oregon Study Centers at the University of Poitiers, France, University of Stuttgart, Germany, and Waseda University, Tokyo, Japan; the European Program in Business Administration, Stichting, Nijmegen, Breukelen, The Netherlands; and the Liberal Arts Program of the Northwest Interinstitutional Council on Study Abroad at London, England, and Avignon, France.

To participate, an OCE student must transfer to the State System institution which manages a particular program. After the foreign study is completed, credits may apply to the student's OCE program.

2. Summer programs. In the summer of 1973, these included workshops, seminars and other studies in various countries on four continents, North America, South America, Europe and Asia. These programs are announced annually.



Graduate Study

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, master of music education, master of arts and master of science in correctional administration, and master of arts and master of science in interdisciplinary studies.

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.

Graduate students at OCE are expected—through a variety of means, which may include simulation, practica, theses, field studies, written examinations, oral examinations, clinical assignments and internship

teaching—to meet the following objectives, as those objectives are pertinent to specific graduate programs:

- Demonstrate advanced competence and skill in the mastery of concepts, principles, systems and practices which are in the context of the student's specialty.
- Demonstrate advanced competence and skill in reading, interpreting and applying the research and literature of the professional studies component of the student's graduate program.
- Demonstrate awareness and understanding of ethical, philosophical and cultural issues that apply to the professional component of the student's graduate program.
- Demonstrate advanced competence and skills in collaborative and leadership functions among professional colleagues.

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

Master of Science in Education

- Early Childhood Education
- Elementary Education

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 report is filed with the director of admissions.

Enrollment in Graduate-Level Programs

- Departmental and program entrance requirements must be satisfied, as applicable.
- Identify program adviser through Graduate Office for consultation regarding initial enrollment.
- A program plan, including the thesis outline, if appropriate, must be completed and filed in the Graduate Office during the first term of on-campus course work.

Admission to Candidacy for a Master's Degree

- Miller Analogies Test or Graduate Record Examination report is filed with the Graduate Office.
- 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 on campus before applications are considered.
- A minimum of 18 hours of the approved program must be completed after requirements for admission to candidacy are met.

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 evaluation procedures must be completed.

Conferring of Degree

- Degrees are conferred in the June following completion of degree requirements.

18 Graduate Study

Secondary Education

Humanities
Natural Sciences-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 Different

Master of Arts in Teaching

Elementary Education
Secondary Education
Humanities
Natural Sciences-Mathematics
Social Science

Master of Music Education

Master of Arts and Master of Science in Correctional Administration

Master of Arts and Master of Science in Interdisciplinary Studies

Admissions Procedure

All persons desiring to enroll at OCE 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 applying for a professional education program.
- Students desiring the master's degree in education 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 report is required of all new students and those returning to OCE after an absence of two years or more. The form is mailed to students who are accepted for admission and must be completed and returned to the OCE Student Health Service. Delay in furnishing this report 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.

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 OCE 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 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 or is not required in his degree program.

A student who does 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.

Credit earned in workshops may not apply unless previously approved by a college adviser. Approved workshop credits may not exceed 9 credit hours. Grades of "pass" will not be used in computing the student's grade-point average.

A maximum of 12 credit hours of upper-division courses (300-400 level) may be approved in the MAT degree program. Six of these hours may be in the teaching area and six in the elective area.

Maximum Load. The maximum load for graduate students in a regular term is 16 credit hours of graduate courses or any combination of graduate and undergraduate courses unless a petition to carry an overload has been approved by the director of graduate programs before or during registration. There is no maximum load during a summer session, but students taking more than 16 credit hours will be charged for the excess at the overload rate.

Undergraduate Enrollment in Graduate Courses. A student within 12 credit 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 hours of such work recorded as excess credits may be applied in a program.

Tuition and Fees. In addition to the published charge for tuition, graduate students must pay the regular \$10 fee with the application for admission and the \$5 fee for the graduate qualifying examination. The schedule of tuition will be available from the Registrar's Office in August, 1974. For a guide to the tuition amount, see Student Expenses on Page 6.

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 will not exceed the rate of charge for a full-time student at Oregon State University, the University of Oregon or 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. During the first term of full-time enrollment, each student must apply to the director of graduate programs for consideration as a candidate in a particular degree program.

Minimum Residence Requirement. A minimum of 30 credit 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 credit 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 credit 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 in all graduate work completed and in all upper-division courses included in the approved master's degree program. A student accumulating 9 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. At least one-half of the courses in a planned program must be on the 500 level.

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 final evaluation. If a thesis or

20 Graduate Study

field study is involved it must be accepted within this five-year limit. However, credit earned between five and seven years prior to the completion of the program may be approved by action of the Graduate Study Committee upon petition.

Thesis. The writing of a thesis is not required in most degree programs, 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 complete final evaluation 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 in winter, spring and summer terms 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 complete the final evaluation procedures. This form is obtained from the director of graduate programs and must be filed before January 1 for the winter evaluation, before April 1 for the spring evaluation, and before July 1 for the summer evaluation. 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 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 OCE is designed primarily for elementary and secondary teachers who plan to (1) develop higher competencies in education and psychology, or (2) become educational specialists in areas in which the college has been authorized to instruct. Some teachers whose objective is in-depth preparation in a subject area normally complete a program leading to the master of arts in teaching or the master of music education.

Master of science in education candidates may earn degrees with concentrations in these curricula:

- Early Childhood Education
- Elementary Education
- Secondary Education
- Educational Specialties:
 - Counselor Preparation
 - Deaf Education
 - Educational Media
 - Extreme Learning Problems
 - Multiple Handicapped
 - Socially and Educationally Different
 - Speech Pathology and Audiology
 - Teaching the Mentally Retarded

In addition, candidates may include course work in their programs to develop competencies in areas such as supervision and educational administration.

Master of Arts in Teaching

The master of arts in teaching degree at OCE is designed primarily for secondary teachers whose objective is the development of exceptional competence in classroom teaching in a subject field in which the college has been authorized to instruct. (Also see master of music education on Page 21.) Those planning to specialize in elementary teaching or some type of specialized educational service normally will complete a program leading to the master of science in education.

Subject fields which are available in the master of arts in teaching program include:

- Humanities
 - Literature
 - Writing
 - Language
- Mathematics
 - Pre-algebra and General Mathematics
 - Elementary Algebra and Geometry
 - Advanced Mathematics
- Natural Sciences
 - Integrated Science
 - Biology
 - Chemistry
 - Physical Science: Chemistry
 - Physical Science: Physics
 - Earth Science
- Social Science
 - United States History
 - World History
 - Geography
 - Economics
 - Political Science
 - Sociology

General Patterns of Programs

Completion of a minimum of 45 credit hours of approved courses apportioned as follows:

- A minimum of 30 hours in a planned program in which one of the areas of concentration, of which at

least 24 hours must be designated as graduate credit. This portion of the total program must be approved by a designated adviser to fulfill the student's needs and certification requirements.

- Nine hours in the professional education core of graduate-level professional courses.
- Six hours in courses approved by the director of graduate programs to fulfill the student's needs and certification requirements. Only three hours may be in professional education.

Master of Music Education

The master of music education is designed to improve the student's ability to teach music in the schools. Completion of the program normally will qualify a student for standard certification and a standard norm in music.

The course work usually can be completed in three summers with the following school year devoted to a thesis or field study which should provide a practical culminating synthesis of the graduate program.

The 45 hours are divided into three categories: a professional education core of 9 hours; 16 hours of music education; 14 hours of musicianship and 6 hours of electives. The curriculum may be found on Page 42.

In addition to regulations governing admission to the graduate programs, special Music Department interviews are necessary before the master of music education program is begun.

MA/MS in Interdisciplinary Studies

The master's degree program in interdisciplinary studies has been developed to serve the needs of individuals interested in continuing their education at the graduate level and directed toward a personal goal. This goal usually is career-oriented, but some students pursue a program designed simply to enrich their lives through advanced study in the liberal arts and sciences.

This program takes advantage of available course offerings at the graduate level to put together an individually designed interdisciplinary program of study. Since each person's program is different, depending on the need of the student and the courses available, there are no named majors. The program is a planned combination of courses from various subject areas which the candidate and his adviser determine will allow him to make progress toward his personal goal.

Candidates for the degree must meet general graduate program requirements as well as the following:

- A planned program includes at least 45 hours of credit in at least three but no more than five subject areas.
- Each subject area must include a minimum of 9 credit hours and may include a maximum of 21 hours.
- The program might or might not include a thesis or field study.

- Whether the program will lead to a master of arts or master of science is determined by the predominance of subjects in the arts or sciences.

MA/MS in Correctional Administration

This master's degree program is designed to prepare graduates for advanced professional roles with correctional administration. Employment opportunities exist for professionally prepared persons in city, county, state and federal agencies and departments responsible for supervision and treatment of juvenile and adult law offenders. Programs in professional correctional administration include probation, institutions, parole, work release and transitional services.

This program has two patterns of study available to students, depending on their background of education and experience. The curricula may be found on Page 58.

Professional Studies Emphasis. 30 credit hours of professional studies and 15 hours of academic studies.

Academic Studies Emphasis. 21 hours of professional studies and 24 hours of academic studies.

These two patterns offer considerable flexibility for the student to meet particular professional and academic needs. In both, the course work beyond the professional studies core is selected from the social and behavioral sciences in keeping with recommendations of various professional bodies concerned with the education of professional correctional workers.

Non-Degree Graduate-Level Programs

Non-degree graduate-level programs in teacher education are designed to meet the needs of:

1. Those who plan to complete advanced certification.
2. Those who have earned a bachelor's degree and plan now to complete initial certification.

Establishing an Official Program

All persons desiring to enroll at OCE for study at the post-baccalaureate level must complete application for admission to the college by filing the following documents with the director of admissions:

- Two completed application for admission forms and payment of the required fee unless said fee has been certified as waived.
- 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.
- A health history report.

Following compliance with the above requirements, an official program will be formulated in consultation with the adviser and other appropriate individuals.

Advanced Certification (Fifth-Year) Programs

Fifth-year non-degree programs may be planned by those who have completed basic certification requirements and intend to meet the requirements for advanced (standard) certification.

General Regulations

Scope of Program. The planned programs must total a minimum of 45 credit hours and may include both upper-division and graduate-level courses. At least 12 hours of approved graduate courses must be utilized in the program.

Transfer Credit. Not more than 24 hours of approved credit may be transferred from other accredited institutions and/or the Division of Continuing Education. Credits earned through correspondence study will not apply to the fifth-year program.

Time Limit. Only those courses completed within a period of five years before the actual completion of the program will apply. This includes all residence and transfer credit. However, credit earned between five and seven years before completion of the program may be approved by the director of graduate programs.

Residence Requirement. At least 21 credit hours must be completed on the OCE campus with at least 9 hours being taken concurrently.

Maximum Load. A maximum load in a regular term is 16 credit hours unless a petition to carry an overload has been approved by the director of graduate programs during the week of registration. There is no maximum load during a summer session, but students taking more than 16 credit hours will be charged for the excess at the overload rate.

Procedures

Teachers planning to accomplish advanced certification through a non-degree program should:

- Complete procedures to be admitted to the college as a graduate-level student.
- Initiate procedures through the Graduate Office to plan a certification program with an adviser.
- File an approved program contract with the Graduate Office. Note: At least 24 credit hours of the official program must be completed subsequent to approval of the program.
- Upon completion of program requirements, initiate change-of-certification procedures with the Registrar's Office.

Initial (Basic) Certification Programs

Initial certification programs may be planned for those who have completed a bachelor's degree and wish now to meet the requirements for basic certification to teach in Oregon public schools.

General Regulations

Scope of Program. This program is designed to meet an individual's specific needs in satisfying the requirements of the college's approved elementary or secondary teacher education programs.

Residence Requirements. Students must complete at least one full term of full-time enrollment at OCE (exclusive of summer session) prior to student teaching or internship.

Maximum Load. A maximum load in a regular term is 16 credit hours unless a petition to carry an overload has been approved during the week of registration by the director of graduate programs. There is no maximum load during a summer session, but students taking more than 16 credit hours will be charged for the excess at the overload rate.

Procedures

Students who have completed a bachelor's degree and now plan to complete the requirements of initial (basic) certification through a non-degree program should:

- Complete procedures to be admitted to the college as a graduate-level student.
- Initiate procedures through the Registrar's Office for a program evaluation. The Registrar's Office will evaluate the previously completed work and forward the evaluation to a departmental adviser for review.
- Contact the director of teacher education if you desire information on procedures or clarification of program requirements.
- Confirm that your approved program is filed with the Registrar's Office.
- Upon completion of the program requirements, initiate certification procedures through the Registrar's Office.



Instruction

All instructional programs of the college are outlined in the following pages. For the convenience of the reader, this information is organized by career objectives and subject areas. Graduate and undergraduate programs both are listed under each heading. For example, two undergraduate and three graduate programs are listed under Elementary School Teaching. Following is an outline of the organization.

***Liberal Arts Core Curriculum, Page 25.**

Teacher Education, Page 27.

- Early Childhood Education
- Elementary School Teaching
- Secondary School Teaching
- Art Education, all levels
- Music Education, all levels
- Physical Education, all levels
- Teaching Specialties (Special Education)
- School Administration
- Instructional Support Services

Liberal Arts and Sciences, Page 52.

- BA/BS in The Arts
- BA/BS in Humanities
- BA/BS in Interdisciplinary Studies
- BA/BS in Natural Sciences
- BA/BS in Social Science
- Minors

* The Liberal Arts Core Curriculum is a program of study which all undergraduate students must complete before a degree is awarded.

- Associate in Arts Degree
- Honors Program
- MA/MS in Interdisciplinary Studies

Corrections and Law Enforcement, Page 58.

- Corrections Major
- MA/MS in Correctional Administration

Health Services, Page 59.

- Undergraduate Preprofessional Preparation
- Graduate Programs

Psychological and Social Services, Page 62.

- Psychological Studies Major
- Graduate Programs

Other Careers, Page 63.

- Law Preprofessional Preparation
- ROTC Programs
- One- and Two-Year Preprofessional Studies

Most of the instructional programs are explained in introductory statements and/or listing of courses required to complete a degree or program. Since OCE requires 192 credit hours for a bachelor's degree, the requirements in most cases are listed to total that amount. Likewise, most graduate programs show the 45 hours of courses required to complete most master's degrees or programs.

Course descriptions will be found under the headings of the college's seven academic departments as follows:

Art, Page 66.

Education and Psychology, Page 69.

- Education
- Psychology
- Speech Pathology and Audiology

Health, Physical Education and Athletics, Page 77.

- Health
- Physical Education

Humanities, Page 79.

- Writing
- English
- Humanities

- Journalism
- Modern Languages
 - French
 - German
 - Spanish
- Philosophy
- Religion
- Speech
- Theatre Arts
- Library Science

Music, Page 85.

Natural Sciences and Mathematics, Page 88.

- General Science
- Biology

- Botany
- Zoology
- Chemistry
- Geology
- Physics
- Mathematics

Social Science, Page 95.

- General Social Science (including Corrections).
- Anthropology
- Economics
- Geography
- History
- Political Science
- Sociology
- Business Administration

It is strongly recommended that all students seek the guidance of an adviser before beginning a program. Beginning freshmen and other new OCE students are assigned to an adviser by the Registrar's Office. Graduate students are assigned to advisers by the Graduate Office.



Liberal Arts Core Curriculum

The liberal arts core curriculum is designed to meet the set of educational objectives listed below. These objectives define the meaning of liberal education at OCE. Each OCE student is expected to make progress toward the objectives before being graduated, regardless of the student's major concentration of study.

Rather than completing a prescribed narrow set of courses in particular subject areas, the student is encouraged to select courses from a variety of acceptable alternatives. Course selections for each of the liberal arts objectives are recorded on special forms which, when signed by both the student and his faculty adviser, become a part of the student's permanent record in the Registrar's Office.

Preliminary plans are made final when the student is a junior or senior. The course selections then constitute the liberal arts portion of the 192-hour requirement for graduation. The result is a planned program of study designed to meet individual needs as well as the educational objectives of the college. Standards have been adopted to help the student avoid an unwise concentration of work in an area other than his major.

The minimum graduation requirements (totaling at least 64 credit hours) for the liberal arts and sciences are outlined under each objective below. Students are encouraged to make further progress through elective study in other course areas.

The OCE student should strive to develop:

Objective One:

The ability and self-discipline to learn independently 1-4

The ability to learn independently is a proficiency which may be acquired through rewarded practice over long periods of time in the context of many different courses of study. The completion of the bachelor's degree is only the beginning of a lifetime of continued learning.

This objective is satisfied by demonstrated competency normally at the upper-division level under the direction of the student's faculty adviser, either through a conventional course of study or special individualized study.

Objective Two:

The ability to use language effectively 12

A person who has been graduated from a liberal arts college is distinguishable by his ability to communicate through speech and writing. Precision in the use of language, like independent learning, is acquired through rewarded practice over long periods of time in the context of many courses of study.

Writing courses, including Wr 121, English Composition 9
Sp 111 Fundamentals of Speech..... 3

Objective Three:

The ability to solve problems, using logical systems of thought 12

To better understand man and the world in which he lives, it is imperative that the student compre-

hend and be able to use the principles of inductive and deductive reasoning processes in the construction of hypotheses and theories. This includes a familiarity with both mathematical and non-mathematical systems of thought which will have fruition in the student's employment of these systems as basic tools in his daily thinking.

Objective Four:

The ability, through development of a sound body, to sustain an active balanced life 6

It is considered relevant to the liberally educated person that he advance in those skills, attitudes and knowledges concerned with active, balanced living while an undergraduate student. The attainment of this objective can be identified in the learning which results in participation in sports and physical activities, and through the study and practices of personal hygiene.



Objective Five:

An appreciation and understanding of the thought and culture of man

9

Typically, undergraduate courses in literature are featured by liberal arts colleges as being particularly appropriate for the development of appreciation and understanding of thought and culture. Clearly, however, an appreciation and understanding of thought and culture may be developed as well through study in other areas such as history, art and music.

Objective Six:

The capability for mature thought and judgment

3

Maturity in thought and judgment may be fostered by a broad knowledge in the arts and sciences, but a knowledge of philosophical and religious thought is recognized by many as being particularly important.

Objective Seven:

The capability for creative expression and aesthetic sensitivity

6

This objective is satisfied through courses in the fine arts. Students are encouraged to develop performance skills as well as appreciation and knowledge.

Objective Eight:

The ability to deal with processes of human interaction, learning and development

3

Behavioral scientists seek increasing information about human learning and about the characteristics of human beings as they develop from infancy to old age. Problems of human social interaction and of self-acceptance are currently under serious study. The student is expected to familiarize himself with these developments, particularly through psychological studies.

Objective Nine:

The ability to cope with political, social, economic and environmental problems and processes

9

In our present society, economic, political and environmental problems carry with them an alarming sense of urgency. Such current problems, if not resolved soon, will affect the chances of man to survive. In our democratic society, each citizen is responsible for decisions which enter into the resolution of such problems. A familiarity with the social sciences is particularly relevant.

Objective Ten:

An understanding of the complexities of the Twentieth Century technology

3

Scientific and technologic developments have moved so rapidly in our present society that it is unlikely that we may adapt to change in future years without the benefit of a formalized education in these developments. Therefore, the study of science and technology is considered essential to liberal arts study.



Teacher Education

Teacher Education at OCE provides the experience whereby a student can both understand and later communicate to others the importance of the search for knowledge—knowledge unhampered by prejudice, freely tested and constantly re-evaluated for the benefit of society. The program provides the student with opportunities to:

- demonstrate a positive and realistic self-awareness and to exhibit the ability to communicate and relate effectively with others.
- demonstrate objectivity, flexibility and respect for the uniqueness of individuals, their values and needs.
- demonstrate the ability to read, write, listen and speak with intelligence, and to analyze and appraise ideas and concepts so he may be able to reason critically and guide others to problem solving.
- demonstrate an awareness of mankind's past accomplishments in the fields of knowledge which have affected civilization (the natural and behavioral sciences and the humanities) as well as an awareness of mankind's failures, hopes and aspirations in these areas.
- demonstrate an awareness of known theory and problems relative to a more specialized body of knowledge and a competence in the skills for teaching that knowledge.
- demonstrate an understanding of the historical development of education as a profession and its relationship in society, and an understanding of the legal, political and social position of the teacher as he relates to student, parent, school and community.
- demonstrate the ability to apply learning theory to teaching strategies in the classroom laboratory experience.
- recognize the need to maintain knowledge of continuing research and advancement within the educational profession and the student's major discipline in order to adjust to a changing world.

Levels of Preparation

The college provides curricular programs leading to certification by the Oregon Teacher Standards and Practices Commission. Eligibility to teach in Oregon public schools is determined by satisfactory completion of norm requirements for the desired school level and teaching areas, and upon the recommendation of the college as an accredited teacher education institution. Undergraduate curricular programs prepare teachers to meet the norms for the following areas:

Early Childhood Education
Elementary Education
Secondary Education
Art Education
Music Education
Physical Education

Special Education in the following:
Teachers of the Mentally Retarded
Speech and Hearing Specialists

Admission to Teacher Education Programs

Students who wish to qualify to teach in Oregon public schools normally apply for admission to teacher education during the third term of their sophomore year. The college's Teacher Education Committee establishes policies and standards which students must meet before being admitted to required teacher education courses. Application is made by filing appropriate forms in the Education and Psychology Department office.

Transfer students with junior standing should clarify their status during their first term on campus. Handbooks listing specific requirements for admission to teacher education and also to student teaching are available in the Education and Psychology Department office.

Student Teaching and Internship

Student teaching application forms should be submitted to the Education and Psychology Department office between February 1 and March 1 to assure assignments during the following academic year. Candidates for internships must submit their applications between October 15 and November 1 of the year prior to the intended internship.

Before student teaching, a candidate must have completed a substantial portion of professional education and subject area requirements with approved scholarship, met departmental and teacher education requirements, and satisfied all screening requirements of the Teacher Education Committee.

Transfer students must also have spent at least one term (exclusive of summer session) preceding student teaching as a full-time student on the OCE campus.

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

Internship

Through a cooperative program with public school districts, a year-long internship may be granted to selected students. Applications must be submitted to the Education and Psychology Department office between October 15 and November 1 of the year prior to the intended year of internship.

28 Teacher Certificates

The internship program:

- Candidates selected as interns serve a full year as a paid intern in a school district under special certification provisions of the Teacher Standards and Practices Commission and under a reduced teaching load in the district.
- The regular programs in elementary or secondary education are completed in five years, or, with one or more planned summer sessions, in four years.
- The student is supervised during the year by a co-operating teacher in the school district and by college field supervisors.
- The student takes seminars for college credit.
- If appropriate to the student's degree program, he may earn graduate credit in lieu of the 15-hour student teaching requirement during the senior year. Such credit is reserved until the intern teaching requirement is completed, and is recorded subsequently as graduate credit.
- The bachelor's degree is awarded with the completion of 192 credit hours if all degree requirements except student teaching are met, but with the reservation of college recommendation for certification until after completion of the internship program.

Eligibility for Internship

- Senior standing (within 51 hours of satisfying graduation requirements with required scholarship) within the year of application.
- Complete all prerequisite hours in professional teacher education courses (except student teaching) during the year of application.
- Satisfy all screening requirements.

Transfer students must have completed the preceding eligibility requirements and have spent at least one term (exclusive of summer session) prior to the internship on the OCE campus.

Teacher Certificates

All Oregon teacher certificates are issued by the Teacher Standards and Practices Commission upon recommendation of the institution through which an applicant has completed his program. All graduate students completing programs at OCE who require an institutional recommendation must have a planned program on file at OCE and satisfy all requirements of that program. Undergraduates must successfully complete an approved degree program in order to obtain the college's recommendation.

Application is made by submitting the required form, available at the OCE Registrar's Office, to the Teacher Standards and Practices Commission, Salem, together with a \$15 fee, official transcript and the college recommendation. The transcript and recommendation also are obtained through the OCE Registrar's Office.

Approved Norms

Following are norm programs at OCE which have been approved for teacher certification:

Elementary Education (General) Basic, Standard

Secondary Education (General)	Basic, Standard
Art	Basic, Standard
Education Media	Basic, Standard
Language Arts/Social Studies	Basic, Standard
Foreign Languages	Basic
Language Arts	Basic, Standard
*Journalism	Basic
*Speech	Basic
*Drama	Basic
Mathematics	
Pre-Algebra and General Math	Basic, Standard
Algebra and Geometry	Basic, Standard
Advanced Mathematics	Basic, Standard
Music	
Kindergarten through 9th	Basic, Standard
Kindergarten through 12th	Basic, Standard
Physical Education (K-12)	Basic
Health Education	Basic
Science	
Biology	Basic, Standard
Physical Science	Basic, Standard
Earth Science	Basic, Standard
Integrated Science	Basic, Standard
Social Science	Basic, Standard
Extreme Learning Problems	Basic, Standard
Mental Retardation	Basic, Standard
Speech Correction	Basic, Standard
Counseling	Basic
Supervision	Basic, Standard
Deaf Education	Basic, Standard

* These are joint programs with language arts.

Early Childhood Education

Undergraduate Program

Elective courses in early childhood education may be completed by undergraduates as an area of emphasis. The following courses are designed to provide knowledge and skills necessary to work with young children (birth to age 7).

Students in elementary education who satisfy the requirements for certification in Oregon will be eligible to teach in kindergarten and other pre-primary programs that are established as part of a public school system.

Students not seeking certification in education may wish to include an early childhood education emphasis in their program to prepare for roles in private pre-schools and other day care centers.

Emphasis in Early Childhood Education 32

Ed 364 Introduction to Early Childhood Education	3
Ed 459 Curriculum in Early Childhood Education	5
Psy 311 Human Development	3
Ed 407 Seminar: Development of Speech and Language	3
Sp 240 Creative Dramatics, or	
Ed 452 Creative Arts in Childhood	3
Ed 470 Education of the Exceptional Child	3
Ed 409 Practicum: Early Childhood Education	3-9
Electives	3-9

Graduate Program

The graduate-level curriculum in early childhood education 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). Students enrolled in this curriculum may earn the master of science in education degree.

Regulations governing admission to graduate programs are listed under "Admission Procedure" on Page 18 of the Graduate Study section of this catalog.

Three types of persons generally enter the program:

1. Elementary teachers desiring to acquire skills in working with pre-school or primary children (0-7 years).
2. Candidates preparing for leadership roles in the operation of nurseries and/or day care centers.
3. Candidates preparing for roles in research and/or evaluation.

A person in this program who has basic elementary certification may qualify concurrently for further basic or advanced certification. For example, the candidate

may qualify for a basic norm in extreme learning problems, or mental retardation.

The curriculum:

Professional Education Core	9
Ed 512 Research Procedures in Education	3
Ed 546 Philosophy of Education	3
Psy 460G Developmental Psychology: Infancy and Childhood, or	
Ed 520 Psychology of Learning	3
Early Childhood Core	21-24
Psy 522 Motor and Perceptual Learning in Children	3
Psy 540 Linguistic and Cognitive Learning in Children	3
Psy 489G Social Learning in Children	3
Ed 528 Educational Diagnosis and Evaluation Learning	3
Ed 519 Contemporary Development in Early Childhood Education	3
Ed 518 Public and Professional Relations	3
Ed 506 Individual Study, or	
Ed 509 Practicum	6-9
Electives	12-15
Total required for degree	45

Elementary School Teaching (K-9)

• Elementary Teaching: Undergraduate Programs

Students who satisfy the requirements for a bachelor's degree in the elementary school curriculum become eligible for certification to teach kindergarten through 9th grade in Oregon public schools. Oregon state teachers' certificates are issued by the State Teacher Standards and Practices Commission to qualified candidates upon recommendation of the college.

The elementary school curriculum allows two choices of preparation:

- As general elementary classroom teachers. Students in this program must complete the liberal arts core curriculum, the teaching specialty core and the professional education core, plus a program designed to prepare a person to teach several areas in a general classroom.
- As an elementary teacher with a special area of emphasis. Students in this program complete the liberal arts core curriculum, the teaching specialty core and the professional education core, plus course work leading to an area of emphasis or a basic norm in a subject area. This program is designed for students who wish to teach a specific subject, often in the upper grades or junior high level.

The courses which must be completed by all elementary majors follow:

Liberal Arts Core Curriculum (see pages 25, 26)	64
Teaching Specialty Core	42
Art: A 323 Art in the Elementary School	3
Health: Ed 351 School Health Program	3
Physical Education: Ed 344 PE in the Elementary School	3
Language Arts (select one):	3
Eng 480 Children's Literature	
Sp 240 Creative Drama for the Elementary Teacher	
Eng 110 Introduction to Language Study	
Science (select two areas to complement LACC):	6
GS 311 Biological Science for Elementary Schools	
GS 312 Physical Science for Elementary Schools	
GS 313 Earth Science for Elementary Schools	
Mathematics:	12
Mth 121, 121, 123 Essentials of Mathematics	
Mth 311 Math for Elementary Teachers	
Music: Mus 382 Music Fundamentals	3
Social Science: SSc 301, 302, 303 Social Science for the Elementary Schools	9
Professional Education Core	39
Psy 225 Introduction to Developmental Psychology	3
Ed 361, 362 Learning and Instruction in the Elementary Classroom	18
Ed 473 Identification of Learning Problems in the Classroom	3
Ed 413 Student Teaching/Internship	15

30 Elementary Teaching

Preparation for General Classroom or Area of Emphasis (Teaching Minor), Plus Electives 47

Requirements for general elementary classroom teachers are listed on Page 30. Areas of emphasis (teaching minors) are listed on Pages 30 to 33.

Total required for graduation 192

General Elementary Classroom Teaching

Most elementary majors will choose to prepare as general classroom teachers and should select courses to enable themselves to gain the skills and knowledge for that type of teaching position. In addition to the minimum program of the liberal arts core curriculum, the teaching specialty core and the professional education core, the student should plan to complete the following in consultation with an adviser.

Art: art studio courses.

Language Arts: courses not selected in the teaching specialty core.

Science: courses to include:

Bi 101, 102 General Biology

GS 104, 105, 106 Foundations of Physical Science

Social Science: Preparation in history and geography.

Music: Mus 383 Music Education.

Additional work in educational methods and materials and academic areas to broaden the general background.

Elementary Teaching With Area of Emphasis

Some elementary majors may choose to complete an area of emphasis to gain the skills and knowledge essential for more specialized teaching positions in grades K-9 (including grades 7-9 of a secondary school). This preparation is to be selected from broadly defined areas such as environmental education, reading and basic skills, bilingual-bicultural, special education, or from specific areas which satisfy state subject teaching norm endorsements (identified in this OCE catalog as teaching minors). Programs to gain a subject norm are listed below. Those students desiring to gain other areas of emphasis should consult with a faculty adviser to plan their program.

Teaching Minors

Art

An acceptable portfolio is integrated into the requirements for the teaching minor in art.

A 120, 127 or 207 Art Appreciation area	3
A 251, 252, 253, 357, 359 or 407 (choose one)	
Art History area	3
A 222, 228 or 229 Design (choose two)	6
A 220, 221 or 226 Drawing (choose two)	6
A 123, 254, 255, 208, 209, 210, 230, 231 232, 233, 256, 257, 259, 315, 316, 343 Crafts (choose one)	3
A 225, 280 Painting (choose one)	3

A 258, 319, 291, 292 Sculpture (choose one)	3
A 429, 453, 485, 486, 487 Art Theory (choose one)	3
A 324 Art Education (Secondary)	3
Upper-division electives in art	6

Total hours in minor 39

Education Media (K-12)

Note: Ed 435 Educational Media and Materials is a prerequisite to the program and is not a part of the norm.

Ed 433 Educational Media Centers	3
Lib 411 Organization of Instructional Materials for Educational Media Centers	3
Lib 421 Reference Sources and Services for Educational Media Centers	3
Lib 442 Selection of Materials for Educational Media Centers	3
Ed 434 Preparation of Educational Media and Materials	3
Ed 409 Practicum	3
Electives	3

Total hours in minor 21

Language Arts/Social Studies

Language Arts

Eng 110 Introduction to Language Study, or	
J 211 Introduction to Mass Communications	3
Eng 310 Nature of the English Language	3
Sp 239 Oral Interpretation	3
Wr 218 Creative Writing, or	
Wr 222 English Composition	3
Wr 414 Advanced Composition	3
Eng 107, 108, 109 World Literature	9
Eng 357 Approaches to Literature	3

Language arts base 27

Eng 475 Modern American Grammar and Usage	3
Eng 489 Literature and Media for Young Adults	3
Sp 323 Group Discussion Processes	3
Upper-division electives in literature	3

Total language arts 39

Social Science

American and world history	12-15
Geography	6-9
Political science, economics, sociology/anthropology (at least two areas)	6-9
Electives in social science (minimum)	6

Total social science 39

Total hours in minor 78

Language Arts

Eng 110 Introduction to Language Study, or	
J 211 Introduction to Mass Communications	3
Eng 310 Nature of the English Language	3
Sp 239 Oral Interpretation	3
Wr 218 Creative Writing, or	
Wr 222 English Composition	3
Wr 414 Advanced Composition	3
Eng 107, 108, 109 World Literature	9
Eng 357 Approaches to Literature	3

Language arts base 27

Eng 475 Modern American Grammar and Usage	3
Eng 489 Literature and Media for Young Adults	3

Sp 323 Group Discussion Processes	3
Upper-division elective in literature	3
Total hours in minor	39

Drama

Eng 110 Introduction to Language Study, or	
J 211 Introduction to Mass Communications	3
Eng 310 Nature of the English Language	3
Sp 239 Oral Interpretation	3
Wr 218 Creative Writing, or	
Wr 222 English Composition	3
Wr 414 Advanced Composition	3
Eng 107,108,109 World Literature	9
Eng 357 Approaches to Literature	3
Language arts base	27
TA 244, 245, 246 Technical Theatre (select two)	4
TA 251 Elements of Acting	3
TA 364 Play Direction	3
TA 415 Drama in the Secondary School	3
Drama electives	2-3
Total hours in minor	42-43

Speech

Eng 110 Introduction to Language Study, or	
J 211 Introduction to Mass Communications	3
Eng 310 Nature of the English Language	3
Sp 239 Oral Interpretation	3
Wr 218 Creative Writing, or	
Wr 222 English Composition	3
Wr 414 Advanced Composition	3
Eng 107, 108, 109 World Literature	9
Eng 357 Approaches to Literature	3
Language arts base	27
Sp 321 Argumentation	3
Sp 322 Persuasion	3
Sp 323 Group Discussion Processes	3
Sp 270 Projects in Public Speaking	1
Sp 411 Speech for the Classroom Teacher	3
Speech electives	2-3
Total hours in minor	42-43

Journalism

Eng 110 Introduction to Language Study, or	
J 211 Introduction to Mass Communications	3
Eng 310 Nature of the English Language	3
Sp 239 Oral Interpretation	3
Wr 218 Creative Writing, or	
Wr 222 English Composition	3
Wr 414 Advanced Composition	3
Eng 107, 108, 109 World Literature	9
Eng 357 Approaches to Literature	3
Language arts base	27
J 212 Reporting	3
J 213 Copyediting and Makeup	3
J 211 Introduction to Mass Communications, or	
Sp 236 Survey of Broadcasting	3
J 215 Journalism Projects	3
J 455 Supervision of School Publications	3
Total hours in minor	42

German

GL 310, 311, 312 Introduction to German Literature	6
GL 334, 335, 336 German Composition and	
Conversation	9

GL 340, 341, 342 Survey of German Culture and	
Civilization	3
GL 331 German Pronunciation and Phonetics	3
Electives in German	24
Total hours in minor	45

French

RL 311, 312, 313 French Literary Genres, or	
RL 423, 424, 425 20th Century French Literature	6
RL 314, 315, 316 Intermediate French Composition	
and Conversation	9
RL 429, 430, 431 French Culture and Civilization	3
RL 331 French Pronunciation and Phonetics	3
Electives in French	24
Total hours in minor	45

Spanish

RL 341, 342, 343 Literary Genres of Spain, or	
RL 441, 442, 443 Modern Spanish-American	
Literature	6
RL 347, 348, 349 Intermediate Spanish	
Composition and Conversation	9
RL 338 Hispanic Culture and Civilization: Spain, or	
RL 339 Hispanic Culture and Civilization: Latin	
America	3
RL 350 Spanish Pronunciation and Phonetics	3
Electives in Spanish	24
Total hours in minor	45

Pre-Algebra and General Mathematics

This program is planned with an adviser in mathematics. The program is flexible and is based on the student's background, abilities and interest. The program consists of a minimum of 15 hours in mathematics and three hours in a methods course.

Algebra and Geometry

Mth through 201 (Mth 202, 203 recommended for	
anyone planning advanced work in math)	8-16
Abstract algebra	3
Mth 324 Probability Theory, or	
Mth 325 Introduction to Statistics	3
Upper-division geometry, one term	3
Mth 491 or 493 Mathematics for Secondary	
Teachers	3
Mth 492 Mathematics for Secondary Teachers	3
Mth 202, 203 and/or upper-division electives in	
math	8-16
Total hours in minor	39

Advanced Mathematics

Mth through Mth 203	16-20
Mth 349 Introduction to Linear Algebra	3
Abstract algebra	6
Upper-division geometry, two terms	6
Mth 324 Probability Theory, or	
Mth 325 Introduction to Statistics	3
Mth 151 Computer Coding	3
Mth 492 Mathematics for Secondary Teachers	3
Total hours in minor	40-44

Music (K-9)

Piano and vocal proficiency are evaluated at several stages of the program.

Mus 121, 122, 123 Basic Musicianship I	12
Mus 221, 222, 223 Basic Musicianship II	12
Mus 190 or 290 Performance Studies	4

32 Elementary Teaching

Mus 390, 391, 490 Performance Studies	4
Mus 195, 196, 197 Large Ensemble	3
Mus 395, 396, 397 Large Ensemble	3
Mus 201, and 203 or 362 Music and Its Literature, and History of Music	6
Mus 320 and 321 or 324 Conducting	4
Mus 384 Choral or Mus 384 Instrumental	3
Mus 383 Music Education (Elementary)	3
Mus 407 Seminar: Music in the Schools	3
Mus 407 Seminar: Music in the Middle and Junior High School	3
Total hours in minor	60

Physical Education (K-12)

Professional Activity Courses (PE 100P/200P)

PE 111P Basic Rhythms	1
PE 111P Folk and Square Dance	1
PE 112P Apparatus	1
PE 112P Tumbling	1
PE 113P Intermediate Swimming	1
PE 114P Recreational Games (women)	1
PE 114P Wrestling (men)	1
PE 114P Track and Field	1
PE 114P Archery, Badminton, Bowling, Golf, Tennis, Weight Training and Conditioning (choose four)	4
PE 115P Games and Relays	1
PE 115P Basketball, Field Games, Hockey, Softball, Volleyball (choose three)	3
	15

Theory Courses

HE 252 First Aid and Safety	3
Z 334, 335 Human Anatomy and Physiology	6
Ed 344 Physical Education in Grades K-12	3
PE 343 Organization and Administration of Physical Education	3
PE 359 Athletic Training and Conditioning	2
PE 371 Kinesiology	3
PE 445 Phys Ed Curriculum and Evaluation	3
PE 447 Principles of Physical Education	3
PE 310 Motor Development and Learning	3
	29

Total hours in minor **44**

Health Education

HE 151P Personal Health	3
HE 252 First Aid and Safety	3
HE 325 Nutrition	3
HE 427 Introduction to Community and Public Health	2
HE 434 Communicable, Degenerative and Chronic Diseases	3
HE 462 Health in Society	3
Ed 351 School Health Program	3
Z 334, 335 Human Anatomy and Physiology	6
Z 211 Introductory Microbiology	4
GS 341 Man and the Ecosystem	3
Psy 311 Human Development	3
Psy 328 Mental Health	3
Soc 338 Marriage and the Family	3
Total hours in minor	42

Health Education (Combined Teaching Minor)

The basic norm will be recommended when the program is planned and completed in combination with a teaching

major in biology, social studies, elementary education or physical education.

HE 151P Personal Health	3
HE 252 First Aid and Safety	3
HE 325 Nutrition	3
HE 462 Health in Society	3
Ed 351 School Health Program	3
GS 341 Man and the Ecosystem	3
Psy 328 Mental Health	3
Soc 338 Marriage and the Family	3
Total hours in minor	24

Biological Science

Bi 101, 102 General Biology, or Bi 211, 212, 213 Principles of Biology	8-13
Bi 221 Introductory Microbiology	4
Bi 341 Genetics	3
Bi 446 Evolution	3
Bi 460 Preparation of Biological Materials	4
GS 341 Man and the Ecosystem, or GS 441 Natural History	3
Bot 331 Plant Physiology; Bot 371 Structure of Seed Plants; Z 324, 325 Comparative Vertebrate Anatomy; Z 326 Vertebrate Embryology; Z 334, 335, Human Anatomy and Physiology; Z 434 Animal Physiology (choose two)	6-8
Ch 104, 105, 106 General Chemistry, or Ch 204, 205, 206 General Chemistry	12
Earth science, one term	3-4
Electives in earth or physical science	3
Total hours in minor	49

Physical Science

Ch 204, 205, 206 General Chemistry	12
Ch 340 Elementary Physical Chemistry	4
Ph 101, 102, 103 Essentials of Physics, or Ph 201, 202, 203 General Physics	9-12
Electives in biology	4-8
Electives in earth science	6

Chemistry Option:

Ch 312, 313 Quantitative Analysis	4-8
Ch 331, 332 Elements of Organic Chemistry, or Ch 334, 335, 336 Organic Chemistry	6-12

Physics Option:

Ph 311, 312 Introduction to Modern Physics	4-8
Upper-division physics electives	6-12
Minimum hours, either option	27

Total hours in minor **45**

Earth Sciences

G 201, 202, 203 General Geology	12
G 450 Rocks and Minerals	3
G 444 or G 445 Geologic History of Life	4
GS 331 Introduction to Oceanography	3
Ph 390 Basic Meteorology	3
GS 351 Elements of Astronomy	3
Chemistry or physics sequence	9-12
GS 105 or GS 106 Foundations of Physical Science	4
Biology sequence	8-13
Total hours in minor	49

Integrated Science

Bi 101, 102 General Bio'ogy, or Bi 211, 212, 213 Principles of Biology	8-13
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Bi 341 Genetics	3
Ch 104, 105, 106 General Chemistry	12
Ph 101, 102, 103 Essentials of Physics, or	
Ph 201, 202, 203 General Physics	9-12
G 351 Elements of Geology	3
GS 331 Introduction to Oceanography	3
GS 351 Elements of Astronomy	3
Ph 390 Basic Meteorology	3
Total hours in minor	45

Social Studies

At least 24 hours must be upper-division courses.

American history	9
World history	9
Geography	9
Courses from at least two of the following areas:	
political science, economics, anthropology and	
sociology	21
SSc 490, 491 Senior Social Science Seminar	6
Total hours in minor	54

Mental Retardation

Ed 464 Introduction to Mental Retardation	3
Ed 489 Curriculum for the Mentally Retarded	3
Ed 456 Extended Curriculum for the Mentally	
Retarded	3
Ed 409 Practicum: Mental Retardation	3
Total hours in minor	12

Speech Correction

SPA 370 Phonetics	3
SPA 371 Speech Science	3
Ed 393 Speech Correction in the Schools, or	
SPA 480 Speech Pathology and Audiology	3
SPA 478 Diagnostic Methods in Speech and	
Language Pathology	3
SPA 484, 485, 486 Clinical Speech Therapy	6
SPA 487 Speech Science	3
SPA 488 Audiology	3
Total hours in minor	27

• Elementary Teaching: Graduate Programs

Master of Science in Education

The elementary education program for a master of science degree is designed to enable a student to extend his competency in teaching skills in education and in an academic area of specialization. The student must hold a basic elementary certificate in Oregon or its equivalent to be admitted to the program. One year of classroom experience is recommended.

Completion of a fifth year of preparation is not required for elementary teachers in Oregon. However, the program emphasizes extension of the student's competency in the areas of specialization and/or generalization that will enable him to meet the standard norm for elementary teachers. By including appropriate courses in the degree program, and upon recommendation of the college, the student may complete all academic requirements for the standard Oregon teaching certificate.

Regulations governing admission to graduate programs are listed under "Admission Procedure" on Page 18 of the Graduate Study section of this catalog.

Details of elementary certification requirements begin on page 34.

Foundation Core

Ed 546 Philosophy of Education	3
Ed 520 Psychology of Learning, or	
Ed 460G Developmental Psychology: Infancy and	
Childhood	3
Choose two from: Ed 512 Research Procedures;	
Ed 513 Evaluation of Classroom Instruction;	
Ed 553 Elementary Curriculum	6

Academic Area

The academic area extends the candidate's basic knowledge in a discipline. Courses are approved by the appropriate departmental adviser.

Teaching Area

The teaching area enables the candidate to extend his capability in a specialty (e.g., reading, extreme learning problems, early childhood, elementary school counseling, or selected subject matter methodology). Courses are approved by the appropriate academic or elementary adviser.

Elective Area

Total required for degree **45**

Master of Arts in Teaching

The master of arts in teaching degree at OCE is designed primarily for secondary teachers. Some elementary teachers will choose to complete this degree with the objective of developing exceptional competence in classroom teaching in one of the subject fields which the college has been authorized to offer.

Candidates for this degree who plan to simultaneously complete advanced certification should become knowledgeable about requirements and how they apply to the degree program. The M.A.T. is minimally a 45-hour program. Additional hours may be needed to satisfy all requirements for advanced certification, depending on the candidate's previous preparation, background and experience.

Regulations governing admission to graduate programs are listed under "Admission Procedure" on Page 18 of the Graduate Study section of this catalog. Details of elementary certification requirements begin on page 34.

Planned Program (in one area of concentration) 30

At least 24 hours of this 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.

Professional Education Core

Ed 512 Research Procedures in Education	3
Ed 546 Philosophy of Education	3
Choose one: Psy 460G Developmental Psychology:	
Infancy and Childhood; Psy 461G Developmental	
Psychology: Adolescence and Maturity; Psy 520	
Psychology of Learning	3

Approved by Director of Graduate Programs

Approved in terms of the student's needs and certification requirements. Only 3 hours may be in professional education.

Total required for degree **45**

Non-Degree Advanced Elementary Certification

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

Regulations governing admission to graduate programs are listed under "Admission Procedure" on Page 18 of the Graduate Study section of this catalog. Students planning a non-degree program should refer to Page 22 in the Graduate Study section.

Teaching Strategies 6

Select two from the following:

- Ed 513 Evaluation of Classroom Instruction.
- Ed 465 Diagnostic and Remedial Techniques in the Basic Skills.
- Ed 468 Diagnostic and Remedial Techniques in Reading.

Areas of Professional Competence 9

Select three courses from three of the following areas:

Behavior Modification

- Psy 463 The Maladjusted Child.
- Psy 349 Learning: Behavior Modification.
- Psy 532 Learning: Behavior Modification.

Curriculum

- Ed 553 Elementary Curriculum.
- Ed 571 Junior High School Curriculum.
- Ed 566 Curriculum Construction.

Early Childhood Education

- Ed 452 Creative Arts in Childhood Education.
- Ed 519 Contemporary Developments in Early Childhood Education.
- Ed 459 Curriculum in Early Childhood.

Education of the Exceptional Child

- Ed 470 Education of the Exceptional Child.
- Ed 406 Special Individual Studies.

Evaluation of Learning

- Ed 410 Methods and Research Materials.
- Ed 513 Evaluation of Classroom Instruction.

Guidance and Counseling

- Ed 485 Principles and Practices of Guidance Services.
- Ed 487 Counseling Techniques.
- Psy 328 Mental Health.

Interpersonal Relations

- Psy 440 Small Group Therapy.
- Psy 443 Group Processes.
- Psy 510 Skills and Techniques of Supervision.

Occupational or Career Awareness

- Ed 486 Occupational and Educational Information.

Philosophy or History of Education

- Ed 546 Philosophy of Education.

Social Foundations

- Ed 514 Social Foundations of Education.

Subject Area Competence

The student must show demonstrated competence or college preparation in each area and complete in his five-year program a concentration of 30 credit hours in one of the following areas: art, health (including mental health), language arts, mathematics, music, physical education, science (including environmental studies), social science (including consumer science).

Elective Component

If it is determined that the student has previously completed the 30 credit hours in a subject area, the remainder of the program may be of an elective nature designed to meet individual professional needs.

Total required in program 45

Secondary School Teaching (Grades 5-12)

• Secondary Teaching: Undergraduate Programs

Students who complete the requirements for a bachelor's degree in the secondary school curriculum become eligible to teach grades 5 through 12 in Oregon public schools. Oregon state teachers' certificates are issued by the State Teacher Standards and Practices Commission to qualified candidates upon recommendation by the college.

The secondary curriculum prepares teachers in academic areas. It requires the completion of the liberal arts core curriculum, the professional education core and either a teaching major or two teaching minors totaling at least 63 credit hours. Students who complete the curriculum qualify for the basic norm in their teaching areas.

Liberal Arts Core Curriculum (see pages 25, 26) 64

Professional Education Core 38

- Psy 225 Introduction to Developmental Psychology 3
- Ed 363 Learning and Instruction in the Intermediate and Secondary Schools 11

- Ed 435 Educational Media 3
- Ed 469 Teaching Reading to Obtain Secondary Content Objectives 3
- Ed 413 Student Teaching/Internship 15
- Special methods in each subject area 3

Teaching Major or Two Teaching Minors 63

Electives 27

Total required for graduation 192

• Secondary Teaching: Graduate Programs

Master of Science in Education

The program for the master of science in education degree in secondary teaching consists of several curricula based on the candidate's selected teaching area and certification requirements. Regulations governing admission to this program are listed under "Admission Procedure" on Page 18 of the Graduate Study section of this catalog. Secondary certification requirements may be found on Page 35.

Each curriculum consists of:

- A required professional education core of from 18 to 24 credit hours, including 12 hours of specified courses and 6 to 12 hours of approved electives.
- A selected teaching area of from 21 to 27 credit hours as approved by the designated adviser.

Professional Education Core 12

- Ed 512 Research Procedures in Education 3
- Ed 546 Philosophy of Education 3
- Choose one: Ed 522 Secondary School Curriculum; Ed 566 Curriculum Construction; Ed 571 Junior High School Curriculum 3
- Choose one: Psy 460G Developmental Psychology: Infancy and Childhood; Psy 461G Developmental Psychology: Adolescence and Maturity; Psy 520 Psychology of Learning 3

Education and/or psychology courses as approved 6-12

Teaching area 21-27

Teaching areas may be selected from language arts, language arts/social science, mathematics, sciences, social sciences. Page numbers of these areas are listed in the index.

Total required for degree 45

Master of Arts in Teaching

The master of arts in teaching degree at OCE is designed primarily for those secondary teachers whose objective is the development of exceptional competence in classroom teaching in one of the subject fields which the college is authorized to offer. (Also see master of music education degree program on Page 42).

Regulations governing admission to graduate programs are listed under "Admission Procedure" on Page 18 of the Graduate Study section of this catalog. Secondary certification requirements may be found on this page.

Candidates for this degree who plan to simultaneously complete advanced certification should become knowledgeable about requirements and how they apply to the degree program. The M.A.T. is minimally a 45-hour program. Additional hours may be needed to satisfy all requirements for advanced certification, depending on the candidate's previous preparation, background and experience.

Planned Program (in one area of concentration) 30

At least 24 hours of this 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.

Professional Education Core 9

- Ed 512 Research Procedures in Education 3
- Ed 546 Philosophy of Education 3
- Choose one: Psy 460G Developmental Psychology: Infancy and Childhood; Psy 461G Developmental Psychology: Adolescence and Maturity; Psy 520 Psychology of Learning 3

Electives 6

Approved by the director of graduate programs in terms of the student's needs and certification re-

quirements. Only 3 hours may be in professional education.

Total required for degree 45

Non-Degree Advanced Secondary Certification

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

Regulations governing admission to graduate programs are listed under "Admission Procedure" on Page 18 of the Graduate Study section of this catalog. Students planning a non-degree program should refer to Page 22 in the Graduate Study section.

Areas of Professional Competence 15

Intermediate Endorsement (5-9)

- Ed 488 The Classroom Teacher-Counselor 3
- Ed 513 Evaluation of Classroom Instruction 3
- Ed 569 Advanced Reading Instruction 3
- Ed 571 Junior High School Curriculum 3
- Elective 3

Senior High School Endorsement (9-12)

- Ed 488 The Classroom Teacher-Counselor 3
- Ed 513 Evaluation of Classroom Instruction 3
- Ed 569 Advanced Reading Instruction 3
- Ed 522 Secondary School Curriculum 3
- Elective 3

Subject Area Competence 12-24

Intermediate Endorsement (5-9)

Refer to appropriate academic area for standard norm or second basic norm requirements.

Senior High School Endorsement (9-12)

Refer to appropriate academic area for standard norm requirement.

Electives 6-18

Total required for degree 45

Art: Undergraduate Programs

Art: Teaching Major

Includes 27 hours upper-division art, and an acceptable portfolio is integrated into the requirements for the basic norm in art.

- A 251, 252, 253, 357, 359, 407 Art History area 9
- A 220, 221, 226 Drawing 6-9
- A 222, 228, 229 Design 6-9
- Choices in two dimensions: A 211, 227, 317 Life Drawing; A 321, 351 Advanced Drawing; A 225, 277, 280, 281 Watercolor, Painting; A 282, 337, 338, 339 Painting; A 330 Advanced Design; A 208, 209, 210, 308, 309, 310 Printmaking; A 240, 241 Light Image (Photography) 15-18
- Choices in three dimensions: A 230, 231, 232 Crafts; A 312, 320, 449 Advanced Crafts; A 254, 255, 259 Ceramics; A 319, 354, 447 Advanced Ceramics; A 256, 257, 356, 456 Weaving; A 233, 333 Textiles; A 322, 352 Advanced Design; A 315, 316, 343 Jewelry; A 291, 292, 331 Sculpture 15-18
- A 429, 453, 485, 486, 487 Theory 6-12

Total hours in major 64

Art: Teaching Minor

An acceptable portfolio is integrated into the requirements for the basic norm in art. Of the 36 hours in this minor, 27 must be in studio work.

A 120, 127 or 207 Art Appreciation	3
A 251, 252, 253, 357, 359 or 407 Art History	3
A 222, 228, 229 Design	6
A 220, 221, 226 Drawing	6
A 123, 254, 255, 208, 209, 210, 230, 231, 232, 233, 256, 257, 259, 315, 316, 343 Crafts (choose one)	3
A 225, 280 Painting	3
A 258, 319, 291, 292 Sculpture	3
A 429, 453, 485, 486, 487 Art Theory	3
Upper-division electives in art	6
Total hours in minor	36

Art Education (5-Year Program)

This program is designed to prepare the student to teach art at any level from kindergarten through senior high school and for teaching in the general elementary classroom. The program requires the completion of the bachelor's degree and one additional year of preparation. Upon satisfactory completion of the five-year program the student will be recommended for an Oregon teaching certificate qualifying him for standard general norms as an elementary teacher and as a secondary teacher and a standard subject matter norm in art.

Requirements for the First Four Years:**Liberal Arts Core Curriculum (See pages 25, 26)..... 64****Teaching Specialty Core** 42

A 323 Art Education (Elementary)	3
Ed 351 School Health Program	3
Ed 344 Physical Education in the Elementary School	3
Select one: Eng 480 Children's Literature; Sp 240 Creative Drama for the Elementary Teacher; Eng 110 Introduction to Language Study	3
Select two: GS 311 Biological Science for Elementary Schools; GS 312 Physical Science for Elementary Schools; GS 313 Earth Science for Elementary Schools	6
Mth 121, 122, 123 Essentials of Mathematics	9
Mus 381 Music Fundamentals	3
SSc 301, 302, 303 Social Science for the Elementary Schools	9
Mth 311 Mathematics for Elementary Teachers	3

Professional Education Component 29

Psy 225 Introduction to Developmental Psychology	3
Ed 361 or Ed 362 Learning and Instruction in the Elementary School, and Ed 363 Learning and Instruction in the Intermediate and Secondary School	18-20
Ed 473 Identification of Learning Problems in the Classroom	3
Ed 413 Student Teaching (Elementary)	5

Teaching Major: Art Education 57

Including 27 hours upper-division art, and an acceptable art portfolio is integrated into the requirements for the basic norm in art.

Art History (choose three): A 251, 252, 253, 357, 359, 407	9
Drawing (choose two): A 220, 221, 226	6
Design (choose two): A 222, 228, 229	6

Two-dimensional area (choose five): A 211, 227, 317, 321, 351, 225, 277, 280, 281, 282, 337, 338, 339, 330, 208, 209, 210, 308, 309, 310, 240, 241, 258, 434

15

Three-dimensional area (choose five): A 230, 231, 232, 312, 320, 449, 254, 255, 259, 319, 354, 447, 256, 257, 356, 456, 233, 333, 322, 352, 315, 316, 343, 291, 292, 331, 490, 358

15

Art Theory (choose two): A 429, 453, 485, 486, 487

6

Total required for degree 192

Requirement for Fifth Year 46

Art theory, studio courses	22
A 324 Art Education (Secondary)	3
Ed 413 Student Teaching/Internship	15
Ed 569 Advanced Reading Instruction	3
Ed 488 The Classroom Teacher-Counselor	3
Total required in program	238

Art: Graduate Program**Non-Degree Advanced Certification**

The planned program consists of a minimum of 46 credit hours of upper-division or graduate-level courses designed to meet the requirements for a standard teaching certificate with a standard norm in art.

The student normally is expected to present a portfolio of work and to confer with an Art Department graduate committee before being accepted into the advanced certification program.

Regulations governing admission to graduate programs are listed under "Admission Procedure" on Page 18 of the Graduate Study section of this catalog. Students planning a non-degree program should refer to Page 22 in the Graduate Study section.

Areas of Professional

Competence (see Page 35) 15

Standard Norm in Art 22

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

Electives 9

Total required in program 46

Education Media: Undergraduate Program**Education Media (K-12): Teaching Minor**

This program qualifies the educational media specialist to work in a media-librarian position in elementary and secondary schools.

Note: Ed 435 Educational Media and Materials is a prerequisite to the program and is not part of the norm.

Ed 433 Educational Media Centers	3
Lib 411 Organization of Instructional Materials for Educational Media Centers	3

Lib 421 Reference Sources and Services for Educational Media Centers	3
Lib 442 Selection of Materials for Educational Media Centers	3
Ed 434 Preparation of Educational Media and Materials	3
Ed 409 Practicum	3
Electives	3
Total required in program	21

Humanities: Undergraduate Programs

Language Arts: Teaching Major

Eng 110 Introduction to Language Study, or J 211 Introduction to Mass Communications	3
Eng 310 Nature of the English Language	3
Sp 239 Oral Interpretation	3
Wr 218 Creative Writing, or	
Wr 222 English Composition	3
Wr 414 Advanced Composition	3
Eng 107, 108, 109 World Literature	9
Eng 357 Approaches to Literature	3
Language arts base	27
Eng 475 Modern American Grammar and Usage	3
Eng 489 Literature and Media for Young Adults	3
Sp 323 Group Discussion Processes	3
Upper-division electives in literature	6
Language arts norm	42
Courses in language, literature and writing	15
Electives in humanities	6
Note: 6 hours of the last two lines must be upper division.	
Total hours in major	63

Language Arts: Teaching Minor

Eng 110 Introduction to Language Study, or J 211 Introduction to Mass Communications	3
Eng 310 Nature of the English Language	3
Sp 239 Oral Interpretation	3
Wr 218 Creative Writing, or	
Wr 222 English Composition	3
Wr 414 Advanced Composition	3
Eng 107, 108, 109 World Literature	9
Eng 357 Approaches to Literature	3
Language arts base	27
Eng 475 Modern American Grammar and Usage	3
Eng 489 Literature and Media for Young Adults	3
Sp 323 Group Discussion Processes	3
Upper-division electives in literature	6
Total hours in minor	42

Language Arts/Speech/Drama: Teaching Major

Eng 110 Introduction to Language Study, or J 211 Introduction to Mass Communications	3
Eng 310 Nature of the English Language	3
Sp 239 Oral Interpretation	3
Wr 218 Creative Writing, or	
Wr 222 English Composition	3
Wr 414 Advanced Composition	3
Eng 107, 108, 109 World Literature	9
Eng 357 Approaches to Literature	3
Language arts base	27

Eng 475 Modern American Grammar and Usage	3
Eng 489 Literature and Media for Young Adults	3
Sp 323 Group Discussion Processes	3
Upper-division electives in literature	6

Language arts norm

Sp 112 Fundamentals of Speech, or	
Sp 120 Voice and Diction	3
TA 251 Elements of Acting	3
TA 244, 245, 246 Technical Theatre	2-4
Sp 270 Projects in Public Speaking	2-4
Sp 321 Argumentation	3
TA 364 Play Direction	3
Choices from among: Sp 322 Persuasion; TA 356 Theory of Acting; TA 357 Play Production; Sp 311 Advanced Interpretation; Sp 330 Advanced Forensics; TA 347 Stage and Scene Design; TA 344, 345, 346 Advanced Technical Theatre	6
Sp 411 Speech for the Classroom Teacher, or	
TA 415 Drama in the Secondary School	3
Sp 412 Advanced Speech, or	
TA 464, 465, 466 Development of Dramatic Art	3
Electives in humanities	6

Speech/Drama

Total hours in major

Language Arts/Drama: Teaching Major

Eng 110 Introduction to Language Study, or J 211 Introduction to Mass Communications	3
Eng 310 Nature of the English Language	3
Sp 239 Oral Interpretation	3
Wr 218 Creative Writing, or	
Wr 222 English Composition	3
Wr 414 Advanced Composition	3
Eng 107, 108, 109 World Literature	9
Eng 357 Approaches to Literature	3

Language arts base

Eng 475 Modern American Grammar and Usage	3
Eng 489 Literature and Media for Young Adults	3
Sp 323 Group Discussion Processes	3
Upper-division electives in literature	6

Language arts norm

TA 251 Elements of Acting	3
TA 244, 245, 246 Technical Theatre (two terms)	4
Choices from among: TA 344, 345, 346 Advanced Technical Theatre; TA 347 Stage and Scene Design; TA 356 Theory of Acting; TA 357 Play Production	2-3
TA 364 Play Direction	3
TA 415 Drama in the Secondary School	3
TA 464, 465, 466 Development of Dramatic Art	6
Elective in Humanities	3

Drama

Total hours in major

Drama: Teaching Minor

Eng 110 Introduction to Language Study, or J 211 Introduction to Mass Communications	3
Eng 310 Nature of the English Language	3
Sp 239 Oral Interpretation	3
Wr 218 Creative Writing, or	
Wr 222 English Composition	3

38 Secondary Teaching

Wr 414 Advanced Composition	3
Eng 107, 108, 109 World Literature	9
Eng 357 Approaches to Literature	3

Language arts base 27

TA 244, 245, 246 Technical Theatre	4
TA 251 Elements of Acting	3
TA 364 Play Direction	3
TA 415 Drama in the Secondary School	3
Electives in Theatre Arts	2-3

Total hours in minor 42-43

Language Arts/Speech: Teaching Major

Eng 110 Introduction to Language Study, or	
J 211 Introduction to Mass Communications	3
Eng 310 Nature of the English Language	3
Sp 239 Oral Interpretation	3
Wr 218 Creative Writing, or	
Wr 222 English Composition	3
Wr 414 Advanced Composition	3
Eng 107, 108, 109 World Literature	9
Eng 357 Approaches to Literature	3

Language arts base 27

Eng 475 Modern American Grammar and Usage	3
Eng 489 Literature and Media for Young Adults	3
Sp 323 Group Discussion Processes	3
Upper-division electives in literature	6

Language arts norm 42

Sp 112 Fundamentals of Speech	3
Sp 120 Voice and Diction	3
Sp 270 Projects in Public Speaking	3
Sp 311 Advanced Interpretation, or	
Sp 322 Persuasion	3
Sp 321 Argumentation	3
Sp 411 Speech for the Classroom Teacher	3
Sp 412 Advanced Speech	3
Electives in humanities	3

Speech 24

Total hours in major 66

Speech: Teaching Minor

Eng 110 Introduction to Language Study, or	
J 211 Introduction to Mass Communications	3
Eng 310 Nature of the English Language	3
Sp 239 Oral Interpretation	3
Wr 218 Creative Writing, or	
Wr 222 English Composition	3
Wr 414 Advanced Composition	3
Eng 107, 108, 109 World Literature	9
Eng 357 Approaches to Literature	3

Language arts base 27

Sp 321 Argumentation	3
Sp 322 Persuasion	3
Sp 323 Group Discussion Processes	3
Sp 270 Projects in Public Speaking	1
Sp 411 Speech for the Classroom Teacher	3
Electives in speech	2-3

Total hours in minor 42-43

Language Arts/Social Studies: Teaching Major**Language Arts**

Eng 110 Introduction to Language Study, or	
J 211 Introduction to Mass Communications	3
Eng 310 Nature of the English Language	3
Sp 239 Oral Interpretation	3
Wr 218 Creative Writing, or	
Wr 222 English Composition	3
Wr 414 Advanced Composition	3
Eng 107, 108, 109 World Literature	9
Eng 357 Approaches to Literature	3

Language arts base 27

Eng 475 Modern American Grammar and Usage	3
Eng 489 Literature and Media for Young Adults	3
Sp 323 Group Discussion Processes	3
Upper-division elective in literature	3

Total language arts 39

Social Science

U.S. and World History	12-15
Geography	6-9
Political Science, Economics, Sociology/ Anthropology (at least two areas)	6-9
Electives in social science	6

Total social science 39

Total hours in major 78

Journalism: Teaching Minor

Eng 110 Introduction to Language Study, or	
J 211 Introduction to Mass Communications	3
Eng 310 Nature of the English Language	3
Sp 239 Oral Interpretation	3
Wr 218 Creative Writing, or	
Wr 222 English Composition	3
Wr 414 Advanced Composition	3
Eng 107, 108, 109 World Literature	9
Eng 357 Approaches to literature	3

Language arts base 27

J 212 Reporting	3
J 213 Copyediting and Makeup	3
J 211 Introduction to Mass Communications, or	
Sp 236 Survey of Broadcasting	3
J 215 Journalism Projects	3
J 455 Supervision of School Publications	3

Total hours in minor 42

French: Teaching Major

RL 311, 312, 313 French Literary Genres, or	
RL 423, 424, 425 20th Century French Literature	6
RL 314, 315, 316 Intermediate French Composition and Conversation	9
RL 429, 430, 431 French Culture and Civilization	3
RL 331 French Pronunciation and Phonetics	3
RL 411 Applied Linguistics: French	3
RL 416 Language Laboratory: Practicum	2
Electives in French	36

Total hours in major 62

French: Teaching Minor

RL 311, 312, 313 French Literary Genres, or	
RL 423, 424, 425 20th Century French Literature	6
RL 314, 315, 316 Intermediate French Composition and Conversation	9

RL 429, 430, 431 French Culture and Civilization ..	3
RL 331 French Pronunciation and Phonetics	3
Electives in French	24
Total hours in minor	45

Spanish: Teaching Major

RL 341, 342, 343 Literary Genres of Spain, or	
RL 441, 442, 443 Modern Spanish-American Literature	6
RL 347, 348, 349 Intermediate Spanish Composition and Conversation	9
RL 338 Hispanic Culture and Civilization: Spain, or	
RL 339 Hispanic Culture and Civilization: Latin America	3
RL 350 Spanish Pronunciation and Phonetics	3
RL 412 Applied Linguistics: Spanish	3
RL 416 Language Laboratory: Practicum	2
Electives in Spanish	36
Total hours in major	62

Spanish: Teaching Minor

RL 341, 342, 343 Literary Genres of Spain, or	
RL 441, 442, 443 Modern Spanish-American Literature	6
RL 347, 348, 349 Intermediate Spanish Composition and Conversation	9
RL 338 Hispanic Culture and Civilization: Spain, or	
RL 339 Hispanic Culture and Civilization: Latin America	3
RL 350 Spanish Pronunciation and Phonetics	3
Electives in Spanish	24
Total hours in minor	45

German: Teaching Minor

GL 310, 311, 312 Introduction to German Literature	6
GL 334, 335, 336 German Composition and Conversation	9
GL 340, 341, 342 Survey of German Culture and Civilization	3
GL 331 German Pronunciation and Phonetics	3
Electives in German	24
Total hours in minor	45

Humanities: Graduate Programs

Master of Science in Education

The graduate program for the master of science in education for secondary teachers in humanities consists of 21 to 27 credit hours of course work from the teaching area and 18 to 24 hours applicable to the professional education core. A minimum of 45 hours is required in the program.

Regulations governing admission to graduate programs are listed under "Admission Procedure" on Page 18 of the Graduate Study section of this catalog.

Candidates who plan to complete advanced certification requirements should refer to Page 35 to determine which professional education courses will meet both certification and degree requirements.

Professional Education Core	18-24
Ed 512 Research Procedures in Education	3
Ed 546 Philosophy of Education	3
Choose one: Ed 522 Secondary School Curriculum; Ed 566 Curriculum Construction; Ed 571 Junior High School Curriculum	3

Choose one: Psy 460G Developmental Psychology: Infancy and Childhood; Psy 461G Developmental Psychology: Adolescence and Maturity; Psy 520 Psychology of Learning

Education and psychology courses as approved ..6-12

Teaching Area **21-27**

Language Arts

Total must include at least 6 credit hours at the 500 level.
 Course in literary criticism

3

Courses in language

3-9

Courses in writing

3-9

Courses in literature

3-18

21-27

Language Arts/Social Science

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

Courses in language arts and social science ..21-27

Total required for degree **45**

Master of Arts in Teaching

The master of arts in teaching degree at OCE is designed primarily for those secondary teachers whose objective is the development of exceptional competence in classroom teaching in one of the subject fields which the college is authorized to offer. Regulations governing admission to graduate programs are listed under "Admission Procedure" on Page 18. Secondary certification requirements may be found on Page 35.

Candidates for this degree who plan to simultaneously complete advanced certification should become knowledgeable about requirements and how they apply to the degree program. The M.A.T. is minimally a 45-hour program. Additional hours may be needed to satisfy all requirements for advanced certification, depending on the candidate's previous preparation, background and experience.

Professional Education Core

9

Ed 512 Research Procedures in Education

3

Ed 546 Philosophy of Education

3

Choose one: Psy 460G Developmental Psychology: Infancy and Childhood; Psy 461G Developmental Psychology: Adolescence and Maturity; Psy 520 Psychology of Learning

3

3

Teaching Area (Language Arts)

30

Course in literary criticism

3

Courses in language

3-9

Courses in writing

3-9

Courses in literature

3-21

Electives

6

Approved by the director of graduate programs in terms of the student's needs and certification requirements. Only 3 hours may be in professional education.

Total required for degree **45**

Non-Degree Advanced Certification

Language Arts

The planned program consists of a minimum of 45 credit hours of upper-division or graduate credit

40 Secondary Teaching

to meet requirements for a standard teaching certificate with a standard norm in language arts.

Regulations governing admission to graduate programs are listed under "Admission Procedure" on Page 18 of the Graduate Study section of this catalog. Students planning a non-degree program should refer to Page 22 of the Graduate Study section.

Areas of Professional Competence (see Page 35) 15

Standard Norm in Language Arts 12

At least 12 credit hours of upper-division or graduate preparation in Language Arts selected with the approval of an adviser. At least 6 hours must be at the 500 level.

Electives 18

Total required in program 45

Language Arts/Social Science

Areas of Professional Competence (see Page 35) 15

Combined Norm in Language Arts and Social Science 24

At least 24 credit hours of upper-division or graduate preparation with a minimum of 12 hours in Language Arts and 12 hours in Social Science. Courses are selected with the approval as an adviser, with at least 6 hours of Language Arts at the 500 level.

Electives 6

Total required in program 45

Health Education: Undergraduate Programs

Health Education: Teaching Major

HE 151P Personal Health	3
HE 252 First Aid and Safety	3
HE 325 Nutrition	3
HE 427 Introduction to Community and Public Health	2
HE 434 Communicable, Degenerative and Chronic Diseases	3
HE 462 Health in Society	3
Ed 351 School Health Program	3
Z 344, 345 Human Anatomy and Physiology	6
GS 105 Foundations of Physical Science	4
Z 211 Introductory Microbiology	4
GS 341 Man and the Ecosystem	3
Psy 311 Developmental Psychology	3
Psy 328 Mental Health	3
Soc 338 Marriage and the Family	3
Electives	17
Total hours in major	63

Health Education: Teaching Minor

HE 151P Personal Health	3
HE 252 First Aid and Safety	3
HE 325 Nutrition	3
HE 427 Introduction to Community and Public Health	2
HE 434 Communicable, Degenerative and Chronic Diseases	3
HE 462 Health in Society	3
Ed 351 School Health Program	3

Z 344, 345 Human Anatomy and Physiology	6
Z 211 Introductory Microbiology	4
GS 341 Man and the Ecosystem	3
Psy 311 Developmental Psychology	3
Psy 328 Mental Health	3
Soc 338 Marriage and the Family	3
Total hours in minor	42

Health Education (Combined): Teaching Minor

The basic norm will be recommended when the program is planned and completed in combination with a teaching major in biology, social studies, elementary education or physical education.

HE 151P Personal Health	3
HE 252 First Aid and Safety	3
HE 325 Nutrition	3
HE 462 Health in Society	3
Ed 351 School Health Program	3
GS 341 Man and the Ecosystem	3
Psy 328 Mental Health	3
Soc 338 Marriage and the Family	3
Total hours in minor	24

Mathematics: Undergraduate Programs

Mathematics: Teaching Major

Mth through Mth 203	16-20
Mth 349 Introduction to Linear Algebra	3
Abstract Algebra	6
Upper-division Geometry (two terms)	6
Mth 324 Probability Theory, or	
Mth 325, 326 Introduction to Statistics	3
Mth 151 Computer Coding	3
Ph 201, 202, 203 General Physics	12
Electives in Mathematics	11-15
Total hours in major	64

Pre-Algebra and General Mathematics: Teaching Minor

This program is planned with an adviser in mathematics. The program is flexible and is based on the student's background, abilities and interest. The program consists of at least 15 hours in mathematics and three hours in a methods course.

Algebra and Geometry: Teaching Minor

Mth through 201 (Mth 202, 203 recommended for anyone planning advanced work in math)	8-16
Abstract Algebra	3
Mth 324 Probability Theory, or	
Mth 325 Introduction to Statistics	3
Upper-division geometry, one term	3
Mth 491 or 493 Mathematics for Secondary Teachers	3
Mth 492 Mathematics for Secondary Teachers	3
Mth 202, 203 and/or upper-division electives in math	8-16
Total hours in minor	39

Advanced Mathematics: Teaching Minor

Mth through 203	16-20
Mth 349 Introduction to Linear Algebra	3
Abstract Algebra	6
Upper-division geometry, two terms	6

Mth 324 Probability Theory, or	
Mth 325 Introduction to Statistics	3
Mth 151 Computer Coding	3
Mth 492 Mathematics for Secondary Teachers	3
Total hours in minor	44

Mathematics: Graduate Programs

Master of Science in Education

The graduate program for the master of science in education for secondary mathematics teachers consists of 21 to 27 hours of coursework from the teaching area and from 18 to 24 hours applicable to the professional education core. A minimum of 45 hours is required in the program.

Regulations governing admission to graduate programs are listed under "Admission Procedure" on Page 18 of the Graduate Study section of this catalog.

Candidates who plan to complete advanced certification requirements should refer to Page 35 to determine which professional education courses will meet both certification and degree requirements.

Professional Education Core	18-24
Ed 512 Research Procedures in Education	3
Ed 546 Philosophy of Education	3
Choose one: Ed 522 Secondary School Curriculum; Ed 566 Curriculum Construction; Ed 571 Junior High School Curriculum	3
Choose one: Psy 460G Developmental Psychology: Infancy and Childhood; Psy 461G Developmental Psychology: Adolescence and Maturity; Psy 520 Psychology of Learning	3
Education and psychology courses as approved	6-12
Teaching Area	21-27

Pre-Algebra and General Mathematics

Course in foundations of algebra	3
Course in foundations of geometry	3
Electives (at least 9 hours in mathematics)	15-21
	21-27

Elementary Algebra and Geometry

Course in foundations of algebra	3
Course in foundations of geometry	3
Electives (at least 9 hours in mathematics)	15-21
	21-27

Advanced Mathematics

Mth 410g Foundations of Mathematics	3
Mth 542 Modern Algebra	3
Mth 415g Modern Geometry	3
Electives (at least 9 hours in mathematics)	12-18
	21-27

Total required for degree 45

Master of Arts in Teaching

The master of arts in teaching degree at OCE is designed primarily for those secondary teachers whose objective is the development of exceptional competence in classroom teaching in one of the subject fields which the college is authorized to offer.

Regulations governing admission to graduate programs are listed under "Admission Procedure" on Page 18. Secondary certification requirements may be found on Page 35.

Candidates for this degree who plan to simultaneously complete advanced certification should become knowledgeable about requirements and how they apply to the degree program. The M.A.T. is minimally a 45-hour program. Additional hours may be needed to satisfy all requirements for advanced certification, depending on the candidate's previous preparation, background and experience.

Professional Education Core	9
Ed 512 Research Procedures in Education	3
Ed 546 Philosophy of Education	3
Choose one: Psy 460G Developmental Psychology: Infancy and Childhood; Psy 461G Developmental Psychology: Adolescence and Maturity; Psy 520 Psychology of Learning	3

Teaching Area 30

Pre-Algebra and General Mathematics

Course in foundations of algebra	3
Course in foundations of geometry	3
Electives (at least 9 hours in mathematics)	24
	30

Elementary Algebra and Geometry

Course in foundations of algebra	3
Course in foundations of geometry	3
Electives (at least 9 hours in mathematics)	24
	30

Advanced Mathematics

Mth 410g Foundations of Mathematics	3
Mth 415g Modern Geometry	3
Mth 443g Abstract Algebra	3
Electives (at least 9 hours in mathematics)	21
	30

Electives 6

Approved by the director of graduate programs in terms of the student's needs and certification requirements. Only 3 hours may be in professional education.

Total required for degree 45

Non-Degree Advanced Certification

The planned program consists of a minimum of 45 credit hours of upper-division or graduate credit to meet requirements for a standard teaching certificate with a standard norm in mathematics.

Regulations governing admission to graduate programs are listed under "Admission Procedure" on Page 18 of the Graduate Study section of this catalog. Students planning a non-degree program should refer to Page 22 of the Graduate Study section.

Areas of Professional

Competence (see Page 35)	15
Standard Norm in Mathematics	9-18

Pre-Algebra and General Mathematics

At least 9 hours of upper-division or graduate preparation in mathematics selected with adviser's approval	9
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42 Secondary Teaching

Algebra and Geometry

At least 12 hours of upper-division or graduate preparation in mathematics selected with adviser's approval 12

Advanced Mathematics

At least 18 hours of upper-division or graduate preparation in mathematics selected with adviser's approval 18

Electives 12-21

Total required in program 45

Music: Undergraduate Programs

Music Education (K-12): Teaching Major

In addition to the following requirements, the student must student teach or intern at both elementary and secondary levels. Piano and vocal proficiency are integrated into the requirements of the music education programs. Senior recitals will be required if appropriate.

Mus 121, 122, 123 Basic Musicianship I	12
Mus 221, 222, 223 Basic Musicianship II	12
Mus 201 and 203 or 362 Music and Its Literature, and History of Music	6
Mus 202, 360 or 361 Music and Its Literature, or History of Music	3
Mus 190, 290 Performance Studies	4
Mus 390, 391, 490 Performance Studies	3
Mus 195, 196, 197 Large Ensemble	2
Mus 395, 396, 397 Large Ensemble	2
Mus 320 and 321 or 324 Conducting	4
Mus 383 Music Education (Elementary)	3
Mus 384 Choral or Mus 384 Instrumental	3
Mus 407 Seminar: Music in the Schools	3
Choice from among: Mus 181, 182, 183 Class Voice; Mus 192, 193, 194 Class Piano; Mus 235 Brass Class; Mus 236 Woodwind Class; Mus 237 Percussion Class; Mus 332 Upper Strings Class; Mus 333 Lower Strings Class; Mus 334 Class Guitar	3
Electives in music planned between student and adviser	14

Total hours in major 74

Music Education (K-12): Teaching Minor

In addition to the following required courses, students must student teach or intern in music at both elementary and secondary levels. Piano and vocal proficiency are integrated into the requirements of the music education programs.

Mus 121, 122, 123 Basic Musicianship I	12
Mus 221, 222, 223 Basic Musicianship II	12
Mus 201 and 202 or 362 Music and Its Literature, and History of Music	6
Mus 202, 360 or 361 Music and Its Literature, and History of Music	3
Mus 190, 290 Performance Studies	4
Mus 390, 391, 490 Performance Studies	3
Mus 195, 196, 197 Large Ensemble	2
Mus 395, 396, 397 Large Ensemble	2
Mus 320 and 321 or 324 Conducting	4
Mus 383 Music Education (Elementary)	3

Mus 384 Choral or Mus 384 Instrumental	3
Choice of three hours from: Mus 181, 182, 183 Class Voice; Mus 192, 193, 194 Class Piano; Mus 235 Brass Class; Mus 236 Woodwind Class; Mus 237 Percussion Class; Mus 332 Upper Strings Class; Mus 333 Lower Strings Class; Mus 334 Class Guitar	3

Total hours in minor 60

Music: Graduate Programs

Master of Music Education

The master of music education degree program 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 a standard norm in music.

The coursework generally can be completed in three summers with the following school year devoted to a thesis or field study which should provide a practical culminating synthesis of the graduate program.

The 45-hour program is divided into a professional education core, music education core, musicianship and electives as outlined below.

In addition to regulations governing admission to graduate programs as listed in "Admissions Procedure" (see Page 18), special Music Department interviews are necessary before the program is started.

Professional Education Core	9
Ed 512 Research Procedures in Education	3
Ed 546 Philosophy of Education	3
Choose one: Psy 460G Developmental Psychology: Infancy and Childhood; Psy 461G Developmental Psychology: Adolescence and Maturity; Psy 520 Psychology of Learning	3

Music Education	16-19
Mus 524 Contemporary Developments (elementary)	3
Mus 525 Contemporary Developments (secondary)	3
Mus 543 Philosophical Concepts	1
Mus 503 Thesis or Field Study	9
Elective: Mus 537 Administration of School Music	3

Musicianship	14
Mus 591 Performance Studies	4
Mus 514 Arranging	2
Mus 520 Analytical and Compositional Studies	2
Mus 550 Music History and Literature	4
Choose one: Mus 570 Conducting; Mus 515 Arranging; Mus 521 Analytical and Compositional Studies; Mus 555 Music History	2

Electives 3-6

Total required for degree 45

Non-Degree Advanced Certification

The planned program consists of a minimum of 45 credit hours of upper-division or graduate credit to meet requirements for a standard teaching certificate with a standard norm in music.

Areas of Professional Competence (see Page 35)	15
Standard Norm in Music	12
At least 12 hours of preparation in music selected with adviser's approval.	
Electives	18
Total required in program	45

Physical Education: Undergraduate Programs

Physical Education (K-12): Teaching Major

Professional Activity Courses (PE 100P/200P)

PE 111P Basic Rhythms	1
PE 111P Folk and Square Dance	1
PE 111P Social or Modern Dance	1
PE 112P Apparatus	1
PE 112P Tumbling	1
PE 213P Intermediate Swimming	1
PE 114P Archery, Bowling, Golf (choose two)	2
PE 114P Badminton	1
PE 114P Recreational Games	1
PE 114P Tennis	1
PE 114P Track and Field	1
PE 114P Weight Training and Conditioning	1
PE 114P Wrestling (men)	1
PE 115P Basketball	1
PE 115P Games and Relays	1
PE 115P Hockey (women)	1
PE 115P Field Games	1
PE 115P Softball or Baseball	1
PE 115P Volleyball	1
	19

Theory Courses

HE 151 Personal Health	3
HE 252 First Aid	3
Z 334, 335 Human Anatomy and Physiology	6
Ed 344 Physical Education in Grades K-12	3
PE 343 Organization and Administration of Physical Education	3
PE 359 Athletic Training and Conditioning	2
PE 371 Kinesiology	3
PE 445 Physical Education Curriculum and Evaluation	3
PE 447 Principles of Physical Education	3
PE 310 Motor Development and Learning	3
	32

Electives (at least 6 hours in theory) 13

Total hours in major 64

Physical Education (K-12): Teaching Minor

Professional Activity Courses (PE 100P/200P)

PE 111P Basic Rhythms	1
PE 111P Folk and Square Dance	1
PE 112P Apparatus	1
PE 112P Tumbling	1
PE 113P Intermediate Swimming	1
PE 114P Recreational Games (women)	1
PE 114P Wrestling (men)	1
PE 114P Track and Field	1
PE 114P Archery, Badminton, Bowling, Golf, Tennis, Weight Training and Conditioning	4

PE 115P Games and Relays	1
PE 115P Basketball, Field Games, Hockey, Softball, Volleyball	3
	15

Theory Courses

HE 252 First Aid and Safety	3
Z 334, 335 Human Anatomy and Physiology	6
Ed 344 Physical Education in Grades K-12	3
PE 343 Organization and Administration of Physical Education	3
PE 359 Athletic Training and Conditioning	2
PE 371 Kinesiology	3
PE 445 Physical Education Curriculum and Evaluation	3
PE 447 Principles of Physical Education	3
PE 310 Motor Development and Learning	3
	29

Total hours in minor 44

Science: Undergraduate Programs

Biological Science: Teaching Major

Bi 211, 212, 213 Principles of Biology	13
Bi 221 Introductory Microbiology	4
Bi 341 Genetics	3
Bi 374, 375, 376 Natural History of Oregon	9
Bi 446 Evolution	3
Bi 460 Preparation of Biological Materials	4
Z 326 Vertebrate Embryology	4
Bot 311 Plant Physiology; Bot 371 Structure of Seed Plants; Z 324 Comparative Vertebrate Anatomy (choose two)	7-8
Ch 104, 105, 106 General Chemistry, or	
Ch 204, 205, 206 General Chemistry	12
Mth 101 College Algebra	4
Earth science	3-4
Elective in earth or physical science (organic chemistry recommended)	3-4

Total hours in major 65

Biological Science: Teaching Minor

Bi 101, 102 General Biology, or	
Bi 211, 212, 213 Principles of Biology	8-12
Bi 221 Introductory Microbiology	4
Bi 341 Genetics	3
Bi 446 Evolution	3
Bi 460 Preparation of Biological Materials	4
GS 341 Man and the Ecosystem, or	
GS 441 Natural History	3
Bot 331 Plant Physiology; Bot 371 Structure of Seed Plants; Z 324, 325 Comparative Vertebrate Anatomy; Z 326 Vertebrate Embryology; Z 334, 335 Human Anatomy and Physiology; Z 434 Animal Physiology (choose two)	6-8
Ch 104, 105, 106 General Chemistry, or	
Ch 204, 205, 206 General Chemistry	12
Earth science, one term	3-4
Electives in earth or physical science	3

Total hours in minor 49

Earth Science: Teaching Major

G 351 Elements of Geology, or	
G 201, 202, 203 General Geology	3-12
G 444, 445 Geologic History of Life	8

44 Secondary Teaching

G 450 Rocks and Minerals	3
GS 331 Oceanography	3
GS 351 Astronomy	3
Ph 390 Meteorology	3
Upper-division electives in earth science	9
Biology sequence	8-13
Ch 104, 105, 106 General Chemistry, or	
Ch 204, 205, 206 General Chemistry	12
Ph 101, 102, 103 Essentials of Physics	9

Total hours in major 61

Earth Science: Teaching Minor

G 201, 202, 203 General Geology	12
G 450 Rocks and Minerals	3
G 444 or G 445 Geologic History of Life	4
GS 331 Introduction to Oceanography	3
Ph 390 Basic Meteorology	3
GS 351 Elements of Astronomy	3
Chemistry or physics sequence	9-12
GS 105 or GS 106 Foundations of Physical Science	4
Biology sequence	8-13

Total hours in minor 49

Integrated Sciences: Teaching Major

Bi 101, 102 General Biology, or	
Bi 211, 212, 213 Principles of Biology	8-13
Ch 104, 105, 106 General Chemistry, or	
Ch 204, 205, 206 General Chemistry	12
Ph 101, 102, 103 Essentials of Physics, or	
Ph 201, 202, 203 General Physics	9-12
GS 331 Oceanography	3
GS 351 Elements of Geology	3
GS 351 Elements of Astronomy	3
Ph 390 Basic Meteorology	3
Electives in Biology, Earth Science, Physical Science	15
Mth through Mth 104	4-8

Total hours in major 63

Integrated Sciences: Teaching Minor

Bi 101, 102 General Biology, or	
Bi 211, 212, 213 Principles of Biology	8-13
Bi 341 Genetics	3
Ch 104, 105, 106 General Chemistry	12
Ph 101, 102, 103 Essentials of Physics, or	
Ph 201, 202, 203 General Physics	9-12
G 351 Elements of Geology	3
GS 331 Introduction to Oceanography	3
GS 351 Elements of Astronomy	3
Ph 390 Basic Meteorology	3

Total hours in minor 45

Physical Science: Teaching Major

Ch 204, 205, 206 General Chemistry	12
Ch 312, 313 Quantitative Analysis	8
Ch 331, 332 Elements of Organic Chemistry, or	
Ch 334, 335, 336 Organic Chemistry	6-12
Ch 340 Physical Chemistry, or	
Ch 440, 441, 442 Physical Chemistry	4-12
Electives in Chemistry	0-6
Ph 201, 202, 203 General Physics	12
Ph 311, 312 Modern Physics	4-8
Mth through Mth 200	8-12
Electives in biology	4-8
Electives in earth science	6-9

Total hours in major 64

Physical Science: Teaching Minor

Ch 204, 205, 206 General Chemistry	12
Ch 340 Elementary Physical Chemistry	4
Ph 101, 102, 103 Essentials of Physics, or	
Ph 201, 202, 203 General Physics	9-12
Electives in biology	4-8
Electives in earth science	6

Chemistry Option

Ch 312, 313 Quantitative Analysis	4-8
Ch 331, 332 Elements of Organic Chemistry, or	
Ch 334, 335, 336 Organic Chemistry	6-12

Physics Option

Ph 311, 312 Introduction to Modern Physics	4-8
Upper-division electives in physics	6-12

Minimum hours, either option 27

Total hours in minor 45

Science: Graduate Programs

Master of Science in Education

The graduate program for the master of science in education for secondary teachers in science consists of 21 to 27 credit hours of coursework from the teaching area and 18 to 24 hours applicable to the professional education core. A minimum of 45 hours is required in the program.

Regulations governing admission to graduate programs are listed under "Admission Procedure" on Page 18 of the Graduate Study section of this catalog.

Candidates who plan to complete advanced certification requirements should refer to Page 35 to determine which professional education courses will meet both certification and degree requirements.

Professional Education Core 18-24

Ed 512 Research Procedures in Education	3
Ed 546 Philosophy of Education	3
Choose one: Ed 522 Secondary School Curriculum; Ed 566 Curriculum Construction; Ed 571 Junior High School Curriculum	3
Choose one: Psy 460G Developmental Psychology: Infancy and Childhood; Psy 461G Developmental Psychology: Adolescence and Maturity; Psy 520 Psychology of Learning	3

Teaching Area 21-27

Biology

Bi 412g General Microbiology	4
GS 541 Bioecology	3
Bi 458g Field Biology	3
Z 451g Invertebrate Zoology	4
GS 411g History of Science	3
Electives (at least 4 hours in biology)	4-10

21-27

Earth Science

GS 424g Astronomy	3
GS 591 or 592 Physical Oceanography for Teachers	3
GS 411g History of Science	3
Electives in geology	6
Electives	6-12

21-27

Integrated 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
Electives (at least 5 hours in science and/or mathematics)	5-11
	21-27

Physical Science: Chemistry Concentration

Ch 561 Advanced Inorganic Chemistry	3
Ch 520 Advanced Analytical Chemistry	3
Ch 530 Advanced Organic Chemistry	3
GS 411g History of Science	3
Electives (at least 9 hours in chemistry)	9-15
	21-27

Physical Science: Physics Concentration

Students lacking in undergraduate prerequisites to Ch 530 and Ch 561 may have other courses substituted by the designated adviser.

Ch 561 Advanced Inorganic Chemistry	3
Ch 530 Advanced Organic Chemistry	3
Ph 581, 582 Modern Physics	6
GS 411g History of Science	3
Electives (at least 6 hours in physical science)	6-12
	21-27

Total required for degree 45

Master of Arts in Teaching

The master of arts in teaching degree at OCE is designed primarily for those secondary teachers whose objective is the development of exceptional competence in classroom teaching in one of the subject fields which the college is authorized to offer. Regulations governing admission to graduate programs are listed under "Admission Procedure" on Page 18. Secondary certification requirements may be found on Page 35.

Candidates for this degree who plan to simultaneously complete advanced certification should become knowledgeable about requirements and how they apply to the degree program. The M.A.T. is minimally a 45-hour program. Additional hours may be needed to satisfy all requirements for advanced certification, depending on the candidate's previous preparation, background and experience.

Professional Education Core 9

Ed 512 Research Procedures in Education	3
Ed 546 Philosophy of Education	3
Choose one: Psy 460G Developmental Psychology: Infancy and Childhood; Psy 461G Developmental Psychology: Adolescence and Maturity; Psy 520 Psychology of Learning	3

Teaching Area 30

Biology

Bi 412g General Microbiology	4
GS 541 Bioecology	3

Bi 458g Field Biology	3
GS 411g History of Science	3
Z 451g Invertebrate Zoology	4
Electives (at least 4 hours in biology)	13
	30

Earth Science

GS 424g Astronomy	3
GS 591 or 592 Physical Oceanography for the Teacher	3
GS 411g History of Science	3
Electives in geology	6
Electives	15
	30

Integrated 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
Electives (at least 5 hours in science and/or mathematics)	14
	30

Physical Science: Chemistry Concentration

GS 411g History of Science	3
Ch 520 Advanced Analytical Chemistry	3
Ch 530 Advanced Organic Chemistry	3
Ch 561 Advanced Inorganic Chemistry	3
Electives (at least 9 hours in chemistry)	18
	30

Physical Science: Physics Concentration

Students lacking in undergraduate prerequisites to Ch 530 and Ch 561 may have other courses substituted by the designated adviser.

GS 411g History of Science	3
Ch 530 Advanced Organic Chemistry	3
Ch 561 Advanced Inorganic Chemistry	3
Ph 581, 582 Modern Physics	6
Electives (at least 6 hours in physical science)	15
	30

Electives 6

Approved by the director of graduate programs in terms of the student's needs and certification requirements. Only 3 hours may be in professional education.

Total required for degree 45

Non-Degree Advanced Certification

The planned program consists of a minimum of 45 hours of upper-division or graduate credit to meet requirements for a standard teaching certificate with a standard norm in science.

Regulations governing admission to graduate programs are listed under "Admission Procedure" on Page 18 of the Graduate Study section of this cata-

46 Secondary Teaching

log. Students planning a non-degree program should refer to Page 22 of the Graduate Study section.

Area of Professional Competence (see Page 35) 15

Standard Norm in Science 15

Biology, Earth Science or Physical Science

At least 15 credit hours of upper-division or graduate preparation in science selected with adviser's approval.

Integrated Science

At least 15 hours of preparation distributed among the biological, earth and physical sciences. The courses are selected with the adviser's approval.

Electives 15

Total required in program 45

Social Science: Undergraduate Programs

Social Studies: Teaching Major

At least 27 hours must be upper division.

American History	9
World History	9
Geography	9
Choices from at least two areas in political science, economics, anthropology/sociology	27
SSc 490, 491 Senior Social Science Seminar	6
Electives, including areas other than history and geography	3
Total hours in major	63

Social Studies: Teaching Minor

At least 24 hours must be upper-division courses.

American History	9
World History	9
Geography	9
Courses from at least two of the following areas: political science, economics, anthropology/sociology	21
SSc 490, 491 Senior Social Science Seminar	6
Total hours in minor	54

Language Arts/Social Studies: Teaching Major

Language Arts

Eng 110 Introduction to Language Study, or	
J 211 Introduction to Mass Communications	3
Eng 310 Nature of the English Language	3
Sp 239 Oral Interpretation	3
Wr 218 Creative Writing, or	
Wr 222 English Composition	3
Wr 414 Advanced Composition	3
Eng 107, 108, 109 World Literature	9
Eng 357 Approaches to Literature	3
Language arts base	27

Eng 475 Modern American Grammar and Usage	3
Eng 489 Literature and Media for Young Adults	3
Sp 323 Group Discussion Processes	3
Upper-division elective in literature	3
Total language arts	39

Social Science

U.S. and world history	12-15
Geography	6-9
Political science, economics, sociology/anthropology (at least two areas)	6-9
Electives in social science	6
Total social science	39
Total hours in major	78

Social Science: Graduate Programs

Master of Science in Education

The graduate program for the master of science in education for secondary teachers in social science consists of 21 to 27 credit hours in the teaching area and 18 to 24 hours in the professional education core. A minimum of 45 hours is required in the program.

Regulations governing admission to graduate programs are listed under "Admission Procedure" on Page 18 of the Graduate Study section of this catalog.

Candidates who plan to complete advanced certification requirements should refer to Page 35 to determine which professional education courses will meet both certification and degree requirements.

Professional Education Core 18-24

Ed 512 Research Procedures in Education	3
Ed 546 Philosophy of Education	3
Choose one: Ed 522 Secondary School Curriculum; Ed 566 Curriculum Construction; Ed 571 Junior High School Curriculum	3
Choose one: Psy 460G Developmental Psychology: Infancy and Childhood; Psy 461G Developmental Psychology: Adolescence and Maturity; Psy 520 Psychology of Learning	3

Teaching Area 21-27

Select one from among the following:

American History

Hst 420g Historiography	3
SSc 507 Seminar: American History	3
Courses in American History	15-21
	21-27

World History

Hst 420g Historiography	3
Hst 507 Seminar: World History	3
Courses in world history	15-18
	21-27

Geography

Geog 518 Modern Viewpoints, Methods and Materials	3
SSc 507 Seminar: Geography	3-9
Courses in geography	9-21
	21-27

Economics

Courses in economic theory	6
Courses in economics	15-21
	21-27

Political Science

SSc 507 Seminar: Political Science	3
Courses in political science	18-24
	21-27

Sociology

SSc 507 Seminar: Sociology	3
Courses in sociology and anthropology	18-24
	21-27

Language Arts/Social Studies

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

Courses in language arts and social science	21-27
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Total required for degree 45

Master of Arts in Teaching

The master of arts in teaching degree at OCE is designed primarily for those secondary teachers whose objective is the development of exceptional competence in classroom teaching in one of the subject fields which the college is authorized to offer. Regulations governing admission to graduate programs are listed under "Admission Procedure" on Page 18. Secondary certification requirements may be found on Page 35.

Candidates for this degree who plan to simultaneously complete advanced certification should become knowledgeable about requirements and how they apply to the degree program. The M.A.T. is minimally a 45-hour program. Additional hours may be needed to satisfy all requirements for advanced certification, depending on the candidate's previous preparation, background and experience.

Professional Education Core 9

Ed 512 Research Procedures in Education	3
Ed 546 Philosophy of Education	3
Choose one: Psy 460G Developmental Psychology: Infancy and Childhood; Psy 461G Developmental Psychology: Adolescence and Maturity; Psy 520 Psychology of Learning	3

Teaching Area 30

Select one from among the following:

American History

Hst 420g Historiography	3
SSc 507 Seminar: American History	3
Courses in American history	24
	30

World History

Hst 420g Historiography	3
SSc 507 Seminar: World History	3
Courses in world history	24
	30

Geography

Geog 518 Modern Viewpoints, Methods and Materials	3
SSc 507 Seminar: Geography	3-9
Courses in geography	18-24
	30

Economics

Courses in economic theory	6
Courses in economics	24
	30

Political Science

PS 430 Political Issues: General Theory	3
SSc 507 Seminar: Political Science	3
Courses in political science	24
	30

Sociology

SSc 507 Seminar: Sociology	3
Courses in sociology and anthropology	27
	30

Electives 6

Approved by the director of graduate programs in terms of the student's needs and certification requirements. Only 3 hours may be in professional education.

Total required for degree 45

Non-Degree Advanced Certification

Social Science

The planned program consists of 45 hours of upper-division or graduate preparation designed to meet the requirements for a standard teaching certificate with standard norm in social science.

Regulations governing admission to graduate programs are listed under "Admission Procedure" on Page 18 of the Graduate Study section of this catalog. Students planning a non-degree program should refer to Page 22 of the Graduate Study section.

Area of Professional Competence (see Page 35) 15

Standard Norm in Social Science 12

At least 12 hours of upper-division or graduate preparation in social science selected with adviser's approval.

Electives 18

Total Required in Program 45

Language Arts/Social Science

Teaching Strategies and Area of Professional Competence 15

Combined Norm in Language Arts/Social Studies 24

At least 24 hours of upper-division or graduate preparation with a minimum of 12 hours in social science and 12 hours in language arts. The courses are to be selected with adviser's approval with at least 6 hours in language arts at the 500 level.

Electives 6

Total required in program 45

Teaching Specialties (Special Education)

• Undergraduate Areas of Emphasis

Mental Retardation

Ed 464 Introduction to Mental Retardation	3
Ed 489 Curriculum for the Mentally Retarded	3
Ed 456 Extended Curriculum for the Mentally Retarded	3
Ed 409 Practicum: Mental Retardation	3
Total hours in program	12

Speech Correction

SPA 370 Phonetics	3
SPA 371 Speech Science	3
Ed 393 Speech Correction in the Schools, or	
SPA 480 Speech Pathology and Audiology	3
SPA 478 Diagnostic Methods in Speech and Language Pathology	3
SPA 484, 485, 486 Clinical Speech Therapy	9
SPA 487 Speech Science	3
SPA 488 Audio'ogy	3
Total hours in program	27

Education Media

Please refer to page 36.

Art Education

Please refer to page 36.

Music Education

Please refer to page 42.

Physical Education

Please refer to page 43.

• Graduate Programs in Teaching Specialties (Special Education)

These programs are designed to enable teachers who wish to become educational specialists to complete a master of science in education degree plan which includes the course requirements for the norms. Some candidates may complete all requirements for the selected basic specialist norm and the master's degree but fall short of completing all requirements for the standard norm. Ultimately, for certification purposes, educational specialists must complete all course requirements for the standard norm in the area of specialization.

Regulations governing admission to graduate programs are listed under "Admission Procedure" on Page 18 of the Graduate Study section of this catalog.

Candidates in these educational specialist programs who wish to add courses which will meet standard elementary or secondary certification requirements should refer to Page 34 (elementary) or Page 35 (secondary).

Students who have little or no undergraduate work in the selected field may be required to complete ad-

ditional hours. Each curriculum requires completion of a professional education core consisting of 9 credit hours of required courses, as follows:

Professional Education Core

(Common to all programs)

Ed 512 Research Procedures in Education	3
Ed 546 Philosophy of Education	3
Choose one: Psy 460G Developmental Psychology: Infancy and Childhood; Psy 461G Developmental Psychology: Adolescence and Maturity; Psy 520 Psychology of Learning	3
	9

A specialized core consists of not less than 36 credit hours in the selected area for a master's degree program total of at least 45 hours. Each candidate's program is determined by the designated adviser in terms of the student's needs, interests and certification requirements.

Those who wish may plan a non-degree, norm or advanced certification program incorporating a specialized core and courses required to meet general norms.

Teachers of the Deaf

Graduate students wishing to become certified as teachers of the deaf must complete a program of 45 credit hours of course and practicum work, as required by the Council on the Education of the Deaf and the State of Oregon. Candidates in this program must hold or be eligible for a state teaching certificate, or petition to the Graduate Study Committee for a waiver of this requirement. In compliance with the Council on the Education of the Deaf's requirement, the student must seek certification as a teacher of elementary or secondary-age children, of pre-primary children or of multiple-handicapped youngsters. 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-hour professional education core on this page along with all prescribed regulations of OCE graduate programs.

The 45-hour certification program is completed during the fall, winter and spring terms of the academic year. Students completing the master's degree may complete course requirements during the prior summer and subsequent terms.

Regulations governing admission to graduate programs are listed under "Admission Procedure" on Page 18 of the Graduate Study section of this catalog.

Extreme Learning Problems

A candidate in this area must have met the requirements for the basic general elementary or basic general secondary norm, or hold an appropriate Oregon teaching certificate issued prior to October 15, 1965.

Full-time classroom teaching experience is recommended before completing the degree requirements. Enrollment in this specialty must be approved by the director of the extreme learning problems program.

The master's degree program consists of at least 45 credit hours.

The specialized core consists of the 24 credit hours listed below for the basic norm in teaching children with extreme learning problems plus additional approved courses from the standard norm as recommended by the adviser.

All courses listed under the standard norm must be completed before recommendation for the standard norm can be made.

Regulations governing admission to graduate programs are listed under "Admission Procedure" on Page 18 of the Graduate Study section of this catalog.

Professional Education Core (see Page 48) 9

Basic Norm Courses 24

The asterisk (*) marks courses which must be completed on the OCE campus.

Psy 463G The Maladjusted Child	3
*Ed 515 Extreme Learning Problems in Basic Skills	3
*Ed 516 Extreme Learning Problems in Reading	3
Ed 470G Education of the Exceptional Child	3
Psy 523 Individual Intelligence Testing	3
*Ed 509 Practicum: Learning Disabilities I	3
*Ed 509 Practicum: Learning Disabilities II	3
Ed 597 Psychology of Reading	3

Standard Norm Courses 12

Choose 12 hours from the following courses to apply to the standard norm. It is understood that most candidates will not complete standard norm requirements with a 45-hour program.

Ed 464G Introduction to Mental Retardation	3
SPA 480g Speech Pathology and Audiology	3
Ed 572 Instructional Materials in Reading	3
Ed 580 Parent, Teacher, Child, Community Relations	3
Ed 509 Practicum: Basic Skills	3
Psy 524 Individual Intelligence Testing	3

Total required for degree 45

Teaching the Mentally Retarded

Students wishing to qualify for the master of science in education with specialization in teaching the mentally retarded must complete a program of at least 45 credit hours as listed below.

Regulations governing admission to graduate programs are listed under "Admission Procedure" on Page 18 of the Graduate Study section of this catalog.

Professional Education Core (see Page 48) 9

Basic Norm Courses 12-18

Ed 464G Introduction to Mental Retardation	3
Ed 489G Curriculum for the Mentally Retarded	3
Ed 456G Extended Curriculum for the Mentally Retarded	3
Ed 509 Practicum: Mental Retardation	3-9

Approved Courses 18-24

From standard norm or approved by adviser.

Total required for degree 45

Multiple Handicapped

A candidate in teaching the multiple handicapped program must hold or be eligible to hold a basic Oregon teaching certificate or its equivalent. Most students enrolling in this program 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 degree program consists of at least 45 credit hours, including the professional education core, basic norm program in mental retardation and an approved program in special education of the multiple handicapped, e.g., teaching the deaf or speech correction at OCE.

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.

Regulations governing admission to graduate programs are listed under "Admission Procedure" on Page 18 of the Graduate Study section of this catalog.

Professional Education Core (see Page 48) 9

Mental Retardation Specialized Core 12

Ed 464G Introduction to Mental Retardation	3
Ed 489G Curriculum for the Mentally Retarded	3
Ed 456G Extended Curriculum for the Mentally Retarded	3
Ed 509 Practicum: Mental Retardation	3

Multiple Handicapped Specialized Program 15

Ed 470G Education of the Exceptional Child	3
Ed 528 Educational Diagnosis and Prescription: Preacademic	3
Ed 444G Medical Aspects in Special Education	3
Ed 507 Seminar: The Multiple Handicapped	3
Ed 509 Practicum: The Multiple Handicapped	3

Approved Program 9

An approved program to complete the 45-hour requirement may be selected from the following:

Teaching the Deaf (OCE).
Speech Correction (OCE).
Visually Handicapped (PSU).
Physically Handicapped (U of O).

Total required for degree 45

Speech Pathology and Audiology

Students in this program must complete the 9-hour professional education core and a minimum of 36 hours of courses in speech pathology and audiology. In most instances the program will exceed the 36-hour minimum so the candidate may be helped to 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 "Admission Procedure," Page 18.

50 Instructional Support

Regulations governing admission to graduate programs are listed under "Admission Procedure" on Page 18 of the Graduate Study section of this catalog.

Professional Education Core (see Page 48) 9

Basic Norm Courses 28

Note: SPA 370 Phonetics is required as a part of the basic norm in speech correction but is not applicable in the master's degree program.

SPA 478g Diagnostic Methods in Speech Pathology and Audiology	3
SPA 480g Speech Pathology and Audiology	3
Choose two: SPA 481g Speech Pathology: Articulation; SPA 482g Speech Pathology: Organic; SPA 483g Speech Pathology: Stuttering	6
SPA 484g, 485g, 486g Clinical Speech Therapy	6
SPA 487g, 488g, 489g Audiology	10

Standard Norm Courses 23

Choose one: SPA 481g, 482g, 483g Speech Pathology	3
Psy 594 Psychology of Communication	3
Psy 523 Individual Intelligence Testing	3
Ed 470G Education of the Exceptional Child	3
Ed 444G Medical Aspects in Special Education	3
Ed 509 Practicum: Speech Pathology	4
Ed 509 Practicum: Audiology	4

Reading: Elective Concentration

This concentration prepares secondary teachers to work as reading specialists in secondary schools. The 12 credit hours may be completed in a summer session or during the academic year.

Ed 597 Psychology of Reading	3
Ed 468G Diagnosis and Remediation in Reading	3
Ed 472G Instructional Materials in Reading and Basic Skills	3
Ed 509 Practicum: Remedial Reading-Secondary	3

Socially and Educationally Different

This program is designed to provide:

1. Specialized preparation at the graduate level for teachers who wish to extend their professional competence through greater concentration on the study of the socially and educationally different.

2. Specialized preparation at the graduate level for professional workers whose work objective requires knowledge about the socially and educationally different person but does not require certification as a teacher. This aspect of the program requires that the student petition the Graduate Study Committee for waiver of the requirement for holding a teaching certificate.

Regulations governing admission to graduate programs are listed under "Admission Procedure" on Page 18 of the Graduate Study section of this catalog.

Professional Education Core (see Page 48) 9

Approved Courses 36

Social science	12
Courses in the study of the socially and culturally different	12
Education and psychology	12

Total required for degree 45

Educational Administration

This is a cooperative program with the University of Oregon and Portland State University. OCE offers a planned program not to exceed 24 credit hours which may be applied to programs in educational administration at the U of O or PSU. These 24 hours are taken in the following way:

1. 9 hours which may apply to the master's degree program at OCE.

2. 15 hours beyond the master's degree which may be transferred from OCE to either of the universities.

Instructional Support Services

• Graduate Programs

Educational Media

The educational media program will satisfy the state norm requirements for media specialists. The program is designed to develop competence in curriculum, research design, evaluation of media techniques and preparation of media materials. There are opportunities for the candidate to develop an understanding of communications in today's society and to apply that understanding to the administration of a media center.

This program may be completed as a part of a master of science in education degree or as a non-degree certification-only plan. Candidates for the degree are expected to meet the general graduate program requirements as explained on page 19. Students planning to complete advanced general norms (standard elementary or standard secondary) should refer to Page 34 or Page 35.

Regulations governing admission to graduate programs are listed under "Admission Procedure" on Page 18 of the Graduate Study section of this catalog.

The following program will prepare a student to function as an educational media specialist in production or in administration at a building, library, district or regional level. Additional work beyond the normal 45 credit hours may be necessary to meet these norm requirements.

Professional Education Core (see Page 48) 9

Basic Norm 21

Ed 435G Educational Media and Materials is a prerequisite to the program and is not a part of the norm.	
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Ed 433G Educational Media Centers	3
Lib 411g Organization of Instructional Materials for Educational Media Centers	3
Lib 421g Reference Sources and Services for Edu- cational Media Centers	3
Lib 442g Selection of Materials for Educational Media Centers	3
Ed 434G Preparation of Educational Media and Materials	3
Ed 509 Practicum: Educational Media	1-5
Electives	3-5

Standard Norm 15

At least 15 hours from the following:

Ed 564 Self-Instructional Systems and Audio- Tutorial Instruction	3
Ed 521 Administration of Media Services	3
Ed 523 Analysis, Evaluation and Selection of Educational Media	3
Ed 526 Autographic Production Techniques	3
Lib 561 Specialized Curriculum Materials and Sources	3
Ed 509 Practicum: Educational Media	3-9

Total required for degree 45

Counseling

This program meets the requirements for the basic norm in counseling and also leads to the master of science in education. Enrollment in this program must be approved by the counseling program director.

Regulations governing admission to graduate programs are listed under "Admission Procedure" on Page 18 of the Graduate Study section of this catalog.

Professional Education Core (see Page 48) 9

Basic Norm Courses 24

Ed 485G is prerequisite to Ed 487G; Ed 487G is prerequisite to Ed 509; Psy 460G and 461G also are required in the professional education core.

Ed 485G Principles and Practices of Guidance Services	3
Ed 486G Occupational and Educational Informa- tion	3
Ed 487G Counseling Techniques	3
Choose one: Ed 522 Secondary School Curriculum; Ed 553 Elementary School Curriculum; Ed 571 Junior High School Curriculum	3
Ed 509 Practicum I: Individual Counseling	3
Ed 509 Practicum II: On-Site Experience	3
Choose one: Psy 460G Developmental Psychology: Infancy and Childhood; Psy 461G Developmental Psychology: Adolescence and Maturity	3
Psy 533 Group Psychology Testing	3

Electives 12

Total required for degree 45

Supervision

The following courses provide the completion of the supervisor's norm. They may be incorporated into one of the elementary or secondary options for the master of science in education degree. It may be necessary and often is desirable for the candidate to strengthen his preparation in the area and/or level in which he intends to specialize. Supervisors in the

program must take at least 3 hours of practicum in supervisory skills and techniques. Persons specializing in content areas are required to extend practicum experiences in their area of specialization.

Basic Norm 9

Ed 509 Practicum: Supervision	3
Ed 510 Skills and Techniques of Supervision	3
Ed 574 School Supervision	3

Standard Norm 15

Course work applying to the standard norm must be completed subsequent to earning the master's degree. At least 12 of the hours listed below, including all practica, must be completed through campus registration.

Psy 443G Group Processes, or	
Ed 489G Counseling Techniques	3
Ed 509 Practicum: Supervision, or	
Ed 506 Special Individual Studies: Supervision	3-6
Choose one: Ed 512 Research Procedures in Edu- cation; Ed 424G Measurement in Education; Psy 511 Statistical and Quantitative Methods in Psy- chology	3
Ed 513 Evaluation of Classroom Instruction	3
Choose one: Ed 522 Secondary School Curriculum; Ed 553 Elementary School Curriculum; Ed 571 Junior High School Curriculum	3



Liberal Arts and Sciences

• Liberal Arts: Undergraduate Programs

OCE students interested in careers other than teaching may major in several liberal arts and sciences disciplines. The college has been authorized by the State Board of Higher Education to offer four-year bachelor's degree programs in the following broad areas: the arts, humanities, natural sciences, social science, and interdisciplinary studies. Specific majors within these broad areas may be selected, or students may construct individual programs of study to coincide with their personal needs, interests and goals. Individual programs should be organized with the help of an adviser.

Some students will choose to complete the two-year associate in arts degree program, which also is based in liberal arts and sciences. Other students plan to start college at OCE and prepare to enter a professional school later; several preprofessional programs have been organized to accommodate these students.

Each of the major fields of study in the liberal arts and sciences is complemented with a minor field of study. A list of these minors appears in this section of the catalog.

Requirements for the bachelor of arts (BA) includes 24 hours of a modern foreign language. Other requirements for the BA and the bachelor of science (BS) are similar.

BA/BA in The Arts (Art, Drama, Music)

Students who major in this program may choose to concentrate their studies in any one of the three component areas—art, drama or music. The background they build may lead to employment in public or private enterprises or to self-employment. The program also can provide the foundation for graduate study in one of the fine arts.

Students complete a 72-hour major with 39 hours in their area of concentration, including 12 hours of lower-division and 27 hours of upper-division courses. The remainder of the 72 hours may be filled with courses from other of the component areas of the arts major.

Programs are designed individually by students to satisfy personal needs, interests and goals. Students will have the assistance of advisers from the Art, Humanities (drama) or Music Departments.

Liberal Arts Core Curriculum (see pages 25, 26)..... 64

Major: The Arts 72

Lower Division

FA 201, 202, 203	Correlated Study of the Arts	9
Area of emphasis		12
Second area		6

Third area	3
Electives	6
	<hr/> 36

Upper Division

Area of emphasis	27
Second area	9
	<hr/> 36

Minor (humanities, psychology, science, mathematics, social science) 27

Electives 29

Total required for graduation 192

BA/BS in Humanities

This four-year undergraduate program leads to the bachelor's degree in humanities. The requirement is 72 credit hours, including 36 hours in upper-division courses. Two sequences from two areas of the Humanities Department must be a part of the 36 hours of upper-division work. These sequences should be worked out with a humanities adviser. Each major must be complemented by a 27-hour minor from another department of the college.

Students may plan their major field of study in one of two ways:

1. Concentrate on a major area of study, such as literature, speech, drama or foreign languages.

2. Design a general humanities major to suit an individual set of interests and goals. This major is constructed from courses in the academic areas encompassed by the Humanities Department: literature, drama, philosophy, writing, speech, journalism and linguistics. These areas may be combined in many ways to provide background for employment in professions or graduate education. Among the possible combinations are these: literature, drama and philosophy; or literature, writing and journalism; or speech, drama and linguistics.

It is desirable for a student to work out his program with the help of an adviser.

The following is a sample of a combined humanities major.

Liberal Arts Core Curriculum (see pages 25, 26)..... 64

Sample Major: Humanities

(Literature and Philosophy) 72

Eng 107, 108, 109	World Literature	9
Eng 201	Shakespeare	3
Eng 301	Literature of Black America	3
Phl 201	Problems in Philosophy	3
Phl 210	Philosophy of Religion	3
Sp 112	Fundamentals of Speech	3
Sp 144	Verse Choir	3
Sp 239	Oral Interpretation	3
Eng 361	Contemporary Literature	3
Eng 366, 367, 368	Development of the English,	

American, Modern Novel	9
Eng 386, 387 Introduction to Mythology	6
Eng 466 Romanticism	3
Eng 485 Tragedy	3
Phl 311, 312, 313 Ancient, Social and Political, Modern Philosophy	9
R 460 Comparative Religion	3
Sp 412 Advanced Speech	3
Wr 414 Advanced Composition	3
Minor (see pages 56, 57)	27
Electives	29
Total required for graduation	192

BA/BS in Interdisciplinary Studies

This four-year degree program is offered so that students may plan individually for career opportunities. Many problems facing society do not fit easily into traditional degree program structures, but require a familiarity with the content and quality of thought from a variety of areas of knowledge. As an example, environmental or ecological problems are not solved entirely within the boundaries of life sciences, but also involve economics, philosophy, psychology and aesthetics. The problem-oriented interdisciplinary studies program allows students with definite ideas and plans for the future to prepare for their careers.

Requirements for the degree are as follows:

1. Liberal arts core curriculum, 64 credit hours.
2. Total of 192 hours for graduation, including 63 of upper-division courses.
3. At least 27 credit hours in each of two to five academic areas, with a minimum of 48 upper-division hours in the major interdisciplinary areas, plus an assessment of problem, vocational and/or competency achievement. No elective hours are listed since this depends strongly on the program designed by the student, his adviser and the General Studies and Preprofessional Committee.

BA/BS in Natural Sciences

Major: Natural Sciences

These four-year undergraduate programs lead to the bachelor's degree in natural sciences. The requirement for the degree is 72 credit hours in natural sciences and mathematics, with at least 36 hours in upper-division courses. Each major must be complemented by a 27-hour minor. The minors are described on pages 56 and 57.

Students may plan their major field of study in one of two ways:

1. Concentrate on a special major, either biology or mathematics. These are described below.
2. Design a natural sciences major, with the help of an adviser, to suit an individual set of interests and goals. Courses are chosen from among the variety of offerings of the Natural Sciences and Mathematics Department. Programs can be designed to combine

biological, physical and earth sciences, and mathematics, with many emphases possible, to provide background for employment in professions or graduate education. For example, concentrations can be established in chemistry, chemistry and physics, physics and mathematics, earth science, earth and biological science, and other combinations.

The following example combines chemistry and physics.

Liberal Arts Core Curriculum (see pages 25, 26) ... 64

Sample Major: Natural Sciences

(Chemistry and Physics)	72
Ch 204, 205, 206 General Chemistry	12
Ph 201, 202, 203 General Physics	12
Mth 201, 202, 203 Differential and Integral Calculus	12
Ch 440, 441, 442 Physical Chemistry	12
Ph 311, 312 Modern Physics	8



54 Sciences, Social Science

Mth 321 Differential Equations	3
Electives in mathematics or natural sciences	13
Minor (see pages 56, 57)	27
Electives	29
Total required for graduation	192

Major: Biology

This undergraduate program leads to the bachelor's degree in natural sciences. It also prepares students with a background for employment as laboratory or field technicians in such areas as pollution abatement, environmental monitoring and natural resources management. Some students may use the program as a foundation for professional study in the health sciences or for graduate study in the biological sciences.

Students must complete 72 credit hours in natural sciences and mathematics, with at least 36 hours in upper-division courses.

Students who plan to enter certain professional areas, such as medicine, dentistry or veterinary medicine, or who plan to continue with graduate work in the biological sciences should complete a sequence in physics as part of the program described below.

Liberal Arts Core Curriculum (see pages 25, 26)..... 64

Major: Biology

Bi 211, 212, 213 Principles of Biology	13
Bi 221 General Microbiology	4
Bi 341 Genetics	3
Bi 446 Evolution	3
GS 341 Man and the Ecosystem	3
Electives in upper-division biology	18
Mth 200 Differential and Integral Calculus	4
Ch 204, 205, 206 General Chemistry	12
Ch 331, 332 Elements of Organic Chemistry, or	
Ch 334, 335, 336 Organic Chemistry	6-12
Electives in earth sciences, physics or math	0-6

Minor (see pages 56, 57)

Electives

Total required for graduation

Major: Mathematics

This is an undergraduate program leading to the bachelor's degree in natural sciences. It provides the background for careers in public or private agencies or for graduate study in mathematics.

Students must complete at least 43 credit hours in mathematics. At least 36 hours in upper-division work must be included in the required 72 hours in natural sciences and mathematics.

Students with insufficient mathematical preparation to begin Mth 200 may be placed in the precalculus course indicated by placement criteria. The natural sciences electives should be planned with the assistance of an adviser.

Liberal Arts Core Curriculum (see pages 25, 26)..... 64

Major: Mathematics

Mth 200, 201, 202, 203 Differential and Integral	
Calculus	16

Mth 347, 348 Algebraic Structure	6
Mth 349 Introduction to Linear Algebra	3
Mth 494, 495, 496 Analysis	9
Electives in mathematics (upper-division courses in algebra, analysis, computer programming, geometry or statistics)	9
Electives in natural sciences, including upper-division sequence of 9 hours	21
Electives in natural sciences or mathematics	8

Minor (see pages 56, 57)

Electives

Total required for graduation

BA/BS in Social Science

Major: Social Science

These four-year undergraduate programs lead to the bachelor's degree in social science. The requirement for the degree is 72 credit hours in social science, with at least 36 hours in upper-division courses. Each major must be complemented by a 27-hour minor. The minors are described on pages 56 and 57.

Students may plan their major field of study in one of two ways:

1. Concentrate on a special major in one of five areas: corrections, economics, geography, history or psychological studies. These are described below.

2. Design a social science major, with the help of an adviser, to suit an individual set of interests and goals. Courses are chosen in various combinations from among the variety of offerings of the Social Science Department, including corrections (general social science), anthropology, economics, geography, history, political science and sociology.

The following example combines geography, economics and political science.

Liberal Arts Core Curriculum (see pages 25, 25)..... 64

Sample Major: Social Science

(Geography, Economics and Political Science) 72

Geog 105, 106, 107 Introductory Geography	9
Ec 201, 202, 203 Principles of Economics	9
PS 106 Introduction to Political Science	3
PS 301 National Government	3
PS 302 State and Local Government	3
Geog 411, 412, 413 Cultural and Urban Geography, or	
Geog 416, 417, 418 Economic Geography	9
Ec 318, 319, 320 Money, Banking, Public Finance, or	
Ec 432, 436, 440 Environmental Economics and Public Policy, International Economics	9
Choose three from PS 351 Public Administration; PS 352 Constitutional Law; PS 414 Political Parties and Pressure Groups; PS 415 Public Opinion and Political Behavior; PS 418 Functions and Policies of National Government; PS 424 Problems of State Government	9
PS 460 The Governments and Politics of Asia	3
Geog 450 Geography of Asia	3

Hst 479 Urban American History	3
Hst 391, 392, 393 History of the Far East	9

Minor (see pages 56, 57)	27
Electives	29
Total required for graduation	192

Major: Corrections

The requirements of this program may be found on Page 58.

Major: Economics

This program, leading to the bachelor's degree in social science, can be planned individually to meet the specific interests and employment goals of the students. It offers a choice of minors in business administration, public administration, planning, history, sociology, psychology and mathematics. The mathematics minor is recommended for students who later plan to enroll in graduate work in economics. Admission to the master of business administration program at Oregon State University requires 27 credit hours in undergraduate business administration and a 9-hour sequence of lower-division mathematics.

Liberal Arts Core Curriculum (see pages 25, 26) 64

Major: Economics 72

Ec 201, 202, 203 Principles of Economics	9
Ec 318 Money and Banking	3
Ec 319, 320 Public Finance	6
Ec 457, 458 Economic Theory and Policy	6
Ec 487 Technology and American Economic History	3
Ec 444 Labor Economics	3
Ec 436 Environmental Economics and Public Policy, or	
Ec 488 Introduction to Consumer Economics	3
Ec 440 Introduction to International Economics	3
Electives in economics	9
Related option (select from a set of related minors marked with asterisks (*) on pages 56, 57)	27

Minor (select from a set of related minors marked with asterisks on pages 56, 57) 27

Electives 29

Total required for graduation 192

Related Minors

Several minors (see pages 56, 57) are organized specifically to complement the economics major. Students may choose the minor to meet personal interests and fulfill goals. Consultation with an adviser in economics at OCE is recommended. These related minors are marked with asterisks (*).

Major: Geography

This undergraduate program leads to the bachelor's degree in social science. Students are prepared with

a background acceptable for employment in public and private agencies as planners, geographers and cartographers. The geography curriculum at OCE is highly developed and some geographers on the faculty are nationally known and recognized. The curriculum also is a foundation for graduate study.

Students must complete 40 credit hours in geography, including 27 in upper division, among the total of 72 hours in social science.

Liberal Arts Core Curriculum (see pages 25, 26) 64

Major: Geography 72

Geog 105, 106, 107 Introductory Geography	9
Geog 221 Field Geography	3
Geog 222 The World in Maps, or	
Geog 240 Cartography	3
Geog 390 Weather and Climate, or	
Geog 392 Physical Geography	3
A cultural systematic course (choose from Geog 200, 311, 411, 412, 413, 416, 417, 418, 425 or 433)	3
A regional course (choose from Geog 313, 426, 427, 429, 432, 450, 461, 463)	3
Geog 408 Senior Colloquium in Geography	3
Electives in geography	18
Electives in social science, including one upper-division 9-hour sequence	27

Minor 27

A concentration in a subject area not included in the 72-hour major, but with a relationship to geography and with at least 12 hours of upper-division work.

Electives 29

Total required for graduation 192

Major: History

This undergraduate program leads to the bachelor's degree in social science. It also prepares students for employment in public and private agencies and for graduate study. Students must complete 45 credit hours in history, including 27 upper division, in the total of 72 hours in social science.

Liberal Arts Core Curriculum (see pages 25, 26) 64

Major: History 72

Hst 101, 102, 103 History of Western Civilization	9
Hst 201, 202, 203 United States History	9
Hst 420 Historiography	3
Upper-division courses in U.S. history	9-15
Upper-division courses in world history	9-15
Electives in social science, including upper-division sequence of 9 hours	27

Minor 27

A concentration in a subject area not included in the 72-hour major and with at least 12 hours of upper-division work.

Electives 29

Total required for graduation 192

Major: Psychological Studies

Please refer to page 62.

Minors in Liberal Arts and Sciences

Minors in the liberal arts and sciences require completion of 27 credit hours in the specified area, with 12 hours to be upper division. Each minor is planned with an adviser.

Minors may be organized to fit individual interests and needs. Besides those outlined below, minors are available in art, humanities, music, natural sciences and social science.

Those minors listed below which are marked by an asterisk (*) have been designated to complement the economics major in social science (see Page 55). They also may be used to complement other majors.

*Business Administration

Students minoring in business administration will take 12 credit hours of the minor at OCE and 16 hours at Oregon State University. It is recommended that students take the OSU courses during the junior or senior year after completing the OCE courses. Consultation with an adviser at OCE is strongly recommended. Information about registration procedures, payment of tuition and other matters is available from the OCE Registrar's Office.

Courses at Oregon College of Education

BA 211 Fundamentals of Accounting	3
BA 310 Markets and Marketing	3
BA 340 Business Fluctuations and Forecasting	3
BA 370 Business and Society	3
	<hr/> 12

Courses at Oregon State University

BA 302 Management Processes	4
BA 313 Finance	4
BA 315 Business Law	4
BA 361 Organizational Behavior	4
	<hr/> 16

Economics

Ec 201, 202, 203 Principles of Economics	9
Ec 318 Money and Banking	3
Ec 319, 320 Public Finance	6
Ec 457, 458 Economic Theory and Policy	6
Elective in economics	3
	<hr/> 27

Geography

Geog 105, 106, 107 Introductory Geography	9
A technique course (choose from Geog 211, 222, 240)....	3
A physical systematic course (choose from Geog 390, 392)	3
A cultural systematic course (choose from Geog 200, 311, 411, 412, 413, 416, 417, 418, 425, 433)	3
A regional course (choose from Geog 313, 426, 427, 429, 432, 450, 461, 463)	3
Electives in Geography	6
	<hr/> 27

*History

Hst 201, 202, 203 United States History	9
Hst 480, 481, 482 The U.S. in the 20th Century	9
Electives in history, including 3 hours of upper-division courses	9
	<hr/> 27

Mathematics

Option 1

Mth 200, 201, 202, 203 Differential and Integral Calculus	16
Electives in mathematics	11
	<hr/> 27

*Option 2

Mth 101 College Algebra	4
Mth 102 Trigonometry	4
Mth 200 Differential and Integral Calculus	4
Mth 324 Probability Theory	3
Mth 325, 326 Introduction to Statistics	6
Mth 351 Computer Coding	3
Mth 407 Seminar: Linear Programming	3
	<hr/> 27

*Option 3

Mth 101 College Algebra	4
Mth 102 Trigonometry	4
Mth 200 Differential and Integral Calculus	4
Mth 351 Computer Coding	3
Mth 407 Seminar: Linear Programming	3
Mth 407 Seminar: Math Modeling	3
Mth 425, 426 Elements of Statistical Methods	6
	<hr/> 27

Medical Technology

This minor must be coupled with a major in natural sciences. Requirements of the medical technology program are on Page 61.

*Planning (Geography)

Geog 105, 106 Introductory Geography	6
Geog 221 Field Geography	3
Geog 413 Urban Geography	3
Geog 417 or 418 Economic Geography	3
SSc 407 Seminar: Land Use Planning	3
Electives in Geography, including 3 hours upper division (cartography recommended)	9
	<hr/> 27

*Psychology

Psy 201 or 202 or 203 General Psychology	3
Psy 205 Applied Psychology	3
Psy 226 Introduction to Group Processes	3
Psy 334 Social Psycho'ogy	3
Psy 440 Small Group Therapy	3
Electives in psychology, including 6 hours upper division	12
	<hr/> 27

*Public Administration (Political Science)

PS 106 Introduction to Political Science	3
PS 302 State and Local Government	3
PS 351 Introduction to Public Administration	3

PS 414 Political Parties and Pressure Groups	3
PS 415 Public Opinion and Political Behavior	3
Electives in political science	12
	—
	27

*Sociology

Soc 213 Principles of Sociology	3
Soc 214 Social Problems	3
Soc 309 American Society	3
Soc 310 Community Organization	3
Soc 422 The Disadvantaged in American Society	3
Electives in sociology, including 3 hours of upper- division courses	12
	—
	27

Associate in Arts Degree

This is a two-year program recommended especially for students who have not chosen an area of specialization. Students are encouraged to sample a variety of academic areas which will help them make a subsequent choice of careers based on interest, ability and goals. This program leads to the associate in arts degree, certifying the completion of a sound general education. Credits earned in the program may be applied to the requirements in major fields of study at any point after the program is begun.

Candidates for this degree should be familiar with the liberal arts core curriculum (see pages 25, 26) which must be completed by those who later elect to continue work toward their bachelor's degree.

General requirements for the degree include the completion of 93 credit hours of course work with a GPA of at least 2.0. Students must complete at least 24 hours after approval of the degree program. At least 24 hours must be taken on the OCE campus.

Liberal arts requirements include completion of course work in the following areas: English composition/speech, physical education/health, social science sequence, fine arts sequence, natural sciences/mathematics sequence, second sequence in natural sciences/Mathematics, social sciences or humanities, sequence in a related field or in art, music or physical education.

The following is a suggested program plan:

First Year

Wr 121 English Composition	3
Sp 111 Fundamentals of Speech or approved substitute	3
Social science sequence	9
Natural sciences or mathematics sequences	9-12
Physical education activity courses	3
Electives	18-21
	—
	48

Second Year

Wr 222 English Composition	3
Humanities sequence	9
Sequence in humanities, social science, natural sci- ences or mathematics sequence	9-12
Physical education activity courses	3
Electives	18-21
	—
	45

Honors Program

OCE's honors program places high priority on the following values:

- Commitment to learning for the primary purposes of increased understanding, increased effectiveness and enjoyment.
- Intellectual stimulation of both students and instructors through interaction with a group of highly motivated and capable individuals who find the learning process exciting.
- In-depth treatment of the subject matter and accelerated learning pace made possible through selective enrollment.
- Independent study.
- An interdisciplinary approach to learning.
- Intellectual honesty.
- Academic excellence.
- Recognition of students and teachers whose performance exemplifies the values stated above.

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. These courses meet the college freshman year requirements.

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.

Junior-Senior Honors. Students in the junior and senior years 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.

A list of honors courses offered by the college is kept on file in the Registrar's Office and is posted on the honors bulletin board. Additionally, credit is offered through the following:

H 201 Sophomore Honors 1 hour

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

H 303 Junior Honors 2 hours

Individual research or original writing with scheduled seminars in approved areas of work. Enrollment is limited to selected students of superior academic achievement. Limit of six credit hours.

H 401 Senior Honors 2 hours

Individual research or original writing with scheduled seminars in approved areas of work. Enrollment is limited to selected students of superior academic achievement. Limit of six credit hours.

• Liberal Arts: Graduate Program

MA/MS in Interdisciplinary Studies

The master's degree program in interdisciplinary studies has been developed to serve the needs of persons who are interested in continuing their education at the graduate level and directed toward a personal goal. This goal usually is career-oriented, but some students pursue a program designed simply to enrich their lives through advanced studies in the liberal arts and sciences. Students may put together study from available graduate course offerings. There are no named majors. Rather, a program should be a carefully planned combination of courses from various subject areas which the candidate and his adviser have determined will allow him to make progress toward his personal goal.

Regulations governing admission to graduate programs are listed under "Admission Procedure" on

Page 18 of the Graduate Study section of this catalog. A program of study leading to the master's degree in interdisciplinary studies should be initiated with the director of graduate programs.

In addition to general graduate program requirements (see page 22), specific characteristics of the master's program in interdisciplinary studies include:

- A planned program of study of at least 45 credit hours, including course work in at least three but not more than five subject areas.
- Each subject area in a planned program must include a minimum of 9 hours and may include a maximum of 21 hours.
- The program might or might not include a thesis or field study project.
- Whether the program leads to the master of arts or the master of science is determined by the predominance of subjects in the arts or sciences.

Corrections is the science of counseling and rehabilitating law offenders. Completion of the major leads to the bachelor's degree in social science. A master's degree program allows persons in this field to concentrate on correctional administration.

• Undergraduate

Major: Corrections

This undergraduate program leads to the bachelor's degree in social science and prepares students with counseling, rehabilitative and administrative knowledge and skills for employment in correctional, judicial and law enforcement agencies.

The curriculum rests on a broad base provided by the various disciplines of the OCE Social Science Department. The major requires 72 credit hours in social science as listed below. A minor in psychology is planned with the help of an adviser in corrections.

Note: An agreement between Chemeketa Community College and OCE provides for the transfer from Chemeketa of 45 hours of selected vocational-technical course credit in law enforcement to the OCE corrections program. Sixteen hours may be applied as part of the 72-hour major and the remaining 29 hours may be classed as electives. A list of courses approved for transfer and other information concerning the corrections program are available from the OCE director of admissions or the coordinator of corrections in the OCE Social Science Department.

Liberal Arts Core Curriculum (see pages 25, 26) 64

Major: Social Science-Corrections 72

Hst 201, 202, 203 United States History	9
Ec 201 Principles of Economics	3
PS 106 Introduction to Political Science	3

PS 302 State and Local Governments	3
Geog 105, 106, 107 Introductory Geography	9
Soc 213 Principles of Sociology	3
Soc 437 Sociology of Race Relations	3
Soc 454 Sociology of Deviant Behavior	3
SSc 450 Criminology	3
SSc 451 Juvenile Delinquency	3
SSc 452 Corrections Process	3
SSc 453 Penology	3
SSc 454 Parole and Probation	3
SSc 409 Seminar: Corrections	3
SSc 407 Practicum: Corrections	12
Electives	3

Minor: Psychology 27

Electives 29

Total required for graduation 192

• Graduate

MA/MS in Correctional Administration

This master's degree program is designed to prepare graduate students for advanced professional roles in correctional administration. Employment is found in city, county, state and federal agencies and departments dealing with the supervision, treatment and rehabilitation of juvenile and adult law offenders.

Two patterns of study are available to students, depending on their background of education and experience:

1. Professional studies emphasis: 30 credit hours of professional studies, 15 hours of academic studies.

2. Academic studies emphasis: 21 hours of professional studies, 24 hours of academic studies.

These patterns offer flexibility for the student to meet specific professional and academic needs. In

both, course work beyond the professional studies core is selected from the social and behavioral sciences. Candidates for the degree must meet the general graduate program requirements as explained on page 22.

Regulations governing admission to graduate programs are listed under "Admission Procedure" on Page 18 of the Graduate Study section of this catalog.

Professional Studies Emphasis

Professional Core 30

SSc 516 Contemporary Community-Based Correctional Programs	3
SSc Corrections and the Administration of Justice	3
SSc 518 Criminal Law and Corrections	3
SSc 519 Detention-Jail-Correctional Facility Management	3
SSc 520, 521, 522 Treatment of Adult and Juvenile Law Offender	9
	<hr/>
	21

Option 1

SSc 501 Social Science Research Procedures	3
SSc 503 Management and Supervisory Field Study	6
	<hr/>
	9

Option 2

SSc 501 Social Science Research Procedures	3
SSc 503 Thesis	6
	<hr/>
	9

Premedicine (4-Year Program) 59

Option 3

Academic courses in management and supervisory skills	9
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Supporting Courses 15

Choose from social science, education and psychology in consultation with the adviser.

Total required for degree 45

Academic Studies Emphasis

Professional Core 21

SSc 516 Contemporary Community-Based Correctional Programs	3
SSc 517 Corrections and the Administration of Justice	3
SSc 518 Criminal Law and Corrections	3
SSc 519 Detention-Jail-Correctional Facility Management	3
SSc 520, 521, 522 Treatment of Adult and Juvenile Law Offender	9

Supporting Courses (first area) 15

Chosen with adviser from social or behavioral sciences.

Supporting Courses (second area) 9

Chosen with adviser from social or behavioral sciences in area differing from first area.

Total required for degrees 45

Medical Service Programs

• Undergraduate Programs

The liberal arts basis of OCE allows the college to offer preprofessional studies in the health sciences and to offer graduate programs in certain clinic-based professions.

There is general agreement that students who wish to study medicine, dentistry or veterinary medicine should first earn the bachelor's degree. This can be done at OCE while building a foundation of academic studies on which to build the professional studies. In most cases, students should earn their degree in natural sciences, majoring in biology.

Students interested in nursing spend one year at OCE before transferring to the University of Oregon School of Nursing. Other preprofessional programs are in dental hygiene, pharmacy and physical therapy.

A cooperative program in medical technology at the University of Oregon Medical School results in licensing as a medical technologist while the student is earning his degree in natural sciences at OCE.

Graduate programs are in the multiple handicapped and in speech pathology and audiology. It also is possible to build a program related to the health sciences in the master's degree programs in interdisciplinary studies.

4-Year Preprofessional Studies Medicine

Admission to the University of Oregon Medical School is based on two types of qualifications: (1) good character, proper attitude and sincere interest in the study of medicine, and (2) intellectual ability to satisfactorily undertake the study of medicine as demonstrated by the premedical academic record and scores on the Medical College Admissions Test. Admission to Medical School is highly competitive. Similar qualifications are required by other medical schools. Students should be in very early contact with the school of their choice.

The premedical program at OCE includes scientific preparation and a broad education leading to human and societal understanding.

It is strongly recommended that students plan on earning a bachelor's degree before entering Medical School; very few students are accepted at the end of their third year of college work. Students who choose a three-year premedical program (with the intention of finishing requirements for the bachelor's degree while at the University of Oregon Medical School) must complete at least 144 hours of college work before entering Medical School.

60 Pre dentistry (4-Year Program)

The following three-year curriculum at OCE plus a fourth year at OCE or Medical School leads to the bachelor's degree in natural sciences at OCE. It includes all requirements for the degree except for certain upper-division credit which may be transferred from the Medical School to OCE.

The asterisk (*) marks courses required for admission to the University of Oregon Medical School.

First Year

Wr 121 English Composition	3
Bi 211, 212, 213 Principles of Biology	13
*Ch 204, 205, 206 General Chemistry	12
*Mth 101 College Algebra	4
*Mth 102 Trigonometry	4
*Mth 200 Introduction to Differential and Integral Calculus	4
Sp 111 Fundamentals of Speech	3
Physical education activity courses	3
Electives	3
	49

Second Year

Wr 222 English Composition	3
*Sequence in psychology	9
Sequence in literature	9
*Ch 312, 313 Quantitative Analysis	8
*Ph 201, 202, 203 General Physics	12
Physical education activity courses	3
Electives	4
	48

Third Year

Wr 323 English Composition	3
Sequence in social science	9
Sequence in literature or modern language	9-12
Z 324, 325 Comparative Vertebrate Anatomy	8
Z 326 Comparative Vertebrate Embryology	4
*Ch 334, 335, 336 Organic Chemistry	12
*Bi 341 Genetics	3
	47-50

Dentistry

The University of Oregon Dental School requires that pre dental students devote at least three years to their pre dental education, completing a minimum of 135 credit hours prior to the initial registration in the Dental School. (Sixty-seven per cent of the 1973-74 freshman class at the U of O Dental School completed four or more years of college work prior to admittance.)

Admission to dental schools is highly competitive and students should be in very early contact with the school of their choice.

OCE students who plan to enter Dental School before receiving their bachelor's degree should arrange their study time so that they may qualify for the bachelor's degree in natural sciences from OCE while in dental school. This will be possible only if their three-year pre dental program at OCE includes at least 144 credit hours and meets all requirements for the degree except for upper-division science courses which can be transferred from the Dental School to OCE to apply in the natural sciences major and complete the total number of hours needed for graduation.

The following curriculum includes all subjects needed for admission to the U of O Dental School or

other accredited dental schools. It also includes the basic pattern required for the natural sciences degree at OCE.

The asterisk (*) marks courses required for admission to the University of Oregon Dental School.

First Year

Wr 121 English Composition	3
Bi 211, 212, 213 Principles of Biology	13
Ch 204, 205, 206 General Chemistry	12
Mth 101 College Algebra	4
Mth 102 Trigonometry	4
Mth 200 Introduction to Differential and Integral Calculus	4
Physical education activity courses	3
Electives	6
	49

Second Year

*Wr 222 English Composition	3
Sequence in psychology or sociology	9
Literature sequence	9
Ch 312 Quantitative Analysis	4
*Ch 334, 335 Organic Chemistry	8
*Ph 201, 202, 203 General Physics	12
Physical education activity courses	3
	48

Third Year

*Wr 323 English Composition	3
Sp 111 Fundamentals of Speech	3
Social science sequence	9
Sequence in literature or modern language	9-12
Z 324, 325 Comparative Vertebrate Anatomy	8
Z 326 Comparative Vertebrate Embryology	4
BA 211, 212, 213 Fundamentals of Accounting	3-9
Electives (Bi 341 Genetics and Bi 221 Introductory Microbiology recommended)	6-21
	45-60

Veterinary Medicine

Oregon residents who wish to study veterinary medicine should plan carefully. Oregon, which has no school of veterinary medicine, sends its residents to schools in other states with which Oregon has agreements that no out-of-state fee will be charged. Schools in these other states are at the University of California at Davis, Colorado State University, Iowa State University and Washington State University.

Most students are not admitted to a school of veterinary medicine until after their junior or senior year. For this reason, students should plan their pre-veterinary program within the requirements of an academic major. Admission to school of veterinary medicine is highly competitive and students should be in very early contact with schools of their choice.

At OCE, a three-year program has been developed with all of this in mind. Courses taken in this program will meet admission requirements of the above-listed schools of veterinary medicine while at the same time providing a path to the OCE bachelor's degree in natural sciences which would be completed if the student remained at OCE a fourth year.

First Year

Wr 121 English Composition	3
Mth 101 College Algebra	4

Mth 102 Trigonometry	4
Mth 200 Introduction to Differential and Integral Calculus	4
Ch 204, 205, 206 General Chemistry	12
Bi 211, 212, 213 Principles of Biology	13
Physical education activity courses	3
Electives	6
	49

Second Year

Wr 222 English Composition	3
Sp 111 Fundamentals of Speech	3
Ph 101, 102, 103 Essentials of Physics, or	
Ph 201, 202, 203 General Physics	9-12
Ch 334, 335, 336 Organic Chemistry	12
Bi 341 Genetics	3
Bi 221 Introductory Microbiology	4
Physical education activity courses	3
Electives	9
	46-49

Third Year

Wr 323 English Composition	3
PS 301 National Government	3
Ch 312 Quantitative Analysis	4
Ch 450 Biochemistry	3
Z 324 Comparative Vertebrate Anatomy	4
Z 326 Vertebrate Embryology	4
Bi 446 Evolution	3
Z 434 Animal Physiology	4
Bi 464 Cell Physiology, or	
Bi 429 Cytology	3-4
GS 341 Man and the Ecosystem	3
Electives	6
	49-50

OCE Cooperative Programs**Medical Technology**

This four-year program is offered jointly by Oregon College of Education and the University of Oregon Medical School. It leads to the bachelor's degree in natural sciences at OCE with the major in biology, chemistry or physics and the minor in medical technology.

The student spends three years at OCE fulfilling most requirements in his major, then 12 months in the medical technology program of the Medical School. The 53 hours earned in courses and laboratory work at the Medical School are transferred to OCE; of this amount, 28 hours constitutes the medical technology minor at OCE and the remaining 25 hours count as biology electives in the major, thus completing the requirements for the bachelor's degree.

Upon completion of these requirements, the student is eligible to take the National Registry Examination for registration with the American Society of Clinical Pathologists.

Admission to the Medical School is highly competitive and students should be in very early contact with the school of their choice.

Courses taken at the Medical School include clinical bacteriology, clinical biochemistry, hematology, clinical immunology and serology, medical laboratory techniques, nuclear medicine, urinalysis, immunohematology, clinical parasitology, pathophysiology and

terminology, and a seminar in instrumentation and electronics.

Requirements for biology and other majors in natural sciences are listed on pages 53 and 54.

The following courses must be taken at OCE before admission to the Medical School medical technology program is granted. These courses count toward the bachelor's degree in natural sciences.

Bi 211, 212, 213 Principles of Biology	13
Bi 341 Genetics	3
Bi 221 Introductory Microbiology	4
Bi 412 General Microbiology	4
Bi 432 Immunobiology	4
Bi 463 Parasitology	4
Z 334, 335 Human Anatomy and Physiology	6
Ph 101, 102, 103 Essentials of Physics	9
Mth 101, 102 College Algebra and Trigonometry	8
Ch 204, 205, 206 General Chemistry	12
Electives in chemistry (choose from Ch 312, 313 Quantitative Analysis; Ch 331, 332 Elements of Organic Chemistry; Ch 334, 335, 336 Organic Chemistry; Ch 450 Biochemistry)	12

Dental Hygiene

This four-year program is offered in cooperation with the University of Oregon Dental School. Students begin at OCE with the courses listed below, then transfer to the Dental School for the second and third years (see the Dental School's catalog for details). The fourth year is spent at OCE completing requirements for a bachelor's degree in natural sciences.

An alternative is to attend OCE for two years, then transfer to the Dental School for two years to earn a degree in dental hygiene from the University of Oregon.

Admission to the Medical School is highly competitive and students should be in very early contact with the school.

First Year

Wr 121 English Composition	3
Bi 101, 102 General Biology and Bi 107 Seminar, or	
Bi 211, 212, 213 Principles of Biology	9-13
Ch 104, 105, 106 General Chemistry	12
Sp 111 Fundamentals of Speech	3
Courses in psychology or sociology	9
Physical education activity courses	3
Electives	6

45-49

Preprofessional Programs**Nursing**

OCE offers one year of prenursing study. Three more years of preparation at the University of Oregon Nursing School lead to the bachelor's degree and qualification for state examination of nurse registration. The National League of Nursing examination, needed for admission to the Nursing School, is taken while the student is at OCE.

Admission to schools of nursing is highly competitive and students should be in very early contact with schools of their choice.

The U of O Nursing School requires completion of 45 credit hours of college-level work for admission. The

62 Psychological Studies

student begins in Nursing School in fall term of the sophomore year, spends the summer between the sophomore and junior years in Nursing School, then completes the program with three terms each in the junior and senior years in Nursing School.

The first-year program at OCE follows:

First Year

Wr 121 English Composition	3
Ch 104, 105, 106 General Chemistry	12
HE 325 Nutrition	3
Anthropology requirement	3
Electives in humanities, art, music with approval of adviser	9
Electives in social science with approval of adviser	6
Physical education activity courses	3
Electives	6
	45

Pharmacy

Completion of the following two-year program prepares a student to apply for admission to the junior class in the Oregon State University School of Pharmacy. A student must complete a five-year program of 240 hours at OSU to obtain a bachelor's degree in pharmacy. The last three years are devoted mainly to professional courses at OSU. Admission to the study of pharmacy is highly competitive and students should be in very early contact with schools of their choice.

First Year

Wr 121 English Composition	3
Math through Mth 200 (trigonometry and calculus required)	8
Ch 204, 205, 206 General Chemistry	12
Ec 201, 202, 203 Principles of Economics	9
Soc 213 Principles of Sociology	3
Soc 214 Social Problems	3
HE 151 Personal Health	3
Physical education activity courses	3
Electives	4
	48

Second Year

Ch 334, 335, 336 Organic Chemistry	12
Ph 201, 202 General Physics	8

Bi 211, 212, 213 Principles of Biology	13
Bi 221 Introductory Microbiology	4
Psy 201, 202, 203 General Psychology	9
Electives	2
	48

Physical Therapy

A two-year program at OCE meets the requirements for transfer into a bachelor's degree program at another institution. The two years of courses listed below also allow a student to continue at OCE for a bachelor's degree in natural sciences for transfer later to another institution for a certificate or master's degree program.

First Year

Wr 121 English Composition	3
Ch 104, 105, 106 General Chemistry	12
Mth 95, 101, 102 College Algebra and Trigonometry	12
Bi 211 Principles of Biology	4
Z 334, 335 Human Anatomy and Physiology	6
Physical education activity courses	3
Electives	6
	46

Second Year

Wr 222 English Composition	3
Ph 101, 102, 103 Essentials of Physics	9
Bi 221 Introductory Microbiology	4
Z 434 Animal Physiology	4
Psy 201, 202, 203 General Psychology	9
Physical education activity courses	3
Electives	15
	47

• Graduate Programs

Multiple Handicapped

Please refer to page 49.

Speech Pathology and Audiology

Please refer to Page 49.

Psychological and Social Service Programs

Courses that have been established for programs in psychology and special education often may be used to construct non-teaching programs in psychological and social services. These include the undergraduate major in psychological studies and the graduate programs in counseling, the educationally and socially handicapped and interdisciplinary studies.

• Undergraduate Program

Psychological Studies

This is an undergraduate program leading to the bachelor's degree in social science. It emphasizes the applied aspects of psychology and provides students with a background for 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 planning on graduate work may anticipate being required to take additional background courses. Students must complete 42 credit hours in psychology and 30 hours in sociology and anthropology.

Liberal Arts Core Curriculum (see pages 25, 26) 64

Major: Social Science-Psychological Studies 72

Psy 201, 202, 203 General Psychology	9
Psy 311 Developmental Psychology	6
Psy 334 Social Psychology	3
Psy 467 Quantitative Methods in Psychology	3
Electives in psychology, planned with an adviser in psychology	21

Anth 214, 215, 216 Anthropology	9
Soc 213 Principles of Sociology	3
Soc 214 Social Problems	3
Soc 215 World Population and Social Structure	3
Electives in sociology and/or anthropology, planned with an adviser (including one upper-division se- quence)	12
Minor	27
Electives	29
Total required for graduation	192

OCE serves as an excellent launching pad for students who plan to complete their studies at another institution.

For example, law schools almost universally require students to have the bachelor's degree before being admitted. A background in the liberal arts usually produces a student of intellectual maturity, and that's what law schools generally look for. At OCE, completion of any of the liberal arts degree programs with high grades may qualify a student for admission to law school.

OCE also provides the background for students planning to finish in such professional areas as agriculture, forestry, business administration, journalism and physics. One- and two-year programs are outlined in this section of the catalog.

Completion of the master's program in interdisciplinary studies will fit many graduate students with an area of specialization tailored to personal needs, interests and goals.

• Undergraduate Programs

Law: 4-Year Preparation

The minimum requirement for admission to a recognized law school is a bachelor's degree—completion of four years of undergraduate study. Most law schools prefer intellectual maturity and a broad liberal educational background to narrow specialization. Thorough training and understanding in some broad cultural field such as history, economics, political science or literature usually is favored.

Study in these and other fields can be completed in the OCE bachelor's degree programs in the arts, humanities, natural sciences and social sciences. An adviser to students in prelaw is assigned by the OCE Social Science Department.

Because of the large number of applicants to law school and the competitive nature of the admissions processes, students with the best chance of admission have a GPA of at least 3.00 and a Law School Admission Test score of at least 600. Students interested in attending law school should take the Law School Admission Test early in their senior year. In-

• Graduate Programs

Counseling

Please refer to page 51.

Socially and Educationally Different

Please refer to page 50.

MA/MS in Interdisciplinary Studies

Please refer to page 51.

Other Careers

formation is available from the Educational Testing Service, Box 944, Princeton, New Jersey 08540.

Air Force ROTC

Instructors: Fletcher, Simpson.

The Air Force Reserve Officers Training Corps two-year advanced course is offered to men and women at OCE in a cooperative program with Willamette University and Linfield College. This voluntary program usually is taken during the junior and senior years, but is open to graduate students. Written and physical examinations are given during the school year prior to entry into the program, and candidates for enlistment must attend a six-week summer training camp before acceptance into the program. Three hours per week of classroom work and one hour per week of ROTC training are required each term. Participants are paid \$100 per month. Scholarships for tuition, laboratory and incidental fees, and a book allowance are awarded on a competitive basis. Qualified cadets may participate in flying instruction which leads to a private pilot's license. A commission of second lieutenant in the U. S. Air Force Reserve is granted upon successful completion of the program.

AS 250 Field Training Unit 6 hours

Field experience in summer military camp. Credits earned are accepted as electives, but will not substitute for courses required for graduation.

AS 300, 301, 302 National Security Forces in Contemporary American Society 3 hours each term

A survey of the nature of international and domestic environments, the strategic requirements for national defense including the forming and implementing of defense policy, and a study of military-civil relations. This course has a student-centered approach which includes individual research, preparation and presentation of papers, lectures, briefings and student-led discussions. Frequent advisory sessions between students and instructor to produce effective student-led class participation. Critiques of student efforts by the instructor.

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; management tools, practices and controls.

Preprofessional Studies

The following one- and two-year programs are designed for students who begin at OCE, planning to finish up later in a professional school on another campus.

The listed courses are those suggested by the deans of professional schools at other institutions, in most cases of the State System of Higher Education.

Students are advised to check carefully through the catalog of the school in which they intend to finish to be certain that their choice of courses will fit into the program which they intend to enter. The OCE Registrar's Office has appointed special advisers in each of the preprofessional areas to help students chart their programs correctly.

Agriculture

First Year

Wr 121 English Composition	3
Mth 101 College Algebra	4
Sp 111 Fundamentals of Speech	3
J 211 Introduction to Mass Communications	3
Ec 201, 202, 203 Principles of Economics	9
Bi 211, 212, 213 Principles of Biology	13
Ch 104, 105, 106 General Chemistry	12
Physical education	3
	<hr/>
	50

Architecture

Admission to schools of architecture is highly competitive and students should be in very early contact with schools of their choice.

First Year

Wr 121 English Composition	3
Social science sequence	9
Literature sequence	9
Mth 101 College Algebra	4
Mth 102 Trigonometry	4
Mth 200 Calculus	4
A 220, 221, 226 Drawing and Composition, and A 222, 228, 229 Design (choose three)	9
HE 151 Personal Health	3
Physical education	3
	<hr/>
	48

Business Administration

First Year

Wr 121 English Composition	3
Literature courses	6
Mth 101 Algebra	4
Mth 102 Trigonometry	4
Mth 200 Calculus	4
Social science sequence	9
Physical education	3
Electives	15
	<hr/>
	50

Second Year

Ec 201, 202, 203 Principles of Economics	9
BA 211, 212, 213 Fundamentals of Accounting	9
Sp 111 Fundamentals of Speech	3

Mth 425 Elements of Statistical Methods	3
Wr 222 English Composition	3
Electives	21
	<hr/>
	48

Business Administration and Technology

First Year

Wr 121 English Composition	3
Science sequence	9-12
Mth 95, 101, 102 Algebra and Trigonometry	12
Ec 201, 202, 203 Principles of Economics	9
Physical education	3
Electives (social sciences recommended)	9-12
	<hr/>
	48

Second Year

Sequence in science	9-12
Mth 200 Calculus	4
BA 211, 212, 213 Fundamentals of Accounting	9
HE 151 Personal Health	3
Electives (social sciences recommended)	20-23
	<hr/>
	48

Engineering

First Year

Wr 121 English Composition	3
Mth 200, 201, 202 Differential and Integral Calculus	12
Ph 201, 202, 203 General Physics	12
Ch 204, 205, 206 General Chemistry	12
Physical education	3
Social science or humanities sequence	9
	<hr/>
	51

Fisheries

First Year

Wr 121 English Composition	3
Mth 101 College Algebra	4
Sp 111 Fundamentals of Speech	3
J 211 Introduction to Mass Communications	3
Ec 201, 202, 203 Principles of Economics	9
Bi 211, 212, 213 Principles of Biology	13
Ch 104, 105, 106 General Chemistry	12
Physical education	3
	<hr/>
	50

Forestry

First Year

Wr 121 English Composition	3
Ch 104, 105, 106 General Chemistry	12
Bi 211, 212, 213 Principles of Biology	13
Mth 101 College Algebra	4
Mth 102 Trigonometry	4
Mth 200 Calculus	4
Physical education	3
Ec 201, 202, 203 Principles of Economics	9
	<hr/>
	52

Geology

First Year

Wr 121 English Composition	3
Ch 104, 105, 106 General Chemistry, or	
Ch 204, 205, 206 General Chemistry	12

G 201, 202, 203 Geology	12
Geog 105, 106, 107 Introductory Geography	9
Mth 101 College Algebra	4
Mth 102 Trigonometry	4
Mth 200 Calculus	4
Physical education	3
—	—
	51

Home Economics

First Year

Wr 121 English Composition	3
Hst 101, 102, 103 History of Western Civilization	9
Ch 104, 105, 106 General Chemistry	12
Sp 111 Fundamentals of Speech	3
A 127 Art Appreciation, or	
A 222 Design I	3
Physical education	3
HE 151 Personal Health	3
Mth 95 Intermediate Algebra	4
Electives from psychology, sociology, literature or	
music	8-9
—	—
	48-49

Industrial Arts Education

First Year

Wr 121 English Composition	3
Sp 111 Fundamentals of Speech	3
Psy 201, 202 General Psychology	6
Social science sequence	9
GS 201, 202, 203 Foundations of Physical Science	12
Mth 95 Intermediate Algebra	4
HE 151 Personal Health	3
Physical education	3
Electives	6
—	—
	49

Journalism

Electives may include courses in journalism. However, the student is cautioned that these credits will be counted in the maximum total of 46 hours of journalism permitted by the national accrediting association of professional journalism schools. Electives may be substituted for the journalism courses in the second year.

First Year

Wr 121 English Composition	3
Sp 111 Fundamentals of Speech	3
Hst 101, 102, 103 History of Western Civilization, or	
Hst 201, 202, 203 United States History	9
Literature sequence	9
Bi 101, 102 General Biology	8
Physical education	3
Electives	12
—	—
	47

Second Year

Wr 222 English Composition	3
J 211 Introduction to Mass Communications	3
J 212 Reporting	3
J 213 Copyediting and Makeup	3
PS 106 Introduction to Political Science	3
PS 201 American National Government	3
PS 202 State and Local Government	3
Social science or psychology sequence	9

Preprofessional Studies 65

Humanities sequence	9
GS 201, 202, 203 Foundations of Physical Science	12
—	—
	51

Microbiology

First Year

Wr 121 English Composition	3
Social science sequence	9
Bi 211, 212, 213 Principles of Biology	13
Ch 204, 205, 206 General Chemistry	12
Physical education	3
Electives	9
—	—
	49

Second Year

Wr 222 English Composition	3
Ch 334, 335, 336 Organic Chemistry	12
Ch 312 Quantitative Analysis	4
Mth 200, 201, 202 Differential and Integral Calculus	12
Bi 221 Introductory Microbiology	4
Bi 432 Immunobiology, or	
Bi 412 General Microbiology	4
Bi 341 Genetics	3
Electives	6
—	—
	48

Physics

First Year

Wr 121 English Composition	3
Ph 201, 202, 203 General Physics	12
Bi 101, 102 General Biology	8
Mth 200, 201 Differential and Integral Calculus	8
Social science sequence	9
Physical education	3
Electives	4
—	—
	47

Second Year

Wr 222 English Composition	3
Ch 204, 205, 206 General Chemistry	12
Mth 202, 203 Differential and Integral Calculus	8
Ph 311, 312 Introduction to Modern Physics	8
Literature sequence	9
Electives	10
—	—
	50

Wildlife

First Year

Wr 121 English Composition	3
Mth 101 College Algebra	4
Sp 111 Fundamentals of Speech	3
J 211 Introduction to Mass Communications	3
Ec 201, 202, 203 Principles of Economics	9
Bi 211, 212, 213 Principles of Biology	13
Ch 104, 105, 106 General Chemistry	12
Physical education	3
—	—
	50

• Graduate Program

MA/MS in Interdisciplinary Studies

Please refer to page 58.

Chairman: Dr. Daniel Cannon

Associate Professors: Cannon, Culbertson, Stone.

Assistant Professors: Casey, Glaeser, Hoskisson, Kirk, J. Mattingly, P. Richardson, R. Richardson, Stobie.

Art Department

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

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

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

The Art Department offers, in addition, a five-year program unique in the State System of Higher Education that prepares the student for teaching art on any level from kindergarten through high school. This program leads to the B.S. degree and the standard norm in art. Upon satisfactory completion of the five-year program the student will be recommended for (1) a basic Oregon teaching certificate qualifying the student as an elementary classroom teacher, (2) a standard general norm as an elementary teacher and a standard norm as a secondary teacher, and (3) a standard subject matter norm in art.

The Art Department also offers a non-degree fifth-year standard norm in art for the secondary teacher.

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

COURSE DESCRIPTIONS

LOWER-DIVISION COURSES

A 120 The Art Idea: Visual Thinking 3 hours

A course designed to aid students with limited background in the visual arts in developing the capability and awareness to think in visual terms. Studio problems requiring aesthetic visual solutions.

A 123 Printmaking: Relief 3 hours

A survey of and studio practice in the expressive and technical principles of relief printing processes. No prerequisite.

A 127 Art Appreciation 3 hours

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

A 207 Visual Learning and Communication 3 hours

The course will investigate the structure of visual communication, its vocabulary, syntax and meaning-making systems. May be taken by non-majors. No prerequisite.

A 208 Printmaking: Serigraphy 3 hours

A survey of and studio practice in the expressive and technical principles of stencil and serigraphic processes. Prerequisite: consent of instructor.

A 209 Printmaking: Intaglio 3 hours

A survey of and studio practice in the expressive use and technical principles of intaglio processes. Prerequisite: consent of instructor.

A 210 Printmaking: Lithography 3 hours

A survey of and studio practice in the expressive use and technical principles of lithographic processes. Prerequisite: consent of instructor.

A 211 Life Drawing I 3 hours

A studio introduction to the structure and form of the figure. No prerequisites.

A 220 Drawing and Composition I 3 hours

A general studio introduction to drawing and composition. Emphasis on line, shape, and texture. No prerequisites. Non-sequential.

A 221 Drawing and Composition II 3 hours

A general studio introduction to drawing and composition. Emphasis on planes, values, and volumes. No prerequisites. Non-sequential.

A 222 Design I 3 hours

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

A 225 Watercolor I 3 hours

Analysis of compositional and technical principles in watercolor painting. Studio practice in still life and landscape, using aqueous media. Prerequisite: consent of instructor.

A 226 Drawing and Composition III 3 hours

A general studio introduction to drawing and composition. Emphasis on form, space, and movement. No prerequisites. Non-sequential.

A 227 Life Drawing II 3 hours

A studio course involving the structure and form of the figure. Prerequisite: consent of instructor.

A 228 Design II 3 hours

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

A 229 Design III 3 hours

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

A 230 Crafts I 3 hours

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

A 231 Crafts II 3 hours

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

A 232 Crafts III 3 hours

A studio exploration in crafts with emphasis on individual design and professional skills related to personal commitments. No prerequisites. Non-sequential.

A 233 Textile Design 3 hours

Articulation of design concepts in textile. Original design production using dying processes. Studio experience in batik, dye painting, tie dye, and other dye techniques, with exploration of combined techniques. Prerequisite: consent of instructor.

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 vision through manipulation of the developed, printed and found abstract image. Experiences in the many forms motion and time take as they relate to vision and consciousness. Prerequisite: Photography (Ph 161) recommended.

A 241 Light Image II 3 hours

Continued studio and laboratory involvement designed to extend vision through manipulation of the developed, printed and found abstract image. Prerequisite: consent of instructor.

A 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 survey of art history beginning with early Renaissance and continuing through rococo art. No prerequisites. Non-sequential.

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. Nontechnical glaze composition, kiln stacking and firing. Prerequisite: A 254.

A 256 Weaving: Non-Loom 3 hours

Studio introduction to handweaving. Emphasis on design consideration in weaving. Survey of current trends in weaving. Study of basic principles, weaves, and processes. Preparation of a variety of looms. Prerequisite: consent of instructor.

A 257 Weaving: Loom 3 hours

Weaving design. Fabric construction with studio practice in weaving on multiple harness table and floor looms. Study of fibers and pattern.

A 258 Mixed Media I 3 hours

An introduction to mixed media as an expressive visual form. Studio practice in the use of a variety of homogeneous and heterogeneous materials in the execution of two and three dimensional work. Prerequisite: consent of instructor.

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 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: consent of instructor.

A 280 Painting I 3 hours

A survey of expressive and technical principles in painting. Studio practice in still life and landscape, using oil and related media. Prerequisite: consent of instructor.

A 281 Painting II 3 hours

A survey of expressive and technical principles in painting. Studio practice in still life and landscape, using oil and related media. Prerequisite: consent of instructor.

A 282 Painting III 3 hours

A survey of expressive and technical principles in painting. Studio practice in still life and landscape, using oil and related media. Prerequisite: consent of instructor.

A 291 Sculpture I 3 hours

Basic approaches. Introductory experiences in three principle sculptural approaches: modeling, carving and construction. Study of the physical characteristics of materials used in sculpture. No prerequisite.

A 292 Sculpture II 3 hours

Direct carving. Basic sculptural experiences and use of sculpture tools. Emphasis on the subtractive method. Wood and stone as primary media. Prerequisite: consent of instructor.

UPPER-DIVISION COURSES

A 308 Advanced Printmaking: Serigraphy 3 hours

Advanced study in theoretical and study practice in serigraphic and stencil processes. Prerequisite: lower division work in printmaking.

A 309 Advanced Printmaking: Intaglio 3 hours

A survey of and studio practice in the expressive use and technical principles of intaglio processes. Prerequisites: lower division printmaking.

A 310 Advanced Printmaking: Lithography 3 hours

A survey of and studio practice in the expressive use and technical principles of planographic (lithographic) processes. Prerequisites: lower division printmaking.

A 312 Advanced Crafts 3 hours

Advanced creative work in selected craft media. Emphasis on considerations related to the exterior environment. Prerequisites: lower division crafts.

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. Prerequisite: consent of instructor.

A 316 Jewelry II 3 hours

Metal design and construction involving hand processes of raising, forging, and casting with silver and other metals. Prerequisite: consent of instructor.

A 317 Advanced Drawing—Life 3-6 hours

Advanced study of anatomical structure and form. Life drawing as a means of graphic communication. Prerequisites: 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. Prerequisite: lower division ceramics.

A 320 Advanced Crafts 3 hours

Advanced creative work in selected crafts media. Emphasis on consideration related to the interior environment. Prerequisites: lower division crafts.

A 321 Advanced Drawing 3 hours

Advanced study of technique and composition in graphic expression. Prerequisite: lower division drawing.

A 322 Advanced Design 3 hours

Advanced study of design theory with studio practice. Emphasis on three-dimensional exploration. Prerequisites: lower division design.

A 323 Art Education (Elementary) 3 hours

A survey of art education for prospective elementary teachers. Studio experience in painting, design, and crafts, integrated with art theory, appreciation, and philosophy. Prerequisites: art appreciation, art studio and junior 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. Prerequisite: consent of instructor.

A 330 Advanced Design 3 hours

Advanced study of design theory with studio practice. Emphasis on two dimensional exploration. Prerequisites: 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. Prerequisite: 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. Prerequisite: lower division textiles.

A 337 Advanced Painting 3 hours

Advanced study in composition. Individual work in selected media. Prerequisites: lower division painting.

A 338 Advanced Painting 3 hours

Advanced study in composition. Individual work in selected media. Prerequisite: lower division painting.

A 339 Advanced Painting 3 hours

Advanced study in composition. Individual work in selected media. Prerequisites: lower division painting.

A 343 Jewelry III 3 hours

Advanced study in jewelry design, analysis of design trends, individual exploration and projects. Prerequisite: consent of instructor.

A 351 Advanced Drawing 3-6 hours

Advanced study of technique and composition in graphic expression. Prerequisites: lower division drawing. May be repeated once for credit.

A 352 Environmental Design I 3 hours

Study of interior and exterior aspects of manmade environment. Emphasis is on contemporary problems and trends in architecture, interior and landscape design. Development of practical means of planning and designing. Prerequisite: consent of instructor.

A 354 Advanced Ceramics 3 hours

Advanced study in ceramic art. Individual projects in selected ceramic areas. Prerequisites: lower division ceramic.

A 356 Advanced Weaving 3 hours

Studio practice extending the study of weaving as an art form. Development of pattern and dimension in weaving. Emphasis on design considerations and personal skills. Prerequisite: lower division weaving.

A 357 Modern Art History I 3 hours

A survey of modern art history beginning with abstract art and continuing through art today. For majors and non-majors.

A 358 Advanced Mixed Media 3 hours

Advanced study in selected areas of mixed media. Prerequisite: consent of instructor.

A 359 Modern Art History II 3 hours

A course designed to explore contemporary developments in art with an emphasis on two-dimensional explorations. For majors and non-majors.

A 361 Lettering and Layout 3 hours

Experience in brush, pen and built alphabet styles as they relate to layout and reproduction of the graphic image.

**A 407 Seminar Terms and hours to be arranged
Maximum credit: 9 hours****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: lower division ceramics.

A 449 Advanced Crafts 3 hours

Advanced creative work in selected craft media. Emphasis on considerations related to personal concomitants. Prerequisites: 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 456 Advanced Weaving 3 hours

Advanced study in weaving art. Individual projects in selected weaving areas. Prerequisite: lower division weaving.

A 485 Foundations of Aesthetic Education 3 hours

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

A 486 The Artistic Development of the Child 3 hours

Designed to introduce students to the child's artistic development as seen in the light of research in the behavioral sciences. Prerequisite: consent of instructor.

A 487 Curriculum Theory in Art Education 3 hours

Analysis of current curriculum theories and their application to curriculum construction in art education. Prerequisite: consent of instructor.

A 490 Advanced Sculpture: Life 3 hours

Life sculpture; armature construction, clay modeling and casting experience as they relate to volume studies of the human anatomy.

A 700 (p) In-Service Education**Fine Arts****FA 101, 102, 103 A Correlated Study of the Arts 3 hours each term**

The development of means for perceiving, analyzing and evaluating the arts through readings and lecture-discussion. Emphasis on relationships among various arts (music, drama, painting, film, sculpture, architecture, dance, etc.) is sought through various field experiences. Instruction is shared by the Art, Humanities and Music departments.

Chairman: Dr. Donald H. Duncan

Professors: Berg, Brody, Burke, Cummins, W. R. Davis, Duncan, Fahey, J. Garrison, Gengler, Glogau, Kershner, F. Mattingly, Hiatt, P. Jensen, A. Knuth, A. W. Miller, Mill-sap, Myers, Rowland, Walking Bull, Yost, B. Young.

Associate Professors: Albritton, Darby, Drexler, Ellingson, Girod, Herzog, House, Hoyer, Koch, McFadden, O'Brien, Satterwhite, Scott, R. Walker, E. Young.

Assistant Professors: Addison, Austin, Bourne, Brownlow, Calkin, Ferguson, Forcier, Geil, Harp, Holdt, R. Jensen, J. Keeseey, M. Keeseey, Kirk, Lacock, Lemke, Lucas, Lund, Mason, Miles, W. Moore, Morgali, Nance,

Ogan, Osborne, Peck, Redsun, Savicki, C. Smith, Todd, Tyler, Utz, Warnath.

Instructors: Beier, Cavender, Freeburg, P. Gallagher, S. Garrison, J. Jensen, Mallon, Monson, R. Nelson, Olsen, Perkins, Pratt, Reiersen, Simpson, Steward, Thompson, Ward, N. Young.

Education and Psychology

The Education and Psychology Department provides the professional education courses for students majoring in elementary, secondary and special education. It also is responsible for instruction in psychology of students majoring in other areas, including the psychological studies major.

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

Instruction related to the work in which teachers will need to be competent is emphasized. The department has organized block-of-time, team teaching course patterns, coupled with field experiences, which provide the student with contacts with children at the sophomore, junior and senior levels prior to student teaching. The American Association of Colleges for Teacher Education awarded the OCE elementary education program the Distinguished Achievement Award for Excellence in Teaching in 1974 as the best teacher education program in the nation.

COURSE DESCRIPTIONS

Education

LOWER-DIVISION COURSES

Ed 111 Contemporary Education 2 hours

Exploration of trends and educational practices in today's schools.

Ed 200 Introduction to Careers in Special Education 2 hours

Review and survey of career opportunities in special education. Students will survey and study areas, visit facilities and meet persons in service to the handicapped in order to more appropriately make career choices in special education.

UPPER-DIVISION COURSES

Ed 311 Historical Foundations of Education 1 hour

Historical and philosophical backgrounds of American education to assist in the development of understandings and interpretation of present-day educational issues.

Ed 336 Methods in Teaching a Foreign Language 3 hours

A course designed to stress the theory of learning; the preparation of materials for use in the language classroom, and practice in the use of these materials. The methods taught are to involve the beginning stages to the advanced levels of language learning. Students will become familiar with the state adopted texts and the techniques of using these effectively.

Ed 344 Physical Education in the Grades 3 hours

Theory and practice in rhythm; group and folk dancing; stunts, games, self-testing activities, tumbling; materials; planning and evaluating programs with references to basic principles of physical education for elementary and secondary teachers.

Ed 351 School Health Program 3 hours

Teaching of health education with emphasis on health knowledge, health attitudes and health habits of school children, and the development of a health service program. Special study of the state health education program. Prerequisite: Bi 101, 102.

Ed 357 Methods and Materials: Reading 3 hours

Techniques and methods of teaching for elementary teachers with particular attention to the development of reading at various levels. Opportunities for observing children. Prerequisite: Ed 316, or consent of instructor.

Ed 358 Methods and Materials: Language Arts and Social Science 3 hours

Study of the child throughout his experiences in the elementary school as organized around the language arts and social studies. Observation of children and teaching methods. Prerequisite: Ed 316, or consent of instructor.

Ed 359 Methods and Materials: Science and Mathematics 3 hours

Modern methods of instruction at the elementary school level, based upon recent research and writing. The meaning theory in the teaching of arithmetic and problem approach to the teaching of science. Observation of children and teaching methods. Prerequisite: Ed 316, or consent of instructor.

Ed 361, 362 Learning and Instruction in the Elementary Schools 9 hours each term

A laboratory type course designed to integrate the competencies essential for elementary school teaching; the nature of learning; evaluation techniques for child study and their application in the classroom; the techniques of classroom

instruction in the elementary school with emphasis on observation planning, supervised presentation and evaluation of learning experiences in the areas of reading, language arts, social studies, science and mathematics. Planned, sequential laboratory experiences in elementary school classrooms and audio-visual laboratory.

Ed 363 Learning and Instruction in Intermediate and Secondary School (Grades 5-12) 11 hours

This course integrates the fundamentals of educational psychology and teaching methods and procedures with a field experience in a select public school setting. Content includes (1) historical, cultural and psychological foundations, (2) teachers' legal rights and responsibilities, (3) assessment of students' skills and characteristics, (4) development of instructional goals and objectives, (5) teaching strategies and classroom management, and (6) measurement and evaluation of student and teacher performance.

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 techniques of learning and presenting the story; study and selection of literature appropriate for oral presentation to children of all ages.

Ed 393 Speech Correction in the Schools 3 hours

An introductory study of speech disorders which will enable the classroom teacher to better understand the problems of speech handicapped school children.

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 sciences, the humanities, the sciences and the mathematics programs at the secondary level, including objectives, methods, materials and equipment characteristic of a good instructional program. Prerequisite: consent of instructor.

Ed 409 Practicum 1-9 hours

Counseling	The Mentally Retarded
Remedial Reading	The Deaf

Ed 410 Methods and Research Materials (G) 3 hours each term. 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 mathematics. Emphasis for graduate students will be placed upon recent research and literature dealing with instructional materials, methods and facilities, including the completion of a special project. E indicates elementary level; S indicates secondary level.

Ed 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; summer practicums in pre-school and elementary education; practicums in addition to student teaching in subject matter areas to meet certification requirements. Students limited to six hours of Ed 412 or Psy 412 or a combination of both.

Ed 413 Student Teaching 3-15 hours

Observing and teaching under the direction of a supervising teacher; opportunity for assuming direct responsibility

for the learning activities of children or youth; developing skill in the techniques of teaching and classroom management; participation in the life of the school. Full-time student teaching (15 hours) also will include a seminar with specific topics and times arranged by the college supervisor. Admission by application only.

Ed 418 Intern Teaching: Elementary 12 hours

Ed 419 Intern Teaching: Secondary 12 hours

Ed 424 Measurement in Education (G) 3 hours

Use and interpretation of informal and standardized tests as supervisory and guidance instruments for the diagnosis, analysis, evaluation and improvements of instruction in the elementary and secondary schools. Test planning, item writing, essay testing, administration and scoring, analysis of scores and grade assignment. Simple statistics of test interpretation. Prerequisite: Ed 316, or consent of instructor.

Ed 433 Organization and Practices in the Instructional Materials Center (G) 3 hours

The organization and administration of resource materials centers; acquisition of materials, cataloguing 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 classroom films, slides, radio, electrical transcriptions and other kindred visual and auditory aids in teaching; sources and appraisals of audio-visual aids materials, and their practical use.

Ed 437 Teaching Reading in the Primary Grades (G) 3 hours

Study of techniques and research appropriate to teaching reading in the lower grades of elementary school; emphasis on interrelationship of language arts; readiness; individual differences; word recognition skills; oral reading; evaluation of reading materials and reading progress; new trends in teaching reading. Prerequisite: Ed 357 or Ed 361.

Ed 438 Teaching Reading in the Intermediate Grades (G) 3 hours

Study of techniques and research appropriate to teaching reading in the intermediate and upper grades of elementary school; emphasis on extending word recognition and vocabulary; comprehension; work-study skills; individual differences; grouping practices; individual readings; importance of recreational reading and improvement of reading tastes; evaluation of reading growth; new trends and materials in teaching reading. Prerequisite: Ed 357 or Ed 361.

Ed 444 Medical Aspects in Special Education (G) 3 hours

Medical terminology; etiology of those defects and disorders which necessitate special education for children: genetic disorders, neurologic dysfunction, sensory defects, endocrine disorders, psychiatric disorders, birth defects and accidents. Agencies and professions which provide services to handicapped children.

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 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 456 Extended Curriculum for the Mentally Retarded (G) 3 hours

An examination of the curricular areas of homemaking, arts and crafts, physical education and recreation, music, work experience program and assorted other areas in planning programs for the mentally retarded.

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 459 Curriculum in Early Childhood Education (G) 5 hours

A detailed examination of early childhood curricula, including an emphasis on diagnostic-prescriptive techniques, methods and materials; involvement of parents, aides and volunteers; community resources; and implementation of the curricula.

Ed 464 Introduction to Mental Retardation (G) 3 hours

The psychology, education and guidance of the mentally retarded child.

Ed 465 Diagnostic and Remedial Techniques in the Basic Skills (G) 3 hours

Diagnostic, remedial and corrective techniques in basic school subjects (exclusive of reading).

Ed 468 Diagnostic and Remedial Techniques in Reading (G) 3 hours

For experienced teachers: the typical causes of difficulty in reading; evaluation of procedures to be used in remedial classes. Lectures, demonstrations, readings and case studies. Prerequisite: consent of instructor.

Ed 469 Teaching Reading to Obtain Secondary Content Objectives (G) 3 hours

Principles of reading; nature and scope of reading in the secondary schools; efficient reading methods to support content objectives. This course deals with the enhancement of students' writing skills as they complement reading and general teaching objectives. Students will (1) become aware of the nature of secondary students' reading problems and potentials, (2) assess reading material and their students' reading abilities, (3) use and prescribe specific activities essential for learning and recall through the use of printed material, (4) use and prescribe tools of reading: skimming,

72 Education Courses

scanning, profounding and rereading, (5) write lesson plans which clearly illustrate the use of reading as an effective supporting device, and (6) assess and prescribe for individual reading differences.

Ed 470 Education of the Exceptional Child (G) 3 hours

Orientation to the psychology and education of the mentally handicapped, the gifted, the speech and hearing impaired, the disturbed and the physically handicapped.

Ed 471 The Classroom Teacher-Counselor (G) 3 hours

This course focuses on the classroom teacher's obligations and opportunities for guiding and counseling students in academic and personal areas. It acquaints the teacher with the varied needs and characteristics of children and adolescents, basic concepts and techniques of group and individual counseling and guidance, and means of incorporating these factors in a practical, functional classroom program. Particular emphasis is placed on the interrelationships of the classroom counselor with staff associates, parents and other specialized resource personnel. The awareness and exploratory aspects of occupations and career decision-making also are stressed.

Ed 472 Instructional Materials in Reading and Basic Skills (G) 3 hours

An introduction to instructional materials utilized in the teaching of reading and basic skills for the classroom teacher; criteria for the selection of books, materials and machines; cognitive and affective considerations; budgeting-purchasing considerations; IMC and ASEIMC systems; methods of analytic, linguistic, synthetic analysis.

Ed 473 Identification of Learning Problems in the Classroom (G) 3 hours

This course is designed to help the classroom teacher identify and assist children with learning problems in the basic skills. Areas of emphasis include social maturity, mental ability, and achievement assessment techniques; auditory and language development; visual-perceptual-motor development; and bilingual-bicultural concerns. Referral and helping profession agencies will be considered.

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) 1-9 hours

Techniques for facilitating individual interviews with deaf clients and students. Intensive training and practice in manual communication. Students are assigned to sections according

to entry level skills after consultation with the instructor. May be repeated for a maximum of 9 hours.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) or (g) 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	Educational Media
Remedial Reading	Multiple Handicapped
The Mentally Retarded	Early Childhood
The Deaf	Basic Skills
Supervision	

Ed 510 Skills and Techniques of Supervision 3 hours

The supervisory process; group and individual processes and techniques; analysis of supervisory problems.

Ed 512 Research Procedures in Education 3 hours

Methods, techniques and tools of research. Critical analysis of sample research studies and development of criteria and methods for conducting research. Techniques of reading research and writing reports and articles for professional journals.

Ed 513 Evaluation of Classroom Instruction 3 hours

Application of criteria for self-evaluation by individual teachers. Observation of effective teaching in the laboratory school. Analysis of research relating to teaching and discussion methods, group dynamics and the evaluation of individual teaching.

Ed 515 Extreme Learning Problems in Basic Skills 3 hours

Advanced case study techniques for diagnosing learning problems in basic skills (exclusive of reading), prescribing remedial approaches and monitoring procedures to determine student progress.

Ed 516 Extreme Learning Problems in Reading 3 hours

Advanced case study techniques for diagnosing learning problems in reading, prescribing remedial approaches and monitoring procedures to determine student progress.

Ed 519 Contemporary Developments in Early Childhood Education 3 hours

An examination of recent research and developments in the area of early childhood education and the application of these developments in a variety of programs for young children. Includes studies of how children learn, curriculum development, method and administrative organization.

Ed 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 progression 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 uses. 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; principals of administration, staff relationships, public relations and professional growth; business administration; administration of guidance services, curriculum and school activities; evaluation of the secondary school.

Ed 528 Educational Diagnosis and Prescription: Precademic 3 hours

Examination of and practice in diagnostic techniques in the non-academic skill areas. Includes motor, perceptual, linguistic, cognitive and social skill areas. Emphasis is on early identification of potential learning problems and preventive through use of prescriptive techniques.

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

Mathematics, social studies, art and science on the elementary and pre-school levels of teaching the deaf. The use of audio-visual aids and other instructional devices.

Ed 543 Teaching Secondary School Subjects to the Deaf 3 hours

Mathematics, social studies and science on the intermediate and advanced levels. The use of audio-visual aids and other instructional devices.

Ed 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 and Communication to the Deaf 3-5 hours

Orientation to sequential development of language and speech by normal and hearing-impaired children. Techniques for facilitating communication with the deaf are developed, indicating practice in manual communication.

Ed 557 Teaching Language to the Elementary Deaf Child 3-4 hours

Specialized systems of teaching language to elementary deaf children. Presentation and development of techniques and materials used in teaching language to deaf children at the elementary level.

Ed 559 Evaluation of Secondary School Programs 3 hours

Examination of instruments of evaluation to identify quality characteristics of secondary schools. Emphasis will be placed on the evaluative criteria by the National Study of Secondary School Evaluation.

Ed 560 Teaching Language to the Secondary Deaf Student 3-4 hours

Specialized systems of teaching language to secondary deaf pupils. Presentation and development of techniques and materials used in teaching language to deaf pupils at the secondary level.

Ed 564 Self-Instructional Systems and Audio-Tutorial Instruction 3 hours

A graduate seminar on the design and administration of self-instructional systems and audio-tutorial techniques. Media development and mediaware selection will be considered; programs in operation will be examined.

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 569 Advanced Reading Instruction 3 hours

Emphasis is on the student's acquisition of advanced skills in the practical application of the basic principles of reading instruction. The course develops an awareness of secondary school problem areas in reading via guided practice in the assessment of student deficiencies; practice in the prescription of reading methods and materials to meet student needs in content fields.

Ed 571 Junior High School Curriculum 3 hours

A study of the junior high school curriculum with an emphasis on programs appropriate to needs of the early adolescent years; objectives; essentials of a good program; varying curriculum practices and organizational patterns; emphasis on the subject fields; evaluation of junior high school curriculum.

74 Education, Psychology

Ed 572 Instructional Materials for the Extreme Learning Problem Specialist 3 hours

Utilizing instructional information, skill file and retrieval systems; criteria for selecting books, instructional materials and machines; case study processes involved in prescriptive selection of instructional materials; cognitive and affective considerations; methodological comparison and analysis of analytic, linguistic, synthetic; budgeting-purchasing consideration.

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 Elementary Deaf Child 4 hours

Presentation of specialized systems for teaching speech to elementary deaf children. Included is differentiating characteristics of vowels and consonant sounds and techniques for developing these sounds in elementary deaf children. Goals and materials for speech development and speech correction for deaf and hearing-impaired children. Laboratory experience with elementary deaf children is a component.

Ed 579 Teaching Speech to the Secondary Deaf Student 4 hours

Presentation of specialized systems for teaching speech to secondary deaf students. Included is differentiating characteristics of vowel and consonant sounds and techniques for developing and correcting these sounds in secondary deaf students. Goals and materials for speech development and speech correction for secondary hearing-impaired students. Laboratory experience with secondary deaf students is a component.

Ed 580 Parent, Teacher, Child, Community Relations 3 hours

Parent-teacher conferencing and interviewing techniques; utilizing parents as educational resources; developing teacher-aide relationships; utilizing community agencies; involves demonstrations and observations.

Ed 583 The Preschool Deaf Child 3 hours

Development and organization of learning experiences in nursery and preschool programs for deaf children. Emphasis on the development of communication skills and the social and emotional maturation of very young deaf children. Laboratory experiences with deaf children.

Ed 584 Orientation to the Deaf and Hard of Hearing 3 hours

Introduction to the psychological, social, medical, educational and vocational problems of the deaf and hard of hearing.

Ed 585 Administration of Special Education 3 hours

Organization and administration of special education programs. Laws, rules and regulations governing the administration of special education programs in Oregon school districts.

Ed 590 Guidance and Counseling of the Deaf 3 hours

Orientation to the effects of early profound deafness. Evaluation of psychological, social and vocational implications of deafness. Utilization of psychological tests and measurements with the deaf. Special counseling techniques, demonstrations and practice.

Ed 597 Psychology of Reading 3 hours

An advanced course in the teaching of reading at elementary and secondary levels. Fundamental nature of the reading process; principles of growth, adjustment and learning basic to reading achievement; psychological foundations

of methods of reading instruction. Prerequisite: Ed 357 or its equivalent, or consent of the instructor.

Ed 700 (p) In-Service Education

Psychology

LOWER-DIVISION COURSES

Psy 201, 202, 203 General Psychology 3 hours each term

The study of behavior, processes of learning, perception, motivation, research methodology and common modes of resulting individual and social behavior and the individual in society.

Psy 205 Applied Psychology 3 hours

Applications of psychological facts and principles in such fields as education, industry, business, psychotherapy and community relations. Prerequisite: Psy 201, 202, 203 or equivalent.

Psy 225 Introduction to Developmental Psychology 2-4 hours

Introduction to the processes of human development during the first two decades of life and the processes of learning, with attention to school applications. Designed to provide a basic cognitive foundation in the science of psychology for students entering the teacher education program.

Psy 226 Introduction to Group Processes 2-4 hours

An opportunity for the student to examine his social communication skills and other interpersonal behavior. The effects of one's behavior on other individuals are emphasized. A personal application of theories and concepts of small group interaction.

Psy 227 Field Experience in the Helping Professions 1-4 hours

Observation and participation in the developmental, learning and social interaction aspects of the various helping professions that offer social services to the public. The student is encouraged to examine his personal propensities in the light of professional roles observed in the field setting.

UPPER-DIVISION COURSES

Psy 311 Developmental Psychology 6 hours

A general survey of human development from conception through the entire life span. Emphasizes the personal meaning of development and the application of developmental principles to child rearing, teaching and other social services. Provides opportunity for group interaction and field experiences as they relate to the psychological literature. Prerequisite: General Psychology or equivalent.

Psy 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: General Psychology or equivalent.

Psy 328 Mental Health 3 hours

An introduction to various conceptual models and related practices utilized in the maintenance and restoration of adaptive psychological functioning. Prerequisite: General Psychology or equivalent.

Psy 334 Social Psychology 3 hours

The individual in society, with special reference to the role of group behavior and social organization in the shaping of personality; analysis of socialization, individualization and deviation. Not open to students who have completed Soc 334. Prerequisite: General Psychology or equivalent.

Psy 349 Introduction to Behavior Modification 3 hours

Selected topics on the experimental and theoretical bases of behavior modification techniques and an exploration of practical applications. Prerequisite: General Psychology or equivalent.

Psy 406 Special Individual Studies Terms and hours to be arranged

Designed for individual or special studies in a defined area of interest under the guidance of a designated faculty member.

Psy 407 Seminar Terms and hours to be arranged**Psy 409 Practicum 1-6 hours**

An experience with psychological principles in action. A practical application and demonstration of psychological concepts and techniques. Prerequisite: consent of instructor required; 24 hours of psychology recommended.

Psy 423 Interviewing and Case Study Procedures (G) 3 hours

The application of psychological knowledge to procedures in the case study; techniques of information gathering; evaluation of case information; case study reporting. Introduction to interviewing techniques. Prerequisite: 3 or more hours of 300-level psychology or consent of instructor.

Psy 435 Theories of Personality (G) 3 hours

Major theories of personality development and function. Prerequisite: 3 or more hours of 300-level psychology or consent of instructor.

Psy 437 Advanced Social Psychology (G) 3 hours

Deals with the relation of the individual to his social environment, especially in his participation in interpersonal relations and in small groups; social perception and motivation; group roles and attitude change. Prerequisite: 3 or more hours of 300-level psychology or consent of instructor. Psy 334 or Soc 334 preferred.

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. Prerequisite: 3 or more hours of 300 level psychology or consent of instructor.

Psy 443 Group Processes (G) 3 hours

Analysis of the basic psychological dynamics of group interactions; principles and techniques; characteristics of effective groups and effective leadership; application to the classroom, and to youth and adult groups in community setting. Prerequisite: 3 or more hours of 300 level psychology or consent of instructor.

Psy 450 Abnormal Psychology (G) 3 hours

Various forms of unusual behavior, including anxiety states, hysteria, hypnotic phenomena and psychoses. Normal motives and adjustment. Mechanisms considered in their exaggerations in the so-called neurotic person. Prerequisite: 3 or more hours of 300 level psychology or consent of instructor.

Psy 460 Advanced Developmental Psychology (G) 3 hours

An emphasis on current developmental theories and research. Theories dealing with various developmental phenomena will be compared and integrated where appropriate. Recommended prerequisite: Psy 311 (6 hours) or graduate standing.

Psy 461 Selected Developmental Issues (G) 3 hours

Topics may include at different times: gerontology, development in middle adulthood, sex role development, psychosexual development and other topics of interest to students

and faculty. May be repeated under different subtitles. Prerequisite: 3 or more hours of 300-level psychology or consent of instructor (not considered appropriate for the foundation core for the master's degree).

Psy 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. Prerequisite: 3 or more hours of 300-level psychology or 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. Prerequisite: 3 or more hours of 300-level psychology or consent of instructor.

Psy 467 Quantitative Methods in Psychology (G) 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 468 Research Methods in Human Behavior (G) 3 hours

Application of basic concepts of probability and statistics to psychological problems. Use of probability theory in psychological theory construction; application of multivariate method; design of experiments in psychology. Prerequisite: Psy 467 or equivalent.

Psy 472 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. Recommended prerequisite: 3 or more hours of 300 level psychology or consent of instructor.

Psy 490 Psychology of Learning 3 hours

Survey of fundamental concepts of conditioning, rate learning, discrimination, problem solving, memory and motor skill. Major theories of learning and related experimental literature. Recommended prerequisite: 3 or more hours of 300 level psychology or consent of instructor.

Psy 492 Psychology of Perception (G) 3 hours

A survey of types sensory stimulation and their measurement as well as more integrated forms of perceptual experience. A description of psychophysical and psychosocial methods. A presentation of selected theoretical contributions. The major emphasis will be on an opportunity to utilize perceptual principles in such applied settings as speech correction, media and applied psychological work. Prerequisite: 3 or more hours of 300-level psychology or consent of instructor.

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 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. Experi-

76 Psychology Courses

mentation and research underlying these theories applied to modern educational practices. Includes learning theory and practices at all age levels through adulthood. Prerequisite: 12-15 hours of psychology, including learning or behavior modification, or consent of instructor.

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. Prerequisite: 12-15 hours of psychology, including learning or behavior modification, or consent of instructor.

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 are introduced. Prerequisite: Psy 523 and Psy 524.

Psy 532 Advanced Behavior Modification 3 hours

Experimental and theoretical foundations of a variety of behavior modification techniques such as operant conditioning, contingency contracting, systematic desensitization, modeling, self-management, aversive therapy, token economics and others. In addition, opportunity will be available for practical applications of such techniques. A study of the role of cognitive variables in behavior modifications will be included. Prerequisite: 12-15 hours of psychology, including learning or behavior modification, or consent of instructor.

Psy 533 Group Psychology 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: 12-15 hours of psychology, including basic statistics, or consent of instructor.

Psy 540 Learning: Linguistic and Cognitive 2-3 hours

An examination of processes of language and cognitive learning on children and the factors influencing these processes. Prerequisite: 12-15 hours of psychology, including learning or behavior modification, or consent of instructor.

Psy 547 Learning: Social 2-3 hours

An examination of the processes of social-emotional learning in children and the factors influencing these processes. Prerequisite: 12-15 hours of psychology, including learning or behavior modification, or consent of instructor.

Psy 594 Psychology of Communication 3 hours

The nature, origin and purposes of speech and the basic psychological principles involved in the communicative process. Prerequisite: consent of instructor.

Speech Pathology and Audiology

UPPER-DIVISION COURSES

SPA 370 Phonetics 3 hours

A study of the phonetic symbols which represent the sounds of the English language. The production and physical aspects will be discussed briefly.

SPA 371 Speech Science 3 hours

An introductory study of the anatomy and physiology of the speech and hearing mechanisms which include respiration, phonation, articulation, the ear and hearing and the nervous system.

SPA 407 Seminar 3 hours

SPA 409 Practicum: Speech Pathology 1-9 hours

SPA 409 Practicum: Audiology 1-9 hours

SPA 478 Diagnostic Methods in Speech and Language Pathology (g) 3 hours

Principles and methods in the appraisal and diagnosis of speech and language disorders. Observation of clinic diagnostic sessions and the administration of a variety of tests and procedures are required.

SPA 480 Speech Pathology and Audiology (Introduction) (g) 3 hours

Fundamental principles in speech and language pathology and audiology; symptoms, etiology, assessment and therapy.

SPA 481 Speech Pathology: Articulation (g) 3 hours

Symptoms, etiology and treatment of articulation disorders and delayed speech. Prerequisite: SPA 480.

SPA 482 Speech Pathology: Organic (g) 3 hours

Symptoms, etiology and treatment of speech disorders due to congenital malformation, injury, or neurological impairment. Prerequisite: SPA 480.

SPA 483 Speech Pathology: Stuttering (g) 3 hours

Symptoms, etiology and treatment of stuttering with emphasis on the management of stuttering in school-age children. Prerequisite: SPA 480.

SPA 484 Introduction to Clinical Speech Therapy (g) 2 hours.

A study of articulation and language, the theories and procedures of each. The planning and writing of reports: some clinical interaction is included. Prerequisites: SPA 370, 371 and Ed 393 or SPA 480, or consent of instructor.

SPA 485, 486 Clinical Speech Pathology (g) 2 hours each term

Actual clinical experience for student clinicians who are responsible for planning, treatment and progress reports of speech, language or hearing impaired children and adults. Prerequisites: SPA 484 and 481.

SPA 487 Audiology: The Auditory System and Auditory Disorders (g) 3 hours

Anatomy of the ear, nose and throat; neuroanatomy of the auditory pathways; physical and acoustic attributes of sound, types and etiologies of hearing impairments. Basic orientation and audiology. Prerequisite: SPA 370 and 371 or equivalent, or consent of instructor.

SPA 488 Audiology: Hearing Testing (g) 3 hours

Methods and techniques involved in identification, audiometry, administration of basic pure tone and speech audiological tests and interpretation of results. Prerequisites: SPA 370, 371 and 487, or consent of instructor.

SPA 489 Speech Reading and Auditory Training (g) 4 hours

Principles and techniques of teaching lip-reading, including Nitchie, Jena, Kinzie, Muller-Wale, and others. Techniques and principles of auditory training.

Chairman: Dr. Robert Livingston

Professors: Burke, Lautenbach, Livingston, McArthur.

Associate Professor: Hein.

Assistant Professors: Brewer, Brownlow, Caligore, G. Davis, Krey, McCullough, J. Rice, Shollenberger, Ev. Smith, Spinass.

Instructors: McMackin, O'Neill.

Health, Physical Education & Athletics

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 credit hours in courses which provide skills, attitudes and knowledge 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.

COURSE DESCRIPTIONS

Health

LOWER-DIVISION COURSES

HE 151 Personal Health 3 hours

Basic scientific knowledge for healthful living; relation of the health of individuals to family and community welfare and to national vitality and progress; fundamental factors involved in intelligent living.

HE 252 First Aid 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.

HE 427 Introduction to Community and Public Health 2 hours

Nature and principles and growth of community and public health; vital statistics; consumer health; functions of voluntary and governmental health organizations and health education in Oregon public schools; special emphasis on teaching in public schools.

HE 434 Communicable, Degenerative and Chronic Diseases 3 hours

Modern concepts of diseases, prevention and control of diseases; characteristics of common communicable diseases; chronic disease problems; specific chronic diseases and programs of prevention and control.

HE 462 Health in Society 3 hours

An analysis of current health issues, including drug education; an understanding of man's ecology and man's interaction to society; and the impact of political, psychological, sociological and economic factors on human health.

Physical Education

Requirements. Students majoring in elementary education are required to take six activity courses selected from at least four areas, three of which must be Basic Rhythms (111), Gymnastics and Self-Testing (112), Games and Relays (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, apparatus, 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, jogging, self-defense, conditioning, paddle ball.

78 Physical Education

PE 115, 215 Team Sports

Baseball for men, basketball, football for men, games and relays, field hockey for women, field sports (soccer, speedball, touch football, field handball), softball, volleyball.

PE 100P/200P Professional Physical Education Activity Courses 1 hour

Instruction is given in methods of teaching the activities listed. PE 111P Basic Rhythms, Folk and Square Dance, Social or Modern Dance; PE 213P Intermediate Swimming; PE 214P Archery, Badminton, Bowling, Golf, Recreational Games, Tennis, Track and Field, Wrestling (M); PE 115P Basketball, Hockey (W), Field Sports (soccer, speedball, touch football, field handball), Softball or Baseball, Volleyball.

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 310 Motor Development and Learning 3 hours

An examination of motor development in childhood and adolescence; analyzing theories and concepts applicable to motor learning and the teaching of motor skills.

PE 336 Outdoor Education Leadership 3 hours

Backgrounds and trends of the camping and outdoor education movement; includes brief study of related programs such as Girl and Boy Scouts, Camp Fire 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 procedure, 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. Prerequisite: activity course in gymnastics.

PE 362 Tennis Coaching 2 hours

Demonstration and discussion of fundamentals, individual skills, methods of instruction, philosophy of coaching and management of matches. Prerequisite: activity course in tennis.

PE 363 Golf Coaching 2 hours

Demonstration and discussion of the fundamentals, individual skills, methods of instruction, philosophy of coaching and management of matches. Prerequisite: activity course in golf.

PE 364 Swimming and Diving Coaching 2 hours

Demonstration and discussion of the fundamentals, indi-

vidual skills, methods of instruction, philosophy of coaching and management of meets. Prerequisite: activity course in swimming.

PE 365 Football Coaching 2 hours

Demonstration and discussion of the fundamentals, individual skills, methods of instruction, systems of play, philosophy of coaching and management of games. Prerequisite: activity course in football.

PE 366 Basketball Coaching 2 hours

Demonstration and discussion of the fundamentals, individual skills, methods of instruction, systems of play, philosophy of coaching and management of games. Prerequisite: activity course in basketball.

PE 367 Baseball Coaching 2 hours

Demonstration and discussion of the fundamentals, individual skills, methods of instruction, systems of play, philosophy of coaching and management of games.

PE 368 Track and Field Coaching 2 hours

Demonstration and discussion of the fundamentals, individual skills, methods of instruction, philosophy of coaching and management of meets. Prerequisite: activity course in track and field.

PE 369 Wrestling Coaching 2 hours

Demonstration and discussion of the fundamentals, individual skills, methods of instruction, philosophy of coaching and management of matches. Prerequisite: activity course in wrestling.

PE 371 Kinesiology 3 hours

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

PE 375 Coaching Women's Athletics 2 hours

Philosophies, policies and practices relating to the coaching and administering of sports programs for girls and women. Factors to be considered in training, conditioning, organizing, motivating and relating to women athletes and women's teams.

PE 415 Physical Education and Recreation for the Handicapped 3 hours

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

PE 445 The Physical Education Curriculum (g) 3 hours

Construction of physical education curricula on the basis of accepted principles, criteria, functions and evaluations; emphasis on integration with the total school program.

PE 446 Tests and Measurements in Physical Education 3 hours

The use of tests and measurements in physical education; evaluation of objectives, programs and student achievement through measurement techniques.

PE 447 Principles of Physical Education (g) 3 hours

History, philosophy and trends; scientific bases; place of physical education in the general education program; practical problems. Prerequisite: senior standing or consent of the instructor.

PE 473 Physiology of Exercise 3 hours

Physiological effects of muscular exercise, physical conditioning and training. The significance of these effects for health and for performance in activity programs.

GRADUATE COURSES

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

PE 700 (p) In-Service

Chairman: Dr. Charles Alva

Professors: Alva, Bellamy, Clark, Walking Bull.

Associate Professor: Tompkins.

Assistant Professors: Adams, Baker, Balke, Brackenbury, R. Davis, Eddings, Ferte, Fissel, L. Hanson, Kieszenia, Larson, Lemke, R. Martin, Meyer, J. Moore, Page, Phelps, Rossi, Schenck, Sessom, Sewell, Slawson, Soldati, Weiss.

Instructors: Conkey, Sasser.

Humanities

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

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

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

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

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 323 English Composition 3 hours

A course in intermediate expository writing. Prerequisites: Wr 222 or Wr 218, and junior standing.

Wr 341 Advanced Creative Writing 3 hours

Study and writing of poetry, prose fiction and drama.

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 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 110 Introduction to Language Study 3 hours

A survey of such basic topics in language study as language acquisition, sociology of language, semantics and linguistic resources.

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 204, 205, 206 Survey of English Literature 3 hours each term

A sequence in representative English literature, including intellectual and cultural influences. 204, beginnings through Renaissance; 205, Restoration through Romantic; 206, Victorian to present.

Eng 210 The Vocabulary of English 3 hours

The study of affixes, root words, derived forms, loan words, etymologies and definitions of words with the aim of increasing knowledge of basic English vocabulary processes.

Eng 253, 254, 255 Survey of American Literature 3 hours each term

A sequence in representative American literature, including intellectual and cultural influences. 253, beginnings to 1860; 254, 1860-1914; 255, 1914 to the present.

UPPER-DIVISION COURSES

Eng 301 The Literature of Black America 3 hours

A historical survey of literature by black American writers, with an emphasis on selected contemporary works.

Eng 310 Nature of the English Language 3 hours

Introduction to current studies in English grammar, the sounds of English, social and regional dialects, with some attention to their applications in the teaching of English.

Eng 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 318 The Bible as Literature 3 hours

A study of the representative literary forms, events and figures of the Old and New Testaments of the English Bible, with emphasis on their importance to the subsequent development of the literary and philosophical traditions of the Western world.

Eng 357 Approaches to Literature 3 hours

A study of contemporary critical approaches to literature. Written and oral reports on specific literary works.

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 386 Introduction to Mythology: Eastern 3 hours

An introduction to Oriental mythologies, with special emphasis on the major Sumerian, Semitic, Egyptian and Far Eastern myths.

Eng 387 Introduction to Mythology: Western 3 hours

An introduction to Occidental mythologies, with special emphasis on the major Greco-Roman myths.

Eng 423 The Literature of the Native American (g) 3 hours

An acquaintance with the extent and quality of Native American (American Indian) literature. Literature by the American Indian rather than about the American Indian is stressed.

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 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 19th century movement.

Eng 475 Modern American Grammar and Usage (g) 3 hours

A study of grammar and usage with emphasis on new linguistic theories. Prerequisite: Eng 310 or consent of the instructor.

Eng 480 (Lib 480) Children's Literature (g) 3 hours

A study of the many books available for children in the elementary school. (Applicable as Education on elementary degree requirements and certification.)

Eng 481 Major American Writers (g) 3 hours

Intensive study each term of two or three major American authors, such as Hawthorne, Emerson, Melville, Thoreau, Whitman, Dickinson, Twain, James, Faulkner and Hemingway.

Eng 484 The Study of Types in Literature: Comedy (g) 3 hours

Comedies and the comic concept in Western literature.

Eng 485 The Study of Types in Literature: Tragedy (g) 3 hours

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

Eng 486 The Study of Types in Literature: Epic (g) 3 hours

A study of selected works of poetry and prose in the epic tradition.

Eng 487 The Study of Types in Literature: Lyric (g) 3 hours

A study of lyric forms and traditions in Western literature.

Eng 489 (Lib 489) Literature and Media for Young Adults (g) 3 hours

A study of the literature and related media used in junior and senior high schools.

Eng 490 Development of the English Language (g) 3 hours

Growth of the English language from its beginning to the present day. Prerequisite: Eng 310 or consent of instructor.

GRADUATE COURSES

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

Eng 501 Linguistics for Elementary School Teachers
3 hours

An introduction to the scientific study of language. Topics may include phonology, child language, dialects, language standards, sources of the English vocabulary, major language families.

Eng 510 Recent Developments in Language Study 3 hours

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

Eng 523 The Age of Chaucer 3 hours

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

Eng 524 British Literature in the 19th Century 3 hours

A study of the 19th century British literature, and its backgrounds (literary, religious, scientific, political, social) from 1832 to the end of the century.

Eng 526 Regional Literature of America 3 hours

A study of the literary works reflecting the attitudes and values of one or more of the various regions of the United States, such as the Pacific Northwest.

Eng 527 The Literature of the American Renaissance
3 hours

A study of the works of the major figures in the American Renaissance: Emerson, Thoreau, Hawthorne, Melville and Whitman.

Eng 528 Studies in Modern European Literature 3 hours

Literature of Europe from the Renaissance to the present. The content may involve the treatment of a period, a type, an idea, a school or a single author.

Eng 531 Major Theories of Literary Criticism 3 hours

The history, principles and practice of various aspects of literary criticism. Prerequisite: 15 hours of literature or consent of instructor.

Fine Arts

FA 101, 102, 103 A Correlated Study of the Arts 3 hours each term

The development of means for perceiving, analyzing and evaluating the arts through readings and lecture-discussion. Emphasis on relationships among various arts (music, drama, painting, film, sculpture, architecture, dance, etc.) is sought through various field experiences. Instruction is shared by the Art, Humanities and Music departments.

Humanities**UPPER-DIVISION COURSES**

Hum 306 Special Studies in Literature 3 hours

This course will take up a variety of specialized literary topics as announced in each year's schedule of classes, such as Women in Literature, Science Fiction and the like.

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

Hum 456 Form and Meaning in Film (g) 3 hours

A study of the distinctive aspects of film as an art and communication form, as embodied in the theory and practice of filmmakers and scholars.

GRADUATE COURSES

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

Hum 502 Workshop 2-3 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 Philosophy and Literature 3 hours

Reflection upon the research for meaning in the modern world as it is mirrored by developments in both philosophy and literature. A survey of major philosophical and literary works for the purpose of investigating the relations between literary form and philosophical meaning.

Hum 513 Language of the Mass Media 3 hours

The uses of verbal and visual language in the popular media—motion pictures, television, radio, newspapers and magazines—both by direct study and analysis of the various media and by study of the relevant scholarship and criticism.

Journalism**LOWER-DIVISION COURSES**

J 211 Introduction to Mass Communications 3 hours

Introduction to the elements of modern mass communications, both printed and electronic; history, scope, philosophy and techniques of the various media, as well as their relevance to modern society.

J 212 Reporting 3 hours

Basic training in news writing and reporting, with emphasis on accuracy, clarity and objectivity of writing.

J 213 Copy Editing and Makeup 3 hours

Instruction in the fundamentals of copy editing, headline writing, proof reading and makeup; study of technical processes as they affect copy preparation.

J 215 Journalism Projects 1 hour each term Maximum of 6 hours

Application 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

Emphasis on practicing German in small groups, individual work with tapes and languages learning through the use of film. Open to all students who wish to begin the study of German.

GL 101, 102, 103 Second Year German 4 hours each term

Emphasis on developing oral fluency and progressive development of writing skill. Complete grammar review. Open to all students who wish to improve their ability to speak and understand German. Prerequisite: GL 52 or equivalent.

UPPER-DIVISION COURSES

GL 310, 311, 312 Introduction to German Literature
3 hours each term

Readings from representative German authors within the major genres such as drama, novelle, novel and poetry. Con-

82 German, French, Spanish

ducted in German. Prerequisite: two years of college German or equivalent. Offered in alternate years.

GL 331 German Pronunciation and Phonetics 3 hours

A thorough study of the sound system of German, with individual attention to each student's difficulties. Offered in alternate years.

GL 334, 335, 336 German Composition and Conversation 3 hours each term

Intensive written and oral practice on topics of current interest. Conducted in German. Prerequisite: two years of college German or equivalent.

GL 340 Survey of German Culture and Civilization 3 hours

A historical, cultural and socio logical background for the understanding of contemporary Germany and Austria. Conducted in German.

GL 341 Survey of German Culture and Civilization 3 hours

Focus on cultural aspects of modern Germany and Austria, their people, customs and institutions. Conducted in German.

GL 342 Survey of German Culture and Civilization 3 hours

Special emphasis on contemporary German literature.

Modern Languages (Romance)

LOWER-DIVISION COURSES

RL 50, 51, 52 First Year French 4 hours each term

Open to any student who wishes to begin the study of French. Course consists of individualized instruction, including practice in conversational French in small groups with assistants, individual work with cassettes and individualized testing. Students progress at own pace.

RL 60, 61, 62 First Year Spanish 4 hours each term

Open to any student who wishes to begin the study of Spanish. Course consists of individualized instruction, including practice in conversational Spanish in small groups with assistants, individual work with cassettes and individual testing. Students progress at own pace.

RL 101, 102, 103 Second Year French 4 hours each term

For all students who wish to improve their ability to speak and understand French. Emphasis is on conversation; reading and discussion of modern writers of short stories, magazine and newspaper articles; practice in writing; and grammar review. Prerequisite: RL 52 or two years of high school French.

RL 107, 108, 109 Second Year Spanish 4 hours each term

For all students who wish to improve their ability to speak and understand Spanish. Emphasis is on conversation; reading and discussion of modern writers of short stories, magazine and newspaper articles; practice in writing; and grammar review. Prerequisite: RL 62 or two years of high school Spanish.

UPPER-DIVISION COURSES

RL 311, 312, 313 French Literary Genres 3 hours each term

Readings from representative French authors within the major genres such as drama, short story, novel and poetry. Conducted in French. Prerequisite: two years of college French or equivalent. Offered in alternate years.

RL 314, 315, 316 Intermediate French Composition and Conversation 3 hours each term

Intensive practice in speaking and writing the language. Oral reports and writing of original compositions. Reading includes selections of newspaper articles, short stories, etc. Conducted in French. Prerequisite: RL 103 or equivalent.

RL 331 French Pronunciation and Phonetics 3 hours

A thorough study of the sound system of French, with individual attention to each student's difficulties. Prerequisite: two years of college French or equivalent. Offered in alternate years.

RL 338 Hispanic Culture and Civilization: Spain 3 hours

The cultural survey of Spain, including geography, history, politics, economics, religion and contemporary civilization. Conducted in Spanish. Prerequisite: two years of college Spanish or equivalent.

RL 339 Hispanic Culture and Civilization: Latin America 3 hours

A cultural survey of Latin America, including geography, history, politics, economics, religion and contemporary civilization. Conducted in Spanish. Prerequisite: two years of college Spanish or equivalent.

RL 341, 342, 343 Literary Genres of Spain 3 hours each term

Readings from representative Spanish authors within the major genres such as drama, short story, novel and poetry. Conducted in Spanish. Prerequisite: two years of college Spanish or equivalent. Offered in alternate years.

RL 347, 348, 349 Intermediate Spanish Composition and Conversation 3 hours each term

Intensive practice in speaking and writing the language. Oral reports and writing of original compositions. Reading includes selections of newspaper articles, short stories, and the like. Conducted in Spanish. Prerequisite: RL 109 or equivalent.

RL 350 Spanish Pronunciation and Phonetics 3 hours

A thorough study of the sound system of Spanish, with individual attention to each student's difficulties. Prerequisite: two years of college Spanish or equivalent.

RL 405 Reading and Conference Hours to be arranged Maximum of 6 hours

Consent of instructor required.

RL 407 Seminar 3-6 hours

An in-depth study of a literary figure, literary genre or other relevant activity related to foreign language study.

RL 411 Applied Linguistics: French 3 hours

The application of linguistic science in the foreign language classroom. Emphasis on comparing and contrasting the sound systems and the grammars of English and French. Prerequisite: two years of college French or equivalent.

RL 412 Applied Linguistics: Spanish 3 hours

The application of linguistic science in the foreign language classroom. Emphasis on comparing and contrasting the sound systems and the grammars of English and Spanish. Prerequisite: two years of college Spanish or equivalent.

RL 415 The Language Laboratory: Theory 1 hour

A study of the various types of laboratory installations and their functions; the administration of a language laboratory; audio-lingual exercises and the making of tapes for use in a language laboratory; monitoring and testing in the language laboratory.

RL 416 Language Laboratory: Practicum 2 hours each term Maximum of 6 hours

Section 1 for students of French.
Section 2 for students of Spanish.
Section 3 for students of German.

Practice as a teaching assistant in the instructional processes and the administration of the audio-tutorial, programmed first-year foreign language courses. This course

will give students an early beginning in their careers as professional educators and provide an opportunity to work as assistants in a regularly scheduled language classroom. Prerequisite: consent of instructor.

RL 423, 424, 425 Twentieth Century French Literature
3 hours each term

Emphasis on contemporary writers of the French-speaking world within the scope of Francophone (French, African, Asian and American) literature. Conducted in French. Prerequisite: two years of college French or equivalent. Offered in alternate years.

RL 429, 430 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-American Literature
3 hours each term

Contemporary Spanish literature: prose, poetry and drama. Conducted in Spanish. Prerequisite: two years of college Spanish or the equivalent. Offered in alternate years.

RL 461, 462, 463 Advanced Spanish Composition and Conversation 3 hours each term

Systematic review of functional grammar and extensive practice in composition and conversation. Special attention given to idioms. Conducted in Spanish. Prerequisite: RL 349 or equivalent.

RL 467, 468, 469 Advanced French Composition and Conversation 3 hours each term

Systematic review of functional grammar and extensive practice in composition and conversation. Special attention given to idioms. Conducted in French. Prerequisite: RL 316 or equivalent.

Philosophy

LOWER-DIVISION COURSES

Phi 201 Problems in Philosophy 3 hours

An introduction to basic problems of philosophy. The student is exposed to representative philosophers addressing themselves to problems of theology, metaphysics, epistemology, ethics, politics and aesthetics.

Phi 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.

Phi 203 Aesthetics 3 hours

An introductory study of theories of beauty and art and interpretations of the meaning and value of aesthetic experience.

Phi 204 Introduction to Logic 3 hours

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

Phi 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.

Phi 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

Phi 311 Ancient Philosophy 3 hours

Readings from the pre-Socratics through Plotinus, with emphasis on Plato and Aristotle.

Phi 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.

Phi 313 Modern Philosophy 3 hours

Readings from 17th century rationalism, 18th century empiricism and Kant.

Phi 314 Contemporary Philosophical Analysis 3 hours

An analysis of such notions as meaning, truth, verification, knowledge and belief, perception, memory. Reading may include a pragmatist, logical analyst, positivist and Wittgenstein.

Phi 333 Contemporary Philosophy 3 hours

A study of selected major figures in each, of phenomenology and existentialism; e.g., Husserl, Merleau-Ponty, Sartre, Heidegger.

Religion

LOWER-DIVISION COURSES

R 201 Introduction to the World's Religions: Eastern
3 hours

An introduction to the major religions of the Far East: Confucianism, Taoism, Hinduism and the Buddhism of India, Tibet and Japan (Zen).

R 204 Introduction to the World's Religions: Western
3 hours

An introduction to the origins and development of Western religious thought. Readings may include: Egyptian sources, Persian, Greek; the Old and New Testaments, Gnosticism; early Christian theology; the Koran; Sufism.

UPPER-DIVISION COURSES

R 460 Comparative Religion 3 hours

A study and comparison of the great religions of the world.

Speech

LOWER-DIVISION COURSES

Sp 111 Fundamentals of Speech 3 hours

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

Sp 112 Fundamentals of Speech 3 hours

Advanced projects in oral communication with emphasis on communication theory, persuasion and style. Prerequisite: Sp 111 or equivalent.

Sp 120 Voice and Diction 3 hours

Practice of the principles of tone production and phonetic analysis of English sounds as a basis for correct and effortless speech.

Sp 144 Verse Choir 2 hours

Analysis, arrangement and performance of literature suitable for group reading. The development of techniques for use in elementary and secondary classrooms. One hour lecture, two hours performance lab.

84 Speech, Theatre Arts

Sp 236 Survey of Broadcasting 3 hours

A general survey of broadcasting, including history, growth and social aspects; laws and policies; station and network organization; programming and production techniques; advertising; audience evaluation; criticism and comparison of broadcast systems and networks, both national and international in scope.

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 270 Projects in Public Speaking 1-6 hours

Training and participation in debate, oratory and extempore speaking. Limit of 1 hour credit per term, except with consent of instructor. Prerequisite: Sp 111 or consent of instructor.

UPPER-DIVISION COUSES

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 239.

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. Prerequisite: 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. Prerequisites: 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 112 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 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 extra-curricular 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.

Theatre Arts

LOWER-DIVISION COURSES

TA 202 Introduction to Theatre Arts 3 hours

A study of the history, criticism, literature and the various aspects of theatrical productions.

TA 240 Creative Drama for Elementary Teachers 3 hours

Creative dramatics leadership principles that apply to the elementary classroom. Techniques of employing the child's native aptitude.

TA 244 Technical Theatre 2 hours

Demonstration and practice in scenecraft. Two hours of lecture and demonstration and three hours of laboratory work weekly.

TA 245 Technical Theatre 2 hours

Demonstration and practice in stage lighting. Two hours of lecture and demonstration and three hours of laboratory work weekly.

TA 246 Technical Theatre 2 hours

Demonstration and practice in costuming. Two hours of lecture and demonstration and three hours of laboratory work weekly.

TA 251 Elements of Acting 3 hours

Elementary principles of acting technique, including practical exercises in bodily movement, pantomime, improvisation, with emphasis on individual and group presentations.

TA 252 Makeup 1 hour

Purposes and techniques in the application of theatrical makeup.

TA 253 Production Workshop 1-3 hours 3 hours maximum

Application of principles of acting and dramatic production. Credit available for students working on scheduled theatre productions. Limit of 1 hour credit per term, except with consent of instructor.

TA 254s Summer Theatre 1-3 hours

Practical laboratory experience in summer theatre production, including acting, costuming, lighting, scenecraft, management and properties. Offered in summer sessions only.

UPPER-DIVISION COURSES

TA 344, 345, 346 Advanced Technical Theatre 2 hours each term

Advanced work in the technical theatre arts, scenecraft (344), stage lighting (345), and costuming (346). Each course involves two hours of lecture and demonstration and three hours of laboratory work weekly.

TA 347 Stage and Scene Design 3 hours

Basic principles of scene design, with particular emphasis upon design for the educational theatre. Two hours lecture and two hours lab per week. Prerequisite: TA 244 and either TA 245 or TA 246 or consent of instructor.

TA 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: TA 245 or 246 or consent of the instructor.

TA 356 Theory of Acting 3 hours

Principles and techniques of acting; problems in analysis and interpretation of dramatic literature. Prerequisite: Sp 251 or consent of instructor.

TA 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: TA 202 or 251.

TA 364 Play Direction 3 hours

Introduction to dramatic theories and techniques and their application to play direction. Sources of dramatic materials, choice of plays, casting and rehearsal. Prerequisite: TA 251, TA 347 or equivalent and/or consent of instructor.

TA 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.

**TA 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; 475, 1650 to 1850; 466, 1850 to the present. Prerequisite: TA 202 or consent of instructor.

Library Science

UPPER-DIVISION COURSES

Lib 411 Organization of Instructional Materials for School Media Centers (g) 3 hours

Introduction of principles of cataloguing and classification, including basic catalog card forms, name and subject entries, filing, shelf listing and mechanical preparation of print and non-print media.

Lib 421 Reference Sources and Services for School Media Centers (g) 3 hours

Fundamental concepts of reference service in various kinds of libraries. Use and evaluation of basic reference materials, print and non-print.

Lib 442 Selection of Materials for School Media Centers (g) 3 hours

Chairman: Dr. Edgar Smith

Professors: Berg, A. Knuth, E. Smith, Wallace, Wynn.

Associate Professors: Lyon, Mitton, O'Brien, Schrock, Sorenson.

Assistant Professors: Brand, Dobbs, Ham-bourg, Million, Punke.

Instructors: Elliott, M. Johnson, E. Jones, Matthews, Pennell.

Introduction to and evaluation of selection tools and criteria for all types of print and non-print materials for school media centers.

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 489 (Eng 489) Literature and Media for Young Adults (g) 3 hours

A study of the literature and related media used in junior and senior high schools.

GRADUATE COURSES

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

Lib 561 Specialized Curriculum Materials and Sources 3 hours

A survey of more specialized materials of value in the school media center; outstanding teaching materials in the humanities, natural sciences, social studies, art and music; government publications, audio-visual productions, texts and representative courses of study.

Music Department

The Department of Music serves a variety of purposes on the OCE campus. For the music education major, it offers professional preparation 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 Music Department is committed to a quality program in music. This includes the preparation of 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 and kinetic theatre. A major musical performance is a part of the Summer Arts Festival. The Music Department presents many recitals and concerts throughout the year, most of which have no admission charge and are open to the public as well as the college community.

Music curricula includes the music education (K-12) major, elementary music education (K-9) major and the bachelor's degree program in the arts with a music concentration. Teaching norms in music for those majoring in secondary or elementary education also are available. A concentration in music for the non-generalist elementary teaching major serves those preparing for team-teaching assignments. The department also serves all students with courses to satisfy professional and liberal arts requirements.

The college is a member of the National Association of Schools of Music.

COURSE DESCRIPTIONS

A maximum of 12 hours of group music participation may be counted toward graduation. Courses include Mus 195, 196, 197, 395, 396 and 397.

LOWER-DIVISION COURSES

Mus 121, 122, 123 Basic Musicianship I 4 hours each term

The study of music through performance, listening, analysis and composing. Ear training and keyboard work included. Meter, rhythm, scale materials, melody, counterpoint (two and three voice texture) and formal aspects are studied.

Mus 181, 182, 183 Class Lessons in Voice 1 hour each term

The essentials of singing, including tone production, diction, style and interpretation.

Mus 190, 290 Performance Studies 1 or 2 hours each term
Individual instruction in voice, organ, piano, band and orchestral instruments. Beginning and lower intermediate grades.

Mus 192, 193, 194 Class Lessons in Piano 1 hour each term
Elementary piano course including rhythm, notation, keyboard and transposition.

Mus 195 Band 1 hour each term
Participation in marching band, concert band and stage band. Open to freshmen and sophomores who pass the necessary tests of ability. The class meets three periods per week. Opportunities also are offered for membership in small instrumental ensembles.

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

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

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

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

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

UPPER-DIVISION COURSES

Mus 314 Harmonic and Structural Analysis 3 hours
Thorough study of formal analysis, including the phrase unit, period, two and three-part song forms, developed ternary forms, sonata, symphony, concerto, etc. Prerequisites: Mus 221, 222, 223.

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

Mus 321 Instrumental Conducting 2 hours
Conducting techniques as they apply to instrumental music. Includes work with transposition and score understanding. Opportunity to conduct instrumental ensembles. Prerequisite: Mus 320.

Mus 324 Choral Conducting 2 hours
Conducting techniques applied to choral music, including different styles and twentieth century avant-garde. Opportunity to conduct choral ensembles. Prerequisite: Mus 320.

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 16th, 18th and 20th century practice. Prerequisite: Mus 223.

Mus 336 Instrumentation and Orchestration 2 hours
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 344 Brass Class II 1 hour
Continued study of the brass family, stressing good tone production and fingering techniques. Class serves as a laboratory to develop playing and theoretical knowledge of instruments and teaching techniques not studied in Mus 235. Prerequisite: Mus 235.

Mus 345 Woodwind Class II 1 hour
Continued study of the woodwind family, stressing good tone production and fingering techniques. Class serves as a laboratory to develop playing and theoretical knowledge of instruments and teaching techniques not studied in Mus 236. Prerequisite: Mus 236.

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 20th century music that reflects radical trends. Serial music, expressionism, aleatoric proc-

esses and electronic music are among the topics studied. Primarily for music majors. Prerequisite: Mus 361.

Mus 381 Music Fundamentals 3 hours

A musical background for the classroom teacher; singing song material; acquiring good vocal habits; reading music; experiencing simple problems in rhythm; listening to music; analyzing its forms; learning keys, scales, intervals; primary chords and their application to the piano keyboard. Open only to juniors or seniors.

Mus 382 Music Fundamentals 3 hours

Acquiring more skill in reading song material; more advanced rhythmic patterns; major and minor modes; two-, three-, and four-part music; chording; ear training; dictation. Prerequisite: Mus 381.

Mus 383 Music Education (Elementary) 3 hours

The close relationship between music education and other areas in education; planning a music environment; directing the experiences of children in music. Prerequisites: Mus 381, 382 or Mus 121, 122, 123.

Mus 384 Music Education (Secondary) 3 hours

Materials and methods for developing high school choral organizations; adolescent voice, its care and development; survey of choral literature; public performance; program building; general music class; assembly singing. Prerequisites: 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. Jury audition required.

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.

Mus 395 Band 1 hour each term

Participation in marching band, concert band and stage band. Open to juniors and seniors who pass the necessary tests of ability. The class meets three periods per week. Opportunities also are offered for membership in small instrumental ensembles.

Mus 396 Orchestra 1 hour each term

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

Mus 397 Chorus 1 hour each term

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

Mus 398 Opera Workshop 2 hours each term, maximum 6 hours

Study, analysis, rehearsal, performance of opera, from classics to modern works. Small works and excerpts from longer operas. Consent of instructor.

Mus 406 Special Individual Studies Terms and hours to be arranged

Designed for individual or special studies in a limited area of interest under the guidance of a designated faculty member.

Mus 407 Seminar Terms and hours to be arranged

Mus 414 Arranging (g) 2 hours

Arranging music for small and large choirs, small instrumental combinations and children's vocal or instrumental

scores. Arrangements performed and critiqued when practical. Prerequisite: Mus 223 or consent of instructor. groups. Includes analysis of published vocal and instrumental

Mus 418 Advanced Composition (g) 2 hours

Selecting and developing projects in original composition for instruments and voices. Compositions will be performed and critiqued when practical. Formal analysis of published music for research purposes will be included as needed. Prerequisite: Mus 223 or consent of instructor.

Mus 421 Introductory Electronic Music Techniques (g) 3 hours

Basic means of creating electronic music; musique concrete, tape manipulation, synthesizer operation. Electronic terminology. Study of selected electronic works.

Mus 422 Advanced Electronic Music Techniques (g) 3 hours

Composing with tape and synthesizer. Includes examination of selected electronic works. Prerequisite: Mus 421 or consent of instructor.

Mus 453 Appreciative Aspects in Music (g) 3 hours

Exploration of music through styles including classical, romantic, impressionistic and modern; and through major musical works including symphony, opera, oratorio, sonata and tone poem. Emphasis is placed on developing standards and criteria for the understanding and appreciation of music.

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 descriptive study, a historical study or other type of study in depth which meets the candidate's specific objectives.

Mus 507 Seminar Terms and hours to be arranged

Mus 514, 515 Arranging 2 hours each term

Independent study of texts on choral and instrumental arranging, with analysis of vocal and instrumental scores. Students will make sample arrangements for the various media studied. Insofar as possible, arrangements will be performed and criticized on the basis of their practicability and accuracy.

Mus 520, 521 Analytical and Compositional Studies 2 hours each term

Students will examine and analyze musical literature illustrating stylistic techniques. Grasp of style demonstrated by sample compositions. Reading and reports on texts and articles relating to writing techniques of traditional, 20th century and avant garde music.

Mus 524 Contemporary Developments in Music Education (Elementary) 3 hours

New 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 resources and techniques and to aid him 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 teachers in other departments; 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, focusing attention on philosophical expressions of music educators, administrators, boards of education and the lay public which have influenced the various trends in curriculum emphasis from one generation to the next; various and sometimes conflicting contemporary philosophies of music education are examined, challenging the student to develop his own personal philosophy based on a critical analysis of the social and cultural forces affecting the lives of children and young people now in public schools.

Mus 550, 551 Music History and Literature 2-4 hours each term

Study projects of selected representative composers from different musical eras. Emphasis on acquisition of competency in identifying stylistic traits peculiar to each style studied and their relationship to other periods, and on developing a sensi-

tivity for aesthetic values and a basis for value judgments. (Specific content determined by placement examination. First term normally offered for 4 hours credit. Second term offered for variable credit on an individualized or small group basis.)

Mus 570, 571 Conducting 2 hours each term

Problems and techniques in choral or instrumental conducting. Preparation of repertoire and proper interpretation of music from various periods. Emphasis on problems of contemporary music. (Specific content determined by placement examination.)

Mus 591 Performance Study 1 or 2 hours each term

Individual instruction in voice, organ, piano, band and orchestral instruments.

Mus 700 (p) In-Service Education**Fine Arts****FA 101, 102, 103 A Correlated Study of the Arts 3 hours each term**

The development of means for perceiving, analyzing and evaluating the arts through readings and lecture-discussion. Emphasis on relationships among various arts (music, drama, painting, film, sculpture, architecture, dance, etc.) is sought through various field experiences. Instruction is shared by the Art, Humanities and Music departments.

Chairman: Dr. Ray Brodersen

Professors: Brodersen, Cummins, Postl, Walker.

Associate Professors: Evett, Green, Johnson, Liedtke, Main, McCorkle, N. Nelson, Novak, Pennock, Spring, Todd, White.

Assistant Professors: Bandick, Barnard, Coolbaugh, Corey, Eastham, Hiebert, Jaffer, Jennings, Morgali, Penk, Rooth, Williams.

Instructor: Aldrich.

Natural Sciences and Mathematics

The Natural Sciences and Mathematics Department serves the college 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 bachelor's degree in natural sciences 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.

COURSE DESCRIPTIONS

General Science

LOWER-DIVISION COURSES

GS 104, 105, 106 Foundations of Physical Science 4 hours each term

An introduction to the various branches of the physical sciences, their basic terminology, fundamental laws, procedures, and 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.

GS 107 Seminar 1-3 hours

GS 110 Musical Acoustics 4 hours

A lecture-demonstration-laboratory-discussion course with an emphasis on inductive inquiry and student involvement. The behavior of musical instruments, sound, acoustical devices and the like are studied analytically and quantitatively with a wide variety of visual, aural and material resources.

UPPER-DIVISION COURSES

GS 311 Biological Science for Elementary Schools 3 hours

Concepts, experiences and materials from the biological sciences adaptable to the elementary school. One lecture, two 2-hour laboratories.

GS 312 Physical Science for Elementary Schools 3 hours

Concepts, experiences and materials from the physical sciences adaptable to the elementary school. One lecture, two 2-hour laboratories.

GS 313 Earth Science for Elementary Schools 3 hours

Concepts, experiences and materials from the earth sciences adaptable to the elementary school. One lecture, two 2-hour laboratories.

GS 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 Man and the Ecosystem 3 hours

An analysis of the biological effects of man's precarious position in the earth's ecosystem and the means of seeking a more enduring balance between man and his environment. Prerequisite: Bi 101 and 102 or equivalent.

GS 351 Elements of Astronomy 3 hours

A descriptive study of the solar system, the constellations, stars, stellar systems and galaxies as well as some recent ideas on cosmology and cosmogony. Three lectures and an occasional observation period through a telescope.

GS 401 Research Hours to be arranged

GS 402 Workshop Terms and hours to be arranged

GS 406 Special Individual Studies Terms and hours to be arranged

GS 407 Seminar Terms and hours to be arranged

GS 411 History of Science (g) 3 hours

A brief history of the development of the natural sciences up to the 19th century, their social implications, and the growth of scientific philosophy. Three lectures. Prerequisites: Two sequences in natural sciences or mathematics or consent of instructor.

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,

chemical or earth, 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 physics or mathematics with greater emphasis on more recent developments. Prerequisite: GS 411 or consent of the instructor.

GS 420 Selected Field Investigations 1-6 hours, credit to be announced

Field expeditions to unique geological and/or biological areas of western North America. In these undertakings, the students will plan and undertake studies of the areas selected for exploration.

GS 421 Classics of Science (g) 2 hours

Works notable in development of science studied for (1) significance to science, and (2) form; biographies of men of science studied as background. Two lectures. Prerequisite: senior standing; one year of laboratory science.

GS 424 Astronomy (g) 3 hours

A study of the solar system, stars, stellar systems and galaxies including the application of some of the important concepts of physics, chemistry and mathematics to the field of astronomy. Three lectures. Prerequisites: one year each of college physical science and mathematics.

GS 431 Science and Society (g) 3 hours

Contemporary developments in the natural sciences and mathematics and their impact on society. Review of the aims, branches, procedures and research support of these fields. Selected readings on current issues including the environmental situation, material and energy resources, computers and conversion to the metric system. Limitations of science and technology. Three lectures.

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. Two lectures and one three-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 541 Bioecology 3 hours

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

GS 591 Physical Oceanography for Teachers 3 hours

Physical processes in the oceans; the origin and distribution of water masses and currents; waves, tides, tidal currents. Prerequisite: chemistry or permission of the instructor.

GS 592 Geological Oceanography for Teachers 3 hours

The topographic, geologic and geophysical nature of the ocean basins; processes of and distribution of sediments and economic deposits, coastal erosion and sedimentation.

GS 700 (p) In-Service Education

Biology**LOWER-DIVISION COURSES****Bi 101, 102 General Biology 4 hours each term**

The major concepts of biology, including principles relating to cell structure and function, maintenance of the individual, genetics, development, ecology and evolution; designed for students not intending to pursue further work in biological sciences. Three lectures, one two-hour laboratory period.

Bi 211, 212, 213 Principles of Biology 4, 4, 5 hours

An introduction to the science of biology; morphological, physiological and developmental aspects of living organisms; the phylogeny, evolution and ecology of both plants and animals. Designed for the biology major. Bi 211, 212: three lectures and one three-hour laboratory period. Bi 213: three lectures and two three-hour laboratory periods.

Bi 221 Introductory Microbiology 4 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. Prerequisites: Introduction to Biology and General Chemistry or consent of the instructor.

UPPER-DIVISION COURSES**Bi 341 Genetics 3 hours**

The principles and mechanisms of inheritance including consideration of chromosome transmission, nature of the gene, action of genetic material and the genetics of populations. Three lectures. Prerequisite: Bi 101, 102 or equivalent or consent of instructor.

Bi 374, 375, 376 Natural History of Oregon 3 hours each term

The earth and life history of Oregon; kinds of distribution of contemporary plant and animal life; interrelations of organisms and their environment; conservation of natural resources; collection, identification and field study of representative plants and animals with several extended weekend field trips during the spring term. Two lectures, one three-hour laboratory period. Prerequisite: Bi 101, 102 or equivalent.

Bi 412 General Microbiology (g) 4 hours

Principles of bacterial metabolism, growth and reproduction, with an introduction to immunology and virology. Two lectures and two three-hour laboratory periods. Prerequisite: Bi 221 or consent of instructor.

Bi 429 Cytology (g) 4 hours

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

Bi 432 Immunobiology (g) 4 hours

A study of the immune mechanism including phylogenetic development of the system, antigens, antibodies and their interactions; cellular aspects of the immune response; and regulatory mechanisms. Two lectures, two three-hour laboratories. Prerequisite: Ch 332 or 336 or consent of instructor.

Bi 446 Evolution (g) 3 hours

The mechanisms of evolution, including genetic variation, selection and other factors. Prerequisite: Bi 341 or consent of the instructor.

Bi 458 Field Biology (g) 3 hours

Advanced training in systematics, life histories and field methods in selected areas of biology. One lecture, two three-hour laboratory periods.

Bi 460 Preparation of Biological Materials (g) 4 hours

Procurement, preparation, use and care of biological materials for teaching and experimentation. Serves as the methods course for biology majors in secondary education. Two lectures, two three-hour laboratory periods.

Bi 463 Parasitology (g) 4 hours

Classification, morphology and life histories of fungal protozoan, helminth and arthropod parasites. Two lectures, two three-hour laboratory periods. Prerequisite: Bi 213 or consent of instructor.

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 213 or consent of 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. Prerequisites: Bi 341 or consent of instructor.

Botany**LOWER-DIVISION COURSES****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: Bi 102 or Bi 213 or consent of instructor.

UPPER-DIVISION COURSES**Bot 311 Plant Propagation 3 hours**

This course deals with the principles of plant propagation and growth primarily through experimentation. Students conduct controlled experiments in the greenhouse and laboratory on topics such as seed dormancy and germination; flower induction; propagation by leaf, stem and root cuttings; soil mixtures; water and mineral requirements; pruning; growth of plants indoors under artificial lights, and so forth. One lecture and two 2-hour laboratories. Prerequisite: consent of instructor.

Bot 331 Plant Physiology 4 hours

An examination of the physiological processes and mechanisms involved in plant nutrition, photosynthesis, assimilation of organic and inorganic materials, energy balance, water requirements, growth factors and organismic control. Two lectures, two three-hour laboratory periods. Prerequisites: Ch 106 or 206 and Bi 213 or consent of instructor.

Bot 371 Structure of Seed Plants 3 hours

Morphology, anatomy and reproduction of seed plants. Two lectures, one three-hour laboratory period. Prerequisite: Bi 213 or consent of instructor.

Bot 411 Morphology of Non-Vascular Plants (g) 3 hours

Morphology of the algae, fungi, lichens, liverworts and mosses. Two lectures and one three-hour laboratory period. Prerequisite: Bi 213 or consent of instructor.

Bot 412 Morphology of Vascular Plants (g) 3 hours

A study of the structure, relationships and evolution of the vascular plants. Two lectures and one three-hour laboratory period. Prerequisite: Bi 213 or consent of instructor.

Zoology

UPPER-DIVISION COURSES

Z 312 Animal Behavior 3 hours

A consideration of the basic problems in animal behavior, including ecological adaptations of behavioral patterns, orientation, social behavior and the nature and organization of animal societies. Three lectures. Prerequisite: Bi 101, 102 or equivalent.

Z 324, 325 Comparative Vertebrate Anatomy 4 hours each term

A comparative analysis of vertebrate morphology, emphasizing the study of organs and organ systems, and an introduction to the taxonomy, evolution and functional morphology of the vertebrates. Two lectures, two three-hour laboratory periods. Prerequisite: Bi 213 or consent of instructor.

Z 326 Vertebrate Embryology 4 hours

Development of the vertebrate body from fertilization through organogenesis; includes analyses of selected problems in morphogenesis, differentiation and growth. Two lectures, two three-hour laboratory periods. Prerequisite: Bi 213 or consent of instructor.

Z 334, 335 Human Anatomy and Physiology 3 hours each term

An integrated treatment of the gross anatomy and function of the organ systems in the human. Primarily for non-majors. Two lectures, one three-hour laboratory period. Prerequisite: Bi 101, 102 or equivalent.

Z 361 Natural History of the Invertebrates 4 hours

A field and laboratory course emphasizing the habits, habitats, identification and interrelationships of marine and fresh-water invertebrates. Two lectures, two three-hour laboratory periods. Prerequisite: Bi 101, 102 or equivalent.

Z 434 Animal Physiology (g) 4 hours

An introductory course designed to acquaint the student with the principles of human body function. The topics covered include cell structure, function and chemical composition; the mechanisms of nerve and muscle function; and the function of the lungs, heart, blood vessels, kidneys, digestive tract, endocrine glands, brain and reproductive organs. Three lectures, one three-hour laboratory period. Prerequisite: Bi 213 or consent of instructor.

Z 451 Invertebrate Zoology (g) 4 hours

Morphology and phylogeny of invertebrates with emphasis on marine forms. Two lectures, two three-hour laboratory periods. Prerequisite: Bi 213 or consent of instructor.

Z 474 Entomology (g) 4 hours

Study of selected aspects of the morphology, life history, physiology and ecology of insects and some consideration of related arthropods. Two lectures, two three-hour laboratory periods. Prerequisite: Bi 213 or consent of instructor.

Chemistry

LOWER-DIVISION COURSES

Ch 104, 105, 106 General Chemistry 4 hours each term

An introduction to the fundamental concepts of general chemistry with some emphasis on organic chemistry during the spring term. Three lectures, one three-hour laboratory period. Prerequisite: high school algebra or consent of the instructor.

Ch 204, 205, 206 General Chemistry 4 hours each term

A standard first-year sequence with emphasis on inorganic and physical chemistry. The laboratory work during spring

term is largely devoted to qualitative analysis. Three lectures, one three-hour laboratory period. Prerequisites: high school algebra and chemistry.

UPPER-DIVISION COURSES

Ch 312, 313 Quantitative Analysis 4 hours each term

Fundamental principles of quantitative analysis. Laboratory work consists of standard volumetric, gravimetric and instrumental procedures. Two lectures, two three-hour laboratory periods. Prerequisite: Ch 206 or consent of instructor.

Ch 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. Prerequisites: 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 335.

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 336, or consent of instructor.

Ch 539 Selected Topics in Chemistry 1-3 hours each term Maximum 6 hours

Designed to introduce the student to recent advances in organic, inorganic and physical chemistry. Prerequisite: Ch 340 and consent of instructor.

92 Geology, Physics

Ch 561 Advanced Inorganic Chemistry 3 hours

A comprehensive study of the chemistry of the elements and their compounds, including nuclear, atomic and molecular structures. Prerequisite: Ch 312.

Geology

LOWER-DIVISION COURSES

G 201, 202, 203 Geology 4 hours each term

A systematic study of planet earth. The nature and origin of common minerals, rocks and geologic structures; the processes and products of erosion; and the evolution of the earth's crust are studied through readings, lectures, laboratories and voluntary field trips. Three lectures and one two-hour laboratory. No prerequisite.

UPPER-DIVISION COURSES

G 321 Structural Geology 3 hours

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

G 322 Geomorphology 3 hours

A study of the processes acting to modify the configuration of the earth's surface and landscapes resulting from these processes. Maps of landforms studied in the laboratory include those depicting regions of North American physiographic provinces. Two lectures and one two-hour laboratory period. Prerequisite: consent of instructor.

G 351 Elements of Geology 3 hours

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

G 444, 445 Geologic History of Life (g) 4 hours each term

The origin and development of life as interpreted from the fossil record. First term: general principles and fossil invertebrates. Second term: fossil plants, the rise of the vertebrates, 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

Characteristics and origin of common and economically significant minerals and rocks. Collection, identification and organization of samples is encouraged through field trips and laboratory work. One lecture and two two-hour laboratories per week. No prerequisites.

G 453 Geology of the Pacific Northwest (g) 3 hours

A study of the mineral resources, rocks, structures and landscapes of the region. Changes in geologic setting and climate are inferred from structural and paleontologic evidence, and the evolution of the area is traced through geologic time. Two lectures and one two-hour laboratory. No prerequisites.

G 454 Geology of North America (g) 3 hours

Study of the geologic structure, evolution and geomorphology of the North American continent. Two lectures and one two-hour laboratory period. Prerequisite: 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. Prerequisite: consent of instructor.

Physics

LOWER-DIVISION COURSES

Ph 101, 102, 103 Essentials of Physics 3 hours each term

Basic concepts in physics, covering mechanics, heat, wave motion, optics, electricity and magnetism and modern physics. Two lectures, one two-hour laboratory period. Prerequisite: Mth 100.

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

The study of physical phenomena, including mechanics, heat, wave motion, optics, electricity and magnetism. Three lectures, one three-hour laboratory period. Prerequisite: Mth 200, previously or concurrently.

UPPER-DIVISION COURSES

Ph 311, 312 Introduction to Modern Physics 4 hours each term

An introduction to the developments in physics during the 20th century, including relativity, quantum mechanics, x-rays, radioactivity, atomic, nuclear and solid-state physics, and the nature of electromagnetic radiation. Three lectures, one two-hour laboratory period. Prerequisites: Ph 203 and Mth 203 or consent of instructor.

Ph 390 Basic Meteorology 3 hours

An introductory study of the weather elements, their observation, measurement and use in forecasting. Includes a study of the atmosphere, its makeup, energy relationship and circulation.

Ph 424 Mechanics (g) 3 hours

Newtonian mechanics of particles and rigid bodies. Introduction to Lagrange's and Hamilton's equations. 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 electromagnetic waves. Prerequisites: Ph 203 and Mth 203.

Ph 437 Electronics and Radio (g) 3 hours

Alternating current theory; behavior of electrons in electromagnetic fields; circuits; vacuum tubes and solid-state electronic devices; radio frequency generation, modulation, amplification, transmission and radiation; and timing circuits. Two lectures, one two-hour laboratory period. Prerequisites: Ph 203 and Mth 203 or consent of instructor.

Ph 454 Optics (g) 3 hours

A study of the properties of light, including lenses, prisms, interference, diffraction, polarization, lasers and optical instruments. Two lectures, one two-hour laboratory period. Prerequisites: Ph 203 and 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 1895 with emphasis on nuclear processes and cosmic rays, relativity and quantum theory, solid state, cryogenics and others. Three lectures. Prerequisite: one year each of college mathematics and physics. Offered during summer sessions.

Mathematics

LOWER-DIVISION COURSES

Mth 95 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 95 or equivalent.

Mth 102 Trigonometry 4 hours

Introduction to circular functions, analytic trigonometry, addition formulas, trigonometric equations, curve sketching, complex numbers and polar coordinates. Prerequisite: Mth 101 or equivalent.

Mth 121, 122, 123 Essentials of Mathematics 3 hours each term

An introduction to mathematical language and logic; major emphasis is on the properties of an ordered field and their relation to whole numbers, integers, rational numbers and real numbers. Students will be expected to make conjectures, write proofs and compare mathematical systems. 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 151 Computer Coding 3 hours

Introduction to digital computers; language programming and techniques; mathematical and statistical applications; console operation; two lectures, one 2-hour laboratory. Prerequisite: consent of instructor.

Mth 161 Mathematics for the Biological, Management and Social Sciences 4 hours

Finite mathematics. Introductory topics from algebra, analytical geometry, vectors and matrices, linear programming, sets and functions, permutations and combinations and logic. Prerequisite: Mth 101 placement.

Mth 162 Mathematics for the Biological, Management and Social Sciences 4 hours

Finite mathematics. Introductory topics from probability and its applications, the theory of games, difference equations, graphs and networks, construction of models and the study of existing models in biology and the social sciences. Prerequisite: Mth 161.

Mth 200, 201, 202, 203 Differential and Integral Calculus 4 hours each term

Functions of one variable; coordinate geometry of the plane; limits of sequences and of functions; differentiation and integration with applications. Prerequisite: Mth 102 or consent of instructor.

Mth 237 Mathematics in Western Culture 4 hours

A general education course for students who wish to know more about the contribution of mathematics to human culture. Includes such topics as the number concept; interrelations between mathematics, art, history; and the role of induction and deduction in mathematics. Credit does not count toward major or minor in mathematics. No prerequisites.

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. Credit does not count toward major or minor in mathematics. No prerequisites.

UPPER-DIVISION COURSES

Mth 301 Calculus of Several Variables 3 hours

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

Mth 311 Mathematics for Elementary Teachers 3 hours

A study of current and projected mathematics curricula in the elementary school from 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

Topics include the solution of first order differential equations and of second order linear homogeneous equations with constant coefficients. Fundamental existence and uniqueness theorems as well as applications of the theory to physical phenomena whose dynamic behaviors are governed by differential equations. Prerequisite: Mth 202.

Mth 324 Probability Theory 3 hours

Topics include probability theory and mathematical models, random variables, probability distribution and measurements of these distributions, probability and density functions, binomial, normal and poisson distributions. Prerequisite: Mth 200.

Mth 325, 326 Introduction to Statistics 3 hours each term

Statistical applications of probability, theory of sampling, correlation, regression, classification of data, formulation and testing of hypotheses. Prerequisite: Mth 324 or 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, 345 Fundamentals of Geometry 3 hours each term

An in-depth examination of the foundations of geometry from an axiomatic point of view to include the concepts of parallelism, congruence, betweenness, incidence and similarity. A comparison study will be made between various axiom systems. Topics in absolute geometry, non-Euclidean geometry and transformation geometry. Prerequisite: Mth 201 or consent of instructor.

Mth 347, 348 Algebraic Structure 3 hours each term

Rings; integral domains; properties of the integers; fields; rational, real and complex numbers; groups, polynomials; unique factorization domains; structure-preserving mappings. Prerequisite: Mth 201 or consent of instructor.

Mth 349 Introduction to Linear Algebra 3 hours

Vector algebra and geometry of \mathbb{R}^n ; systems of linear equations; linear transformations on \mathbb{R}^n ; real vector spaces; linear mappings; Euclidean spaces; determinants. Prerequisite: Mth 201 or consent of instructor.

Mth 363 Linear Programming 3 hours

Optimization of functions under linear constraints. Linear functions of several variables, convex sets, the general linear problem matrices and determinants, Gaussian elimination, the simplex method and applications. Prerequisite: a knowledge of BASIC as is acquired in Mth 151.

94 Mathematics Courses

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 modern geometry including transformational and projective geometry. 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. Prerequisites: Mth 203 or consent of instructor.

Mth 441 Linear Algebra and Matrix Theory (g) 3 hours

Vector, spaces, linear transformations, matrix operations, canonical forms, determinants and determinantal inequalities. Prerequisite: 6 hours of junior level algebra.

Mth 442 Logic and Boolean Algebra (g) 3 hours

The systematic development of Boolean algebras through lattice theory. A careful study of algebra of sets; symbolic logic; switching circuits. Interpretations are developed that yield these systems as realizations of Boolean postulates. Prerequisite: 6 hours of upper division mathematics.

**Mth 491, 493 Mathematics for Secondary Teachers (g)
3 hours each term**

A field experience approach to teacher preparation. A variety of experiences in the public schools is an essential part of the course. The remaining class activities are designed

to enhance and enlarge upon the classroom experiences. Mth 491 is for students preparing to teach at the junior high level; Mth 493 is for students preparing to teach at the senior high level. A student will not receive credit for both Mth 491 and 493. Prerequisite: Mth 201 or consent of instructor.

Mth 492 Mathematics for Secondary Teachers (g) 3 hours

A performance-centered course for prospective teachers of mathematics in grades 7-12. The development of teaching competencies and self-evaluation through the use of videotaped presentations or simulated classroom presentations is an integral part of the course. This course must precede student teaching or internship in mathematics. Prerequisite: Mth 201 or consent of instructor.

Mth 494, 495, 496 Analysis (g) 3 hours each term

Real number system, set theory, sequences, series, continuity, differentiation, sequences of functions, Fourier series, functions of several variables, metric spaces, measurable spaces. Riemann and Lebesgue integrals. Prerequisites: Mth 203 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

Introduction to group theory. Examples from many branches of mathematics. Classical elementary theorems. Normal subgroups and quotient groups. Homomorphisms. The fundamental theorems. Prerequisite: Mth 348 or consent of instructor.

Mth 542 Modern Algebra 3 hours

Introduction to rings and fields. Examples from many branches of mathematics. Elementary properties. Ideals and quotient rings. Polynomial rings. Fields. Prerequisites: Mth 348 or consent of instructor.

Mth 700 (p) In-Service Education



Chairman: Dr. Paul Griffin

Professors: Anderson, Bergman, Chatham, J. Gallagher, Greco, Griffin, Hess, Holmes, Redbird-Selam, Singh, Timpani.

Associate Professors: Amspoker, Cotroneo, Finster, Hill, Hirsch, Huxford, Ogard.

Assistant Professors: Allen, Brandhorst, Broadbent, Crawford, Dortmund, Fisher, Ghim, Grigsby, C. Johnson, Knittel, Long, Moran, Patterson, Redsun, Vanderford, W. White, Wiseman.

Instructor: Martin.

Social Science

Social science, a cluster of the disciplines of anthropology, corrections, 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 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.

COURSE DESCRIPTIONS

General Social Science

LOWER-DIVISION COURSES

SSc 101,102, 103 Introduction to the Social Sciences
3 hours each term

A multidisciplinary approach to the issues of society, such as urbanization, environmental problems, responsive government, population expansion, industrialization and the like. Students are introduced to various problem-solving techniques and analytical tools of the social scientist.

UPPER-DIVISION COURSES

SSc 301, 302, 303 Social Science for the Elementary Schools
3 hours each term

An interdisciplinary course designed to provide a basic social science background for elementary teachers with special attention to social-cultural foundations, environment, citizenship, consumer education and career education. Required of all elementary education majors.

SSc 401 Research 3-9 hours

SSc 402 Workshop Terms and hours to be arranged

SSc 406 Special Individual Studies Terms and hours to be arranged

SSc 407 Seminar Terms and hours to be arranged

SSc 408 Special Secondary Methods 3 hours

Provides experiences in methods of teaching the social sciences. In addition, emphasis is placed upon familiarizing the student with the philosophies and materials of social science. Prerequisite: Ed 363 or consent of instructor.

SSc 409 Practicum 12 hours

SSc 444 Adult Education Programs for the Disadvantaged
(g) 3 hours

Designed to familiarize and train individuals in the development and use of the various adult education programs. Information and practical experience in the area of literary education, stressing the method and techniques that work most effectively in bringing illiterate people to a level of functional competency.

SSc 448 Pre-Vocational and Vocational Education Programs for the Disadvantaged (g) 3 hours

Presents teachers of disadvantaged and migrants with information concerning the development of various types of prevocational and vocational programs.

SSc 450 Criminology (g) 3 hours

The nature and extent of delinquency and crime as forms of deviant social behavior; contributing factors; current prevention and treatment programs.

SSc 451 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.

SSc 452 Corrections Process (g) 3 hours

A study of the sequence involved in the correction process from arrest, courts, institutions and rehabilitation.

SSc 453 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.

SSc 454 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.

SSc 490, 491 Senior Social Science Seminar 6 hours

A senior interdisciplinary culminating course designed to help students to integrate social science around such contemporary concerns as urban studies, minority group studies, environmental studies, and the like. Required of all social science education majors.

GRADUATE COURSES

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

SSc 501 Research 3-9 hours**SSc 502 Workshop Terms and hours to be arranged****SSc 503 Thesis or Field Study 3-9 hours****SSc 506 Special Individual Studies Terms and hours to be arranged****SSc 507 Seminar Hours to be arranged****SSc 511 Contemporary Developments in the Social Sciences 3 hours**

A study or contemporary literature in the various social science areas for elementary teachers.

SSc 512 Contemporary Development in the Social Sciences 3 hours

A study of contemporary literature in the various social science areas for junior and senior high school teachers. (Acceptable for secondary certification.)

SSc 513 Social Problems in American Democracy 3 hours

A selected list of problems in the United States such as conservation problems, the nation's health, crime, etc. Designed to give factual and interpretative background for secondary teachers.

SSc 514 Economic Problems in American Democracy 3 hours

Selected economic problems of both a general and specific nature. The aim is to give prospective secondary teachers a firm foundation of both theoretical and applied materials in various phases of United States economic-industrial situations and problems.

SSc 515 Political Problems in American Democracy 3 hours

A study of current domestic political problems.

SSc 516 Community-Based Correctional Programs 3 hours

Inventory, assessment and impact of community-based programs implemented for treatment and care of the juvenile and adult delinquent.

SSc 517 Corrections/Administration of Justice 3 hours

Designed to provide the student with administrative competence in problem identification and problem solving techniques as applied to agency and personnel roles within the adult and juvenile systems of justice.

SSc 518 Criminal Law and Corrections 3 hours

The substantive criminal law with its corresponding penal sanctions. Review of recent court cases, with emphasis on their import on the corrections process, including the legal rights of offenders.

SSc 519 Detention, Jail and Correctional Facility Management 3 hours

A study of the way that detention, jail and correctional facilities are organized and managed.

SSc 520, 521, 522 Treatment of the Juvenile and Adult Law Offender 3 hours each term

This sequence is a study of the organization and administration of correctional treatment programs for the juvenile and adult law offender.

SSc 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: (1) man as an organism, his evolution and relation to environment; (2) archeology, which includes a survey of the rise of civilization in the old and new worlds; and (3) the concepts of society and culture; patterns, processes and dynamics.

UPPER-DIVISION COURSES**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 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 preliterate societies are examined with a view to understanding the nature and functions of Western institutions. Prerequisite: Anth 216 or consent of instructor.

Anth 313 Early Man in the New World (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 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. Prerequisite: Anth 216 or consent of instructor.

Anth 471 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. Prerequisite: Soc 213 or consent of instructor.

Anth 494 Northwest Indian Cultures (g) 3 hours

A study of the cultures of the northwestern United States before and after contact with the white man. Prerequisite: Anth 215 or consent of instructor.

Anth 496 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 the contemporary society. Prerequisite: Anth 216 or consent of instructor.

Anth 497 Mexican-American Culture (g) 3 hours

The course will acquaint the student with the diverse cultural traditions of the Mexican-American people and study the interaction of their traditions and cultural modes of behavior within the broader context of American society.

GRADUATE COURSES

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

Anth 526 Culture and Education 3 hours

Oriented toward application of anthropology to education. The focus is on the transmission of culture. Particular emphasis on the values that are activated by educational events and settings. The Western educational system is seen in the perspective of educational systems of different cultures.

Economics

LOWER-DIVISION COURSES

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 Americas and the African nations. Prerequisite: six hours of lower division economics or consent of instructor.

Ec 432 Urban Economics (g) 3 hours

Economic analysis of spatially oriented problems, with emphasis on the problems and techniques related to the understanding of economic base and the comparative economic growth of regions. Prerequisite: six hours of lower division economics or consent of instructor.

Ec 436 Introduction to Environmental Economics and Public Policy (g) 3 hours

An economic study of environmental problems with special reference to social welfare and economic efficiency criteria in evaluating the alternative uses of natural resources. Prerequisite: six hours of lower division economics or consent of instructor.

Ec 440 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. Prerequisite: six hours of lower division economics, or consent of instructor.

Ec 444 Introduction to Human Resource Economics (g) 3 hours

Economics analysis applied to the labor market as a factor of production. Wage determination, relationship be-

tween wages and prices, relationship between wages and employment is emphasized. Problems of manpower utilization. Prerequisite: six hours of lower division economics or consent of instructor.

Ec 445 Organized Human Resource (g) 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. Prerequisite: six hours of lower division economics or consent of instructor.

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 457g—microeconomics: economic theory of the firm, the price system and resource allocation under various market structures. Ec 458g—macroeconomics: measurement, analysis and policy related to the aggregate economic activity, with emphasis on employment, stable prices and economic growth. Prerequisite: 9 hours of lower division economics.

Ec 487 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. Prerequisite: six hours of lower division economics or consent of instructor.

Ec 488 Introduction to Consumer Economics (g) 3 hours

An analysis of economic efficiency and growth as they relate to micro and macro consumption behavior and consumerism: protection, information and education. Prerequisite: six hours of lower division economics or consent of instructor.

Geography

LOWER-DIVISION COURSES

Geog 105, 106, 107 Introductory Geography 3 hours each term

105—Introduction to the physical and regional geography of the world. 106—Introduction to economic geography. 107—Introduction to cultural geography.

Geog 200 Geography of World Affairs 3 hours

Geographic background and investigation of the world's current social, political and economic problems and the role the United States plays in world affairs.

Geog 221 Field Geography 3 hours

Observation of geographic features in the field; construction of maps from field sketches and notes; preparation of field reports.

Geog 222 The World in Maps 3 hours

Understanding of man's activities on the face of the earth through analysis, synthesis and evaluation of maps, air photos and other remote sensing imagery.

Geog 240 Cartography 3 hours

Introduction to the fundamentals of reading and using modern maps, along with considerations in their design, compilation and drawing.

UPPER-DIVISION COURSES

Geog 311 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

Physical and human resources of the Pacific Northwest. Interpretation of the present pattern of man's use of the Pacific Northwest with special emphasis on Oregon.

Geog 340 Intermediate Cartography 3 hours

Projects in some of the more specialized aspects of the graphic arts as applied to the field of cartography.

Geog 390 Introductory Meteorology 3 hours

Observation, measurement and analysis of weather elements and phenomena; interrelationships of weather elements; stratification, general and local storms; weather and flying; causes of weather changes.

Geog 392 Physical Geography 3 hours

Principal earth surface elements of physical geography including landforms, soils, water and biotic resources in their genetic, distributional and functional interrelationships.

Geog 408 Senior Colloquium in Geography 3 hours

Significant geographical writings from the early Grecian period to the present. Emphasis on methods and interpretations.

Geog 411, 412 Cultural Geography (g) 3 hours each term

Cultural areas of the inhabited regions of the earth as characterized by ethnic, population and settlement patterns.

Geog 413 Urban Geography (g) 3 hours

Urban settlements in terms of patterns, forms and functions; systems of urban land classification and geographic aspects of forces affecting urban land use.

Geog 414 Geographic Backgrounds of American History 3 hours

Diffusion of culture traits across the United States from the 17th century to the present. Emphasis on settlement, transportation, religion, agriculture, communication systems and the differentiation of regional cultures.

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: 416—agriculture; 417—manufacturing; 418—trade and transportation.

Geog 425 Environmental Issues and Survival Strategies (g) 3 hours

Consideration of the geographic distribution of American resources against a background of world resources; philosophies and practices and their geographical bases in relation to survival and strategies.

Geog 426 Geography of Europe (g) 3 hours

Individual European societies' landscape organization and how they attempt to alleviate common cultural problems: international migrations, scarcity of land for agriculture and urban development, economic programs and European nationalism.

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

Understanding of economic and social activities in the major human-use regions of the home continent; description and interpretation of the present occupancy pattern of the major regions of the United States and Canada.

Geog 432 Geography of Africa (g) 3 hours

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

Individual work with emphasis on creative techniques of employing the map as a tool.

Geog 450 Geography of Asia (g) 3 hours

Economic and social development of the countries of Asia; the economic bases of human life; problems of population pressure; trends in economic and political exploitation; and the geographic backgrounds of oriental and occidental interrelations.

Geog 461 Geography of South America (g) 3 hours

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

Physical and cultural processes that have shaped the landscapes of Middle America.

Geog 480 Geography in the School Curriculum (g) 3 hours

Description and analysis of major trends, concepts and content of geography as related to the social studies curriculum in the public schools.

Geog 490 Climatology (g) 3 hours

The climate controls and where they operate; climate classification; world regional climate patterns; the characteristics of the world's climates. Prerequisite: Geog 390.

Geog 492 Regional Physiography of North America (g) 3 hours

The interrelationship of soil, vegetation, landforms and climate in the physiographic regions of North America as they have played a role in the cultural and economic development of the continent. Prerequisite: Geog 392 or G 322.

GRADUATE COURSES

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

Geog 515 Geographic Background of European History 3 hours

Influence of geographic factors on the development of European ethnic, settlement, political and economic patterns. Emphasis given to the evolution of these patterns since the time of the dissolution of the Roman Empire.

Geog 518 Modern Viewpoints, Methods and Materials in Geography 3 hours

Analysis of the learning skills, concepts, tools and techniques to provide understanding of the physical environment and its relationship to man's way of living.

Geog 519 Cartography for Teachers 3 hours

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

Geog 520 Physical Geography and Field Methods for Teachers 3 hours

Observation of geographic features in the field; construction of maps from field sketches and notes; preparation of field reports; analysis of methods of field teaching in the public schools.

History

LOWER-DIVISION COURSES

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

An introduction to the meaning and method of history, illustrated by materials drawn from both European and 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 developments. Attention to Empire and Commonwealth as well as the homeland.

Hst 309 Minority Groups in American History 3 hours

A study of the political, cultural, social and economic experiences of minority groups in American history.

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 442 Revolutionary Europe (g) 3 hours

European political, social, economic and intellectual revolutions and movements from 1789 to the mid-19th century.

Hst 443 Europe in Ascendancy (g) 3 hours

Europe from mid-19th century to 1914, including the rise of new nations, the events and influences of European imperialism, the development of radical social and political movements, and the forces leading to World War I.

Hst 444, 445 20th-Century Europe (g) 3 hours each term

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 446 The Near East in the 20th Century (g) 3 hours

A study of the contemporary Near East; its societies, its economic and political patterns, and its role in world affairs. Special attention is given to the Turkish revolution, the Mandate experience and the background of Israeli-Arab tensions.

Hst 447, 448 History of Russia (g) 3 hours each term

Hst 447: The medieval Kievan state; the emergence of Muscovy and its expansion. Hst 448: Political, social, economic, and cultural development of Russia from early modern times to the 19th century; revolutionary thought and movements of the 19th century.

Hst 449 History of the Soviet Union (g) 3 hours

Political, diplomatic and social development of Russia from 1917 to the present.

Hst 457 The Jacksonian Era (g) 3 hours

The United States, 1815-1850. Westward expansion and the roots of intersectional conflicts; growth of a native American culture; party struggles of the age of Jackson.

Hst 458 Civil War and Reconstruction (g) 3 hours

The critical decade before the Civil War; the war years; the tragic post-war era.

Hst 459 Industrial America (g) 3 hours

The United States from 1865 to 1900. Industrialization, growth of big business and relationship of government to business; settling the last frontier; immigration and the rise of cities; new intellectual currents; emergence as a world power.

Hst 460, 461, 462 American Social and Intellectual History (g) 3 hours each term

Influence of social factors on American history and culture; main currents of American intellectual and cultural life from colonial times to the present.

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

The American Frontier. First term: the early American frontier; second term: the trans-Mississippi West.

Hst 478 History of the Pacific Northwest (g) 3 hours

Historical and cultural development of the Pacific Northwest.

Hst 479 Urban American History (g) 3 hours

A study of the political, economic, social and intellectual impact of the city upon American history and of the impact of historical forces upon the growth of American urbanization.

100 History, Political Science

Hst 480, 481, 482 The United States in the 20th 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 20th-Century Latin America (g) 3 hours

Contemporary developments, policies and trends in the Latin American states. Special attention given to revolutionary movements.

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 106 Introduction to Political Science 3 hours

What political science is about: its basic concerns, fields and methods of study.

PS 201 American National Government 3 hours

An introduction to the study of forms of government, public policy and public opinion in the United States. Prerequisite: PS 106 or consent of instructor.

PS 202 State and Local Government 3 hours

Practical operation and contemporary reforms in government at the state and local levels. Prerequisite: PS 106 or consent of instructor.

UPPER-DIVISION COURSES

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 and Pressure Groups (g) 3 hours

This course provides an analysis of the nature, organization and operation of political parties and pressure groups. Special attention is addressed to the particular function that these types of organizations perform in the political process.

PS 415 Public Opinion and Political Behavior (g) 3 hours

This course provides an analysis of the process by which public opinion is created and explores the role of public opinion in the political process. Political socialization, voting and other forms of political behavior also are covered.

PS 418 Functions and Policies of National Government 3 hours

A detailed analysis of the functions and policies of the national government. Prerequisites: PS 106, 301, 302, 303 and/or consent of instructor.

PS 424 Problems of State Government (g) 3 hours

Study of special problems of state executives, administration, legislatures and judicial systems. Prerequisites: PS 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 490 Community Politics 3 hours

An analysis of the nature of political processes and institutions at the local level; formal and informal decision-making; distribution of political power. Students study and analyze some aspect of community politics.

PS 492 Ideologies of the Twentieth Century (g) 3 hours

Capitalism, Communism, Socialism and Fascism considered as politico-economic systems. Totalitarian methods contrasted with democratic methods.

PS 493 International Organizations (g) 3 hours

Arrangements for national security; balance of power, collective security, United Nations. Causes of war and prerequisites for peace. Designed for those preparing for secondary teaching to better understand the relations between nations and the efforts toward peace.

PS 497 American Foreign Relations (g) 3 hours

The origin, character and consequences of American foreign policies from 1900.

Sociology

LOWER-DIVISION COURSES

Soc 213 Principles of Sociology 3 hours

Fundamental concepts and empirical findings in the field of sociology.

Soc 214 Social Problems 3 hours

Thorough examination of the nature, causes, effects and alleviation or elimination of major social problems.

Soc 215 World Population and Social Structure 3 hours

Introduction to the general field of population studies, providing within a sociological framework an analysis of historical, contemporary and anticipated population conditions and trends as these are related to social situations and the organization of society.

UPPER-DIVISION COURSES

Soc 309 American Society 3 hours

An analysis of American society in terms of its significant structural traits and their functions; major changes in American society and selected contemporary problems examined in their relation to institutional structures. Prerequisite: Soc 213 or consent of instructor.

Soc 310 Community Organizations 3 hours

Understanding of the social organization of a community, such as the power structure, stratification, unique traditions, conflict groups and its institutions. Description of the different patterns in an urban community and in a rural community. Development of an understanding of the ecological characteristics of a community. Prerequisite: Soc 213 or consent of instructor.

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 contrasting cultures. Prerequisite: Soc 213 or consent of instructor.

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. Prerequisite: Soc 213 or consent of instructor.

Soc 338 Marriage and the Family 3 hours

The growth and development of the family throughout its life cycle. The family and personality development, dating, courtship, mate selection, engagement, marital and family adjustment, family crises. Prerequisite: Soc 213 or consent of instructor.

Soc 408 Colloquium in Sociology (g) 3 hours

Study of significant sociological writings from the 19th century to the present with emphasis on methods and interpretations. Prerequisite: Soc 213 or consent of instructor.

Soc 422 The Disadvantaged in American Society (g) 3 hours

Designed to acquaint teachers and others with what is meant by the culturally disadvantaged. Examination of the sociological characteristics of the disadvantaged; differences in middle- and lower-class cultural understandings; development of the self-concept. Prerequisite: Soc 213 or consent of instructor.

Soc 437 Sociology of Race Relations (g) 3 hours

The development of "race consciousness" and emergent problems of race-culture contacts. Prerequisite: Soc 213 or consent of instructor.

Soc 443 The Field of Social Work (g) 3 hours

A survey of the development of the social services with emphasis on current American trends. Prerequisite: Soc 213 or consent of instructor.

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 of sociometric techniques and skill in using them. Prerequisite: Soc 213 or consent of instructor.

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. Prerequisite: Soc 213 or consent of instructor.

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 reversal; differences in life style, resource availability and allocation related to social and economic stratification; subculture to aging. Prerequisite: Soc 213 or consent of instructor.

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. Prerequisite: Soc 213 or consent of instructor.

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. Prerequisite: Soc 213 or consent of instructor.

GRADUATE COURSES

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

Soc 522 Sociology of Complex Organizations 3 hours

The study of patterns and problems of social organization in modern societies.

Business Administration

LOWER-DIVISION COURSES

BA 211, 212, 213 Fundamentals of Accounting 3 hours each term

The function of accounting as a tool for the planning and administration of business enterprise. Primary emphasis is on analysis and interpretation of financial data rather than on collection and presentation. Prerequisite: sophomore standing or consent of instructor.

BA 211: Position and income statements, conceptual basis for collecting and presenting data, flows of cost, the accounting cycle, depreciation, formation of working capital.

BA 212: Inventory and its control, risk-equity relationships, interest, annuities, analysis of position and income statements, fund statements, manufacturing costs, organization for and administration of costs and budgetary control.

BA 213: 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.

UPPER-DIVISION COURSES

BA 310 Markets and Marketing 3 hours

Theoretical development of the concept of the market: Description and classification of the various major types of markets in the United States. Theoretical explication and empirical examination of the behavior of buyers and sellers in the various markets.

BA 340 Business Fluctuations and Forecasting 3 hours

Description and brief historical survey of business fluctuations. Presentation of the various theories of business fluctuations and the empirical evidence for each. Discussion of the social consequences of fluctuating economic activity. Examination of business strategies for dealing with the cycle.

BA 370 Business and Society 3 hours

Theoretical explication of the nature and functioning of the business system of social cooperation and its operation in the United States. Discussion of the beneficial and detrimental aspects of this system. Elucidation of the social responsibilities of business.

Dean of Students: Jack D. Morton

Associate Deans of Students: Phyllis Knight Griffith, H. Blake Moranville.

Director of Student Activities: Douglas P. Yates.

Financial Aid Officer: James M. Sumner.

Director of Counseling Services: Dr. William H. Venema. Associate Director: Dr. Joel Newman.

Director of Medical Services: Dr. Richard E. Hall. Director of Nursing: Etta Mae Detering.

Registrar and Director of Admissions: Stanley J. Kenyon. Assistant Registrar: John Brinegar.

Director of Dormitories: Neil A. Amerman.

The Student

Several programs have been established at OCE to strengthen the educational, social and intellectual development of the student. The programs are coordinated in the Student Personnel Office, which is headed by the dean of students.

The dean's staff consists of associate and assistant deans who are in charge of discipline, housing policies, financial aid and academic counseling. Other members of his staff direct personal counseling, the Health Service and student activities. The dean and his staff are available to students at all times. All faculty members are encouraged to assist in the success of these programs for students.

Personal help for each new student is available for planning his college program and making adjustments to college life. A faculty adviser is assigned to each new student. The student may retain this adviser through his college career or he may change advisers at any time. The faculty adviser becomes acquainted with the student and is available for consultation whenever help is needed. The dean and his associates also are available for academic counseling.

The Registrar's Office will help plan programs and assist in the evaluation of progress in a program of study.

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.

Student Health Service

The payment of tuition and fees entitles regularly enrolled students to medical consultation and treat-

ment in the Student Health Service. The facilities include examination and treatment rooms and a small pharmacy. A full-time medical doctor and a staff of nurses are assigned to the Health Service. The college contracts with Salem Hospital for ward care. On the recommendation of the college physician a student is entitled to five days of hospitalization per year. Expenses incurred without the authorization of the Student Health Service are not covered by the college.

Surgeon's fees, medical consultations, x-rays, drugs, laboratory fees and special nurse's fees must be paid by the student unless he is covered by supplementary insurance. A group insurance plan may be purchased during the registration period. A committee of the Associated Students of OCE chooses this plan annually to provide purchasers with additional hospitalization, medical and surgical benefits, diagnostic and laboratory tests and accidental injury coverage, all on or off campus whether school is in session or not. Dental insurance also may be purchased at the beginning of fall term.

Emergency care is available at the Independence Clinic. After-hours care is at the student's expense unless covered by insurance.

Health services are not provided to students' families or to the faculty and staff of the college.

Students are encouraged to discuss their health problems with the Health Service staff. The staff will participate in on-going medical treatment initiated by the student's personal physician upon request.

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.

The behavioral regulations of the college will be enforced during that time included in the academic calendar. These regulations will apply to any person who is matriculating or who has been admitted for matriculation when either of the following conditions exists:

1. The disruptive behavior occurs on the OCE campus.
2. The disruptive behavior occurs off the OCE campus but is committed by a student representing the institution, or by a student who is a spectator at an event in which OCE is participating.

The authority for the principles of student conduct is derived from the administrative rules of the Oregon State System of Higher Education.

Disciplinary Procedures

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

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

Section I—The Hearing Process:

1. The student will be informed by the dean of students' office of the nature of the accusation, his rights, and the procedure to be followed.
2. The student will choose between a hearing with the dean of students or with the Student Conduct Committee, except in the rare case when the dean of students considers it advisable for the problem to be heard by the Student Conduct Committee (a joint OCE faculty-student committee which is appointed by the president).
3. The essentially educational nature of disciplinary action at OCE requires that the hearing shall be conducted informally along the procedural guidelines established by the Student Conduct Committee.

4. The student has the right to be accompanied at the hearing by a person of his choosing such as a fellow student, member of the faculty, parent, or minister.

5. The student may appeal the decision of the Student Conduct Committee or the dean of students to the president of OCE.

Section II—Categories of Disruptive Behavior:

(The asterisk [*] marks categories of disruptive behavior as defined by the Oregon State Board of Higher Education in a statement adopted on Sept. 8, 1970, to govern all elements of the State System of Higher Education.)

1. Academic dishonesty, which is defined as:
 - a. Cheating in any aspect of college course work.
 - b. Falsification of college records. This includes failure to report any or all previous college records.
2. Possession or consumption of alcoholic beverages on the Oregon College of Education campus.
3. Violation of national, state and local laws makes a student liable not only to prosecution and punishment by civil courts but may also lead to disciplinary action by the college.
- *4. Obstruction or disruption of teaching, research, administration disciplinary procedures or other institutional activities, including the institution's public service functions or other authorized activities on institutionally owned or controlled property.
- *5. Obstruction or disruption which interferes with the freedom of movement, both pedestrian and vehicular, on institutionally owned or controlled property.
- *6. Possession or use of firearms, explosives, dangerous chemicals or other dangerous weapons or instrumentalities on institutionally owned or controlled property, in contravention of law or institutional regulations.
- *7. Detention or physical abuse of any person or conduct which is intended to threaten imminent bodily harm or endanger the health of any person on any institutionally owned or controlled property.
- *8. Malicious damage or misuse or theft of institutional property, or the property of any other person where such property is located on institutionally owned or controlled property, or regardless of location, is in the care, custody or control of an institution.
- *9. Refusal by any person while on institutional property to comply with an order of the institution executive or appropriate authorized official or officials to leave such premises because of conduct proscribed by this code when such conduct constitutes a danger to personal safety, property or educational or other appropriate institutional activities on such premises.
- *10. Unauthorized entry to or use of institutional facilities, including buildings and grounds.
- *11. Use, possession or distribution of illegal drugs on institutionally owned or controlled property.
- *12. Inciting others to engage in any of the conduct or to perform any of the acts prohibited herein. Inciting

means that advocacy of proscribed conduct which calls upon the person or persons addressed for imminent action, and is coupled with a reasonable apprehension of imminent danger to the functions and purposes of the institution, including the safety of its students, faculty and officials, and the protection of its property.

This list is not all-inclusive since it is not possible to list here all potential violations. It is expected that students will behave in a manner that is most conducive to the greatest possible total development and growth of the individual and the academic community. When action is considered to be in violation of this goal, appropriate persons will initiate the disciplinary procedure as outlined in Section I.

OCE 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 of educating students to live among others. Self-government of the residence halls is encouraged.

The residences are designed for comfort. Rooms are attractively furnished, and each hall also has lounges, snack areas, laundry facilities and television and music areas.

Each residence is staffed by a head resident and junior and senior student assistants to advise beginning students. These head residents and assistants are employees of the office of the dean of students.

The residences are grouped in one corner of the campus. The farthest point of the campus is a walk of no more than ten minutes away. The residences have free parking for cars.

The Food Service Building is part of this residence hall group. All residence hall residents eat in this building, which also serves any student living off-campus who wishes to eat there.

Student Residences

Barnum Hall (1968). A co-ed residence hall. Four women or four men live together in apartments having living-study areas, sleeping rooms and connecting baths. This hall has four buildings, three for residents and the fourth for lounge and activity areas and the head resident's apartment. Capacity is 70 men and 70 women.

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

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

Landers Hall (1970). Living facilities for 265 women and 55 men in single and double rooms. The hall consists of seven buildings, five for women and one for men, and the seventh for lounge and activity areas and the head resident's apartment.

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 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.

Student Housing

Housing Policies

All freshmen men and women, except those living at home, must live in college-operated housing. Freshmen may petition to the dean of students for exception if unusual circumstances are present.

Women between the ages of 18 and 21 may have key privileges unless their parents disapprove. Closing hours are maintained for women without key privileges. Room visiting hours are from 11 a.m. until midnight Sunday through Thursday and until 2 a.m. Friday and Saturday nights.

The college reserves the right to enter residence hall rooms to inspect, repair or other official business.

Charges are made 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 voided.

Room reservations for fall term should be made before August 15. An application form may be obtained from the director of dormitories at the college. A \$50 deposit is charged at the time of reservation; this applies to the first installment of room-and-board charges.

ROOM-AND-BOARD RATES

Full year, 1973-74

	Multiple	Single
Barnum, Butler, Gentle, Landers	\$1,100.00	\$1,430.00

These rates are in effect for the three terms of the 1974-75 academic year. The rates are subject to change without notice.

If the reservation is cancelled, \$40 will be refunded if the cancellation is made before August 15 for fall term or at least 14 days before winter and spring terms begin. Students who are found ineligible for admission to the college will have the full deposit refunded.

Room-and-board fees are payable not later than the tenth day after the date that they are due. Payment after the due date carries a late-payment fee of \$1 per day until a maximum charge of \$5 is reached. Grades will not be issued to students in default of payment of room-and-board charges.

Refunds are pro-rated on a percentage basis from the week in which the student withdraws from the residence hall.

Residences are open at 2 p.m. on the day before the first scheduled day of the academic calendar and close on the last scheduled day of each term.

Off-Campus Housing

The dean of students keeps a list of available off-campus housing. His office also will advise students on their obligations and rights in the leasing or renting of private housing.

The college does not own housing for married students. No fraternities or sororities have been established at OCE for housing.

Other Student Facilities

College Center (1960, 1972). This is headquarters for student government and organizations. The building

has offices, several meeting rooms, a coffee shop, lounges, game room, music rooms, student publications office and the campus store.

Health Center (1963). The OCE 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. It has dining facilities for all residence students and also is used by off-campus residents and others for meals. Some of the dining rooms can be used for meetings.

Counseling Center. Located in Room 203 of The Cottage, the center provides a confidential setting for private conferences with the counseling staff. Students seeking assistance in career planning or solutions to personal problems are encouraged to use the center's resources.

Campus Store. A self-service store located on the lower level of the College Center. Textbooks, paperbacks, art supplies, small personal items and miscellaneous articles are sold.

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 College 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.

OSPIRG

Oregon Student Public Interest Research Group (OSPIRG), a non-profit corporation, is controlled and

operated by student representatives from universities, colleges and community colleges in Oregon. Its purposes are to research, publicize and implement action in the areas of environmental preservation and consumer protection. At OCE, a donation of \$1 per term is requested of each student, enabling him to vote or hold office in the corporation. Monies collected by OSPIRG are used to hire professionals to guide and assist students in research and to fund the various projects.

SEEK

Student Endeavors in Education and Knowledge (SEEK) is a committee under the direction of the ASOCE president which organizes student-initiated classes for elective credit. The committee is composed of four students and three faculty members. With the approval of the committee and the dean of faculty, students may instruct SEEK classes under the sponsorship of a faculty member.

People Place-Help Center

The center is quartered in a small building on the campus. It is a student-directed organization which will provide information, resources and referrals to students for dealing with various problems. Students operating the center have had special training in communication skills. The center is open evenings and on the weekends.

Special Interest Groups

Band. Plays at athletic events; sponsors musical activities.

Black Student Union. Forums and activities to advance interests of black students; opportunities for student expression to promote cultural awareness.

Campus Crusade for Christ. Interdenominational; for Christian fellowship and growth.

Chamber Symphony. Concerts on and off campus.
Chess Club.

Choir. Concerts on and off campus.

Christian Science Club.

Collecto Coeds. Service honorary for women.

Collegiate Veterans Club. For veterans of the armed forces.

Deseret Club. For students interested in the Church of Jesus Christ of Latter-day Saints.

French Club.

Gamma Theta Upsilon. Professional geography honorary.

Hui O Aloha. For students from Hawaii.

Intercollegiate Knights. Service honorary for men.

Inter-Varsity Christian Fellowship. Interdenominational; opportunities in the mission field.

Kappa Kappa Psi. Band men's honorary.

Mu Phi Epsilon. Sorority for music majors and minors.

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

Native American Students Association. Promotes cultural awareness of American Indian and Eskimo students.

Newman Club. For students interested in the Catholic Church.

OCE Singers. Promotes interest in vocal music.

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

Rodeo Club. Competitive showing and riding; indoor arena and box stalls rental service.

Select Singers. Open to members of the choir or Women's Chorale.

Ski Club.

Soccer Club. Competition with other Oregon colleges and universities.

Spanish Club.

Staff and Key. Service honorary for women.

Student Oregon Education Association. For students in teacher education.

Tau Beta Sigma. Band women's sorority.

Varsity Rally.

Women's Chorale. Concerts on and off campus.

Women's Collective. Develops women's interests and studies; provides information to women.

Women's Recreation Association. Coordinates women's intramural and extramural recreational programs.

Young Democrats.

Young Republicans.

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 on 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 intramural and intercollegiate competition and recreation under the sponsorship of the Women's Recreation Association. OCE belongs to the Northwest College Women's Sports Association which sponsors intercollegiate competition in field hockey, volleyball, gymnastics, swimming, softball, tennis, basketball, track and field and bowling.

Intramural programs include many of the above-mentioned sports plus handball, badminton, archery and other activities.

A soccer club for men and rodeo club for men and women are sponsored by the student government.

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 strong 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 exhibition program.

Music

The cultural benefits of music are stressed through recitals, concerts, participation in various vocal and instrumental ensembles, operas and musical plays. Vocal and instrumental groups often play off campus. Admission to many on-campus musical events is free of charge.

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 Lamron 2, a weekly newspaper, and a literary magazine, published annually and featuring original literary and art work.

Awards

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

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

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

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

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.

Financial Aid

Most OCE students receive some form of financial aid arranged by the college. This aid comes in a variety of forms, including grants, loans and part-time work. These are financed by a variety of sources.

Application Procedures

With the exception of the Guaranteed Student Loan (GSL) and the Basic Educational Opportunity Grant (BEOG) programs, students may apply for loans, grants and work on a single application form. To qualify, applicants must furnish a Parents Confidential Statement or a Student Financial Statement to the College Scholarship Service, P. O. Box 1025, Berkeley, Calif. 95701, by the January 15 before they enroll in college.

An OCE standard financial aid application form also must be completed and returned to OCE. This form is for all forms of aid except the GSL and BEOG. The completed application should be submitted to the OCE Financial Aid Office by March 1. Applications received after March 1 will be considered in order of receipt.

A separate application is necessary for a Guaranteed Student Loan. Oregon residents may apply for these loans through the OCE Financial Aid Office. Nonresidents may apply through the department of education in their home state.

Beginning Freshmen and Undergraduate Transfer Students

1. Apply for admission to OCE.
2. High school seniors should obtain the standard financial aid application form from their high school, then send the completed application to the State Scholarship Commission, Suite 9, 1445 Willamette Avenue, Eugene, Oregon 97401 before March 1. Transfer students may obtain the application form from the OCE Financial Aid Office.

3. High school seniors applying for grants should complete the Scholastic Aptitude Test (SAT) or the American College Testing (ACT) examination as early as possible in their senior year.

4. High school seniors applying for grants must complete the Parents Confidential Statement by January 15.

Undergraduates currently enrolled at OCE

1. Complete and submit by March 1 the OCE standard financial aid application form. This is available from the OCE Financial Aid Office.

2. Complete the Parents Confidential Statement or Student Financial Statement and submit it to the College Scholarship Service, P. O. Box 1025, Berkeley, Calif. 95701 by January 15.

State Grants

The 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. Awards usually are made to entering freshmen. Information may be obtained from high school counselors; from the State Scholarship Commission, Suite 9, 1445 Willamette Avenue, Eugene, Oregon 97401; or from the OCE Financial Aid Office.

Two grant programs are:

Need Grants

These are available to students who qualify for admission to college and whose resources are inadequate to meet the costs of their education. These grants are available for four undergraduate years and cannot exceed \$500 per year. The grants are subject to annual review by the State Scholarship Commission.

Scholarship Grants

These are awarded on the basis of scholastic aptitude, achievement and need. They also cannot exceed \$500 per year and are subject to annual review by the State Scholarship Commission.

Private Scholarships and Grants

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 \$1,200 scholarship each year. All OCE aid applicants are automatically considered for this award.

Oregon College of Education Awards

OCE Dads Club Awards

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

OCE Mothers Club Awards

Up to \$150 for students, preferably of junior standing and having a 2.5 grade-point average. Awards are made by the OCE Financial Aid Committee. All OCE aid applicants are automatically considered for these awards.

OCE Financial Aid Committee Awards

The Oregon College of Education Financial Aid Committee offers a limited number of grants from funds contributed to the committee by various individuals, groups, and organizations. These grants vary in number and amount according to the student's financial need and proven abilities. All OCE aid applicants are automatically considered for these awards.

Oregon Congress of Parents and Teachers Scholarships. Oregon Congress of Parents and Teachers 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. Application forms

are available in the high school counselor'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 counselor or the OCE Financial Aid Office, and must be submitted to the OCE Financial Aid Office by March 1. The applicant also must 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 women 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.

Jerome Steinbach Foundation Grants. These grants are available to undergraduate students on the basis of need and academic achievement (minimum college GPA of 3.0). Application should be made in the spring for the following academic year. Application forms are available from the Trust Division, U. S. National Bank of Oregon, P. O. Box 3168, Portland, Oregon 97208.

Federal Grant Programs

Basic Educational Opportunity Grants

This is a program of cash grants for needy students. These usually range from \$100 to about \$800, based exclusively on need. Students apply directly to the federal government, using a special application form available from high school counselors or the OCE Financial Aid Office.

Supplemental Educational Opportunity Grants

Cash grants are available to a limited number of undergraduate students with exceptional financial need who require these grants to attend college. Students accepted for enrollment or who are enrolled in good standing may receive these grants for each year of their higher education. These grants range from \$200 to \$1,000, but can be no more than one-half of the total assistance received by the student.

Law Enforcement Education Program Grants

These federal grants are available for approved students who are full-time employees of law enforcement, judicial and corrections agencies. Grants are for tuition and books for full-time or part-time students.

Student Loan Funds

Several loan funds have been established at OCE to help students finance their study. These funds are administered by the college as specified by the donors. Application for loans should be made with the OCE Financial Aid Office.

National Direct Student Loan Fund

This federal fund is available to all qualified students. If the borrower teaches the handicapped or in certain schools in areas of low-income families, the entire amount may be cancelled at the rate of 20 per cent per year.

Law Enforcement Education Program Loans

Students enrolled or accepted for enrollment in the OCE corrections program may borrow a maximum of tuition and book costs each term. These federal loans are cancelled at the rate of 25 per cent for each year of employment in a public law enforcement, judicial or corrections agency.

Guaranteed Student Loans

The terms of Guaranteed Student Loans and Federally Insured Student Loans are the same. The student borrows directly from a bank or other lending institution. A graduate student may borrow as much as \$2,500 a year; an undergraduate, \$1,500 a year. No interest is paid while the student remains in college. Repayment of principal and interest begins 10 months after completion of the course of study at an interest rate of 7 per cent.

OCE Short-Term Loans

The borrower must be a full-time student in good standing. A limit of one term's tuition may be borrowed. Repayment must be made before registration for a new term. Handling charges are 10 cents for less than \$10 and a maximum of \$1.50 for larger amounts. Co-signers are not required.

OCE Long-Term Loans

The borrower must be a full-time student in good standing. Repayment is made according to an agreement when the loan is made. The interest rate is 4 per cent for one year from the date of the note and 6 per cent thereafter. A maximum of \$200 may be borrowed during any single term (\$250 for married students). The maximum per year is \$600 (\$750 for married students). A limit of \$1000 for single students and \$1250 for married students may be borrowed for periods of more than one year. The entire loan must be repaid within two years of the date of the note. Co-signers are required.

Special Loan Funds

The Ackerman Memorial Loan Fund. Honors the late J. H. Ackerman, former president of the college (1911-21).

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

Mrs. Edwin Binney Jr. Loan Fund. A memorial to Mrs. Edwin Binney Jr., a friend of OCE.

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.

Clifford L. Corley Memorial Loan Fund. Honors the late Clifford L. Corley, former chairman of the Education and Psychology Department, and director of graduate programs at the time of his death. Loans cannot exceed tuition and fees for one term; income is applied to grants to outstanding students in junior high school education.

Jane Catherine Dale Memorial Loan Fund. Honors the late Jane Catherine Dale, former chairman of the Humanities Department.

James Gregory Daniels Memorial Trust Fund. A student emergency fund in memory of James Gregory Daniels, outstanding athlete and student.

Tonie Neufeldt Endersby Memorial Loan Fund. A memorial to Tonie Neufeldt Endersby, outstanding student.

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

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.

Charles A. Howard Loan Fund. A bequest of the late Charles A. Howard, president emeritus of OCE (1939-47).

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 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 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.

Charles H. Thompson Fund for Girls. A bequest of the late Charles H. Thompson; for women.

Beulah Stebno Thornton Memorial Loan Fund. Sponsored by Beta 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.

Dr. Montana Rickards Walking Bull Loan Fund. For full-blooded Native Americans for small emergency needs.

OCE Alumni Association Loan Fund.

Mothers Club and Dads Club Loan Fund.

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

Oregon Epsilon Chapter of Alpha Kappa Delta Loan Fund. For women preparing for teaching careers.

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.

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

Employment

Many students earn a large part of their expenses by working in the summers and during the academic year. The work available includes housework, janitorial 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 Aid Office. Employment cannot be guaran-

teed to all who may desire it. The new student should have sufficient funds to cover the expenses of at least the first term.

New students may have better luck in seeking work after they have become familiar with the local community. Students shouldn't expect to find jobs by writing to the college because part-time jobs aren't listed until school opens.

College Work-Study Program

The College Work-Study Program is designed to stimulate part-time employment of students who are from needy families and in need of money to continue their education.

A student must be a citizen or permanent resident of the United States; from a needy 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; enrolled or accepted for enrollment.

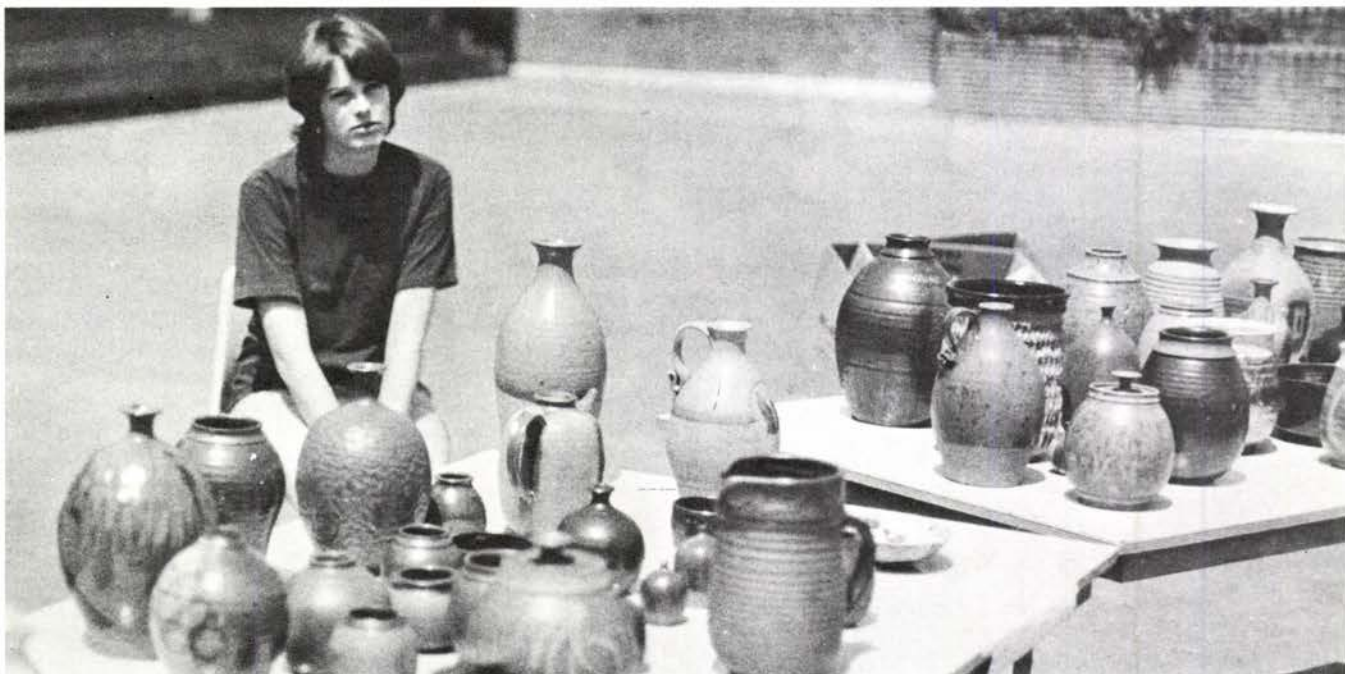
A student may be employed a maximum of 15 hours a week when classes are in session or 40 hours a week during vacation periods.

Application forms for employment are available from the Financial Aid Office.

Graduate Students

OCE graduate students are eligible for National Direct Student Loans (maximum of \$300 per term and \$1,200 per year), Guaranteed Student Loans (maximum \$833 per term and \$2,500 per year) and the College Work-Study Program. Application forms may be obtained from the OCE Financial Aid Office.

Graduate students in special education and corrections are eligible for special types of aid. The director of special education or the coordinator of corrections at OCE should be contacted for details.



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 Oregon citizens throughout the state within a closely articulated framework of member institutions.

The State System is governed by the State Board of Higher Education whose members are appointed by the Governor with confirmation of the State Senate. Board terms are four years for regular members and two years for student members. Their names and term expiration dates are (terms expire on June 30 of the year shown):

GEORGE LAYMAN, Newberg 1976
President and Chairman, Executive Committee.
JOHN W. SNIDER, Medford 1975
Vice President and Member, Executive Committee
GEORGE H. COREY, Pendleton 1975
Member, Executive Committee
ROBERT D. HOLMES, Seaside 1977
ELIZABETH H. JOHNSON, Redmond 1974
PHILIP A. JOSS, Portland 1976
MARC MADEN, Portland 1974
Portland State Student
VALERIE MCINTYRE, Eugene 1975
U of Oregon Student
JOHN MOSSER, Portland 1976
LORAN L. STEWART, Eugene 1977
EDWARD G. WESTERDAHL II, Portland 1977

Members of the State System are Oregon State University, Corvallis; University of Oregon, Eugene; Portland State University, Portland; Oregon College of Education, Monmouth; Eastern Oregon State College, La Grande;

Southern Oregon College, Ashland; and Oregon Institute of Technology, Klamath Falls. The University of Oregon Medical School and Dental School, together with the U of O School of Nursing, were combined under a single administrative unit, the University of Oregon Health Sciences Center, under a 1973 legislative act effective on July 1, 1974. The Division of Continuing Education administers college-level courses and special programs in off-campus locations throughout the state.

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

ROY E. LIEUALLEN, 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.
President, University of Oregon
ROBERT W. MACVICAR, Ph.D.
President, Oregon State University

E. DEAN ANDERSON, Ed.D.
Acting President, Portland State University
RODNEY A. BRIGGS, Ph.D.
President, Eastern Oregon State College
JAMES K. SOURS, Ph.D.
President, Southern Oregon College
WINSTON D. PURVINE, A.B., LL.D.
President, Oregon Institute of Technology
CHARLES N. HOLMAN, M.D.
Dean, U of O Medical School
LOUIS G. TERKLA, D.M.D.
Dean, U of O Dental School
FREEMAN HOLMER, M.A.
Vice Chancellor for Administration
J. I. HUNDERUP, M.B.A., C.P.A.
Vice Chancellor for Facilities Planning
W. T. LEMMAN Jr., B.S.
Vice Chancellor for Personnel Administration
MILES C. ROMNEY, Ph.D.
Vice Chancellor for Academic Affairs
KEITH JACKSON, M.S.
Budget Director
DONALD R. LARSON, B.S.
Secretary, State Board of Higher Education
An interinstitutional booklet, "It's Your Decision," lists fields of study at all State System institutions and contains other important information for students. For a copy, write to:

**Division of Publications
State Board of Higher Education
Post Office Box 3175
Eugene, Oregon 97403**

OCE Administrative Officers

ROY E. LIEUALLEN, Ed.D., L.H.D., Chancellor, Oregon State System of Higher Education.
LEONARD W. RICE, Ph.D., President.
BERT Y. KERSH, Ph.D., Dean of Faculty.
JACK D. MORTON, M.S., Dean of Students.
CHARLES A. ALVA, Ed.D., Chairman, Humanities Department.
NEIL A. AMERMAN, B.S., Director of Dormitories.
RAY A. BRODERSEN, Ph.D., Chairman, Natural Sciences and Mathematics Department.
DANIEL G. CANNON, Ed.D., Chairman, Art Department.
RONALD L. CHATHAM, Ph.D., Director of Planning; Administrative Assistant to the President.
ETTA MAE DETERING, B.S., Director of Administrative Services and Nursing, Health Center.

DONALD H. DUNCAN, Ed.D., Chairman, Education and Psychology Department.
CLARENCE C. GORCHELS, D. L. S., Director of the Library.
CHARLES D. GRELL, B.S., Director of Information.
PAUL F. GRIFFIN, Ph.D., Chairman, Social Science Department.
PHYLLIS K. GRIFFITH, M.S., Associate Dean of Students.
RICHARD E. HALL, M.D., Director of Medical Services, Health Center.
MARTHA 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 I. MASON, M.S., Director of Teacher Education and Placement.
H. BLAKE MORANVILLE, M.S., Associate Dean of Students.

KENNETH H. MYERS, Ed.D., Director of Field Experiences.
JACK C. RYE, Ph.D., Director of Graduate Programs.
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.
JAMES M. SUMNER, M.Ed., Assistant Dean of Students; Financial Aid Officer.
HENRY E. TETZ, M.S., Director of Alumni Relations.
WILLIAM H. VENEMA, Ed.D., Director of Counseling Services.
DAVID E. WALLACE, Ph.D., Director of Summer Session and Special Programs.
DOUGLAS P. YATES, M.S., Director of Student Activities.

OCE Faculty

This list includes those faculty members employed half-time or more in winter term of the 1973-74 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 (1969), Assistant Professor of Humanities.

B.A. 1964, North Central College; M.A. 1967, Northern Illinois University; Ph.D. 1969, University of Utah.

HELEN BLODGETT ADDISON (1958), Assistant Professor of Education; Supervisor of Teaching.

B.S. 1957, M.S. 1959, Oregon College of Education.

ROBERT EDWARD ALBRITTON (1965), Associate Professor of Education.

B.S. 1951, Eastern Oregon College; M.S. 1957, Oregon College of Education; Ed.D. 1971, Harvard University.

DAVID LEE ALLEN (1970), Assistant Professor of Sociology.

B.S. 1966, Southern Oregon College; M.A. 1968, University of Missouri.

CHARLES ALLEN ALVA (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 (1960), Assistant Professor; Director of Dormitories.

B.S. 1937, University of Minnesota.

GERTRUDE JOANNE AMSPOKER (1961), Associate Professor of History.

B.A. 1942, Reed College; M.A. 1946, Radcliffe College; Ph.D. 1959, University of Minnesota.

SAMUEL KINGDON ANDERSON (1959), Professor of History.

B.A. 1947, M.A. 1953, University of Washington; Ph.D. 1960, Washington State University.

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

B.A. 1931, Friends University; B.S. 1942, School of Library Service, Columbia University.

DAVID LeROY AUSTIN (1965), Assistant Professor of Education; Supervisor of Teaching.

B.S. 1961, M.S. 1966, Oregon College of Education.

ROBERT SAMUEL BAKER (1957-64, 1966), Assistant Professor of Humanities.

B.A. 1953, Pacific University; M.A. 1956, University of Chicago.

FRANK HARTMUT BALKE (1972), Assistant Professor of Humanities.

B.S. 1961, M.A. 1964, University of Oklahoma.

RAYMOND WARREN BALLANTYNE (1970), Instructor in Education; Supervisor of Teaching.

B.A. 1967, Oregon College of Education.

NEAL RAYMOND BANDICK (1970), Assistant Professor of Biology.

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

JAMES ALLAN BARNARD (1963), Assistant Professor of Mathematics.

B.S. 1963, M.S. 1965, Oregon College of Education; A.M., Ph.D., 1972, University of Illinois.

KAREN LEE BEIER (1972), Instructor in Speech Pathology and Audiology.

B.A. 1965, Pacific Lutheran University; M.S. 1970, Oregon College of Education.

JOHN EDWARD BELLAMY (1955), Professor of Humanities.

B.A. 1948, Indiana State Teachers College; M.A. 1951, M.A. 1969, Ph.D. 1954, University of Illinois.

RICHARD CHARLES BERG (1967), Professor of Music.

B.A. 1936, M.A. 1950, University of Washington; Ed.D. 1961, Teachers College, Columbia University.

HERMAS JOHN BERGMAN (1966), Professor of History.

B.A. 1948, Walla Walla College; M.A. 1963, University of Puget Sound; Ph.D. 1967, Washington State University.

EILEEA ENSTAD BOURNE (1962), Assistant Professor of Education; Supervisor of Teaching.

B.S. 1953, M.S. 1962, Oregon College of Education; Ed.D. 1972, University of Oregon.

BEVERLY JO BRACKENBURY (1970), Assistant Professor of Humanities.

B.A. 1962, Idaho State University; M.A. 1964, University of Nevada.

MYRA JEAN BRAND (1966), Assistant Professor of Music.

B.M. 1958, Willamette University; M.M. 1971, University of Oregon.

LOUIS CARL BRANDHORST (1967), Assistant Professor of Geography.

B.S. 1955, Concordia Teachers College; M.A. 1965, University of Nebraska. Sabbatical leave, fall term 1973.

EVERETT LOWAYNE BREWER (1973), Assistant Professor of Physical Education.

B.A. 1962, M.A. 1969, Central Washington State College.

WILLIAM AUSTIN BROADBENT (1970), Assistant Professor of Political Science.

B.A. 1962, San Diego State College; M.A. 1963, University of Hawaii; Ed.D. 1969, University of California, Los Angeles.

RAY ARLYN BRODERSEN (1962), Professor of Geology; Chairman, Natural Sciences and Mathematics Department.

B.A. 1953, Fresno State College; Ph.D. 1962, University of California, Berkeley.

DAVID SILIN BRODY (1953-66, 1967), Professor of Psychology.

B.S. 1932, M.A. 1936, Ph.D. 1952, University of Minnesota.

CAROL JOAN BROWNLOW (1966), Assistant Professor of Physical Education.

B.S. 1964, Portland State University; M.Ed. 1968, Oregon State University.

WILLARD EDWARD BURKE (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 (1966), Assistant Professor of Physical Education.

B.S. 1952, M.S. 1966, University of New Mexico.

ABIGAIL BURGESS CALKIN (1972), Instructor in Education.

B.A. 1963, University of Colorado; M.A. 1969, University of Oregon.

DANIEL GEORGE CANNON (1967), Associate Professor of Art; Chairman, Art Department.

B.A. 1956, M.Ed. 1963, University of Washington; Ed.D. 1973, Stanford University.

JOHN JOSEPH CASEY (1965), Assistant Professor of Art.

B.A. 1958, University of Oregon; M.F.A. 1962, California College of Arts and Crafts.

FRANCES LORRAINE CAVENDER (1973), Research Assistant in Education.

B.A. 1971, Oregon College of Education.

RONALD LEWIS CHATHAM (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.

DANIEL ALLEN CLARK (1972), Instructor in Education; Media Intern.

B.S. 1970, Oregon State University.

GORDON WILSON CLARKE (1968), Professor of Humanities.

B.A. 1943, M.A. 1947, Ph.D. 1949, University of Illinois.

- JUDITH ANN CONKEY (1967), Instructor in Humanities.
B.S. 1959, University of Kansas; M.S. 1966, Oregon College of Education.
- RONALD CHARLES COOLBAUGH (1970), Assistant Professor of Biology.
B.A. 1966, Eastern Washington State College; Ph.D. 1970, Oregon State University.
- DOROTHY LOUISE COREY (1967), Assistant Professor of Biology.
B.A. 1951, University of Washington; M.A. 1959, University of California at Los Angeles.
- ROSS RALPH COTRONEO (1966), Associate Professor of History.
B.S. 1959, M.A. 1962, Ph.D. 1966, University of Idaho.
- DENNIS LEE CRAWFORD (1970), Assistant Professor of Social Science.
B.A. 1955, Linfield College; M.Div. 1958, Colgate Rochester Divinity School; Ed.M. 1967, Oregon State University.
- RUTH PEARSON CULBERTSON (1963), Associate Professor of Art.
B.A. 1955, M.A. 1959, Humboldt State College.
- ERNIE LEE CUMMINS (1957), Professor of Physical Sciences and Science Education.
B.S. 1943, M.S. 1952, Ed.D. 1960, Oregon State University. Sabbatical leave, fall term 1973.
- MERLIN DUANE DARBY (1968), Associate Professor of Education.
B.S. 1959, Oregon College of Education; M.A. 1964, Arizona State University; Ed.D. 1968, Oregon State University.
- GALE DAVIS (1967), Assistant Professor of Physical Education.
B.S. 1950, Oregon College of Education; M.Ed. 1958, University of Oregon.
- RICHARD ANTHONY DAVIS (1964), Assistant Professor of Humanities.
B.A. in Ed. 1963, Central Washington State College; M.A. 1964, University of Washington.
- WILLIAM ROBERT DAVIS (1967), Professor of Education.
B.S. 1945, M.S. 1947, University of Idaho; Ph.D. 1966, Washington State University.
- ETTA MAE WELLS DETERING (1963), Assistant Professor; Director of Administrative Services and Nursing, Health Service.
R. N. 1931, Salem General Hospital School of Nursing; Ph.N. 1939, University of Oregon School of Nursing; B.S. 1957, Oregon State University.
- MABEL EWALT DOBBS (1962), Assistant Professor of Music.
B.M. 1937, M.M. 1940, Illinois Wesleyan University.
- ERHARD KARL DORTMUND (1958-59, 1961), Assistant Professor of History.
B.A. 1952, University of Colorado; M.A. 1960, University of California, Berkeley.
- HAZEL GASSMAN DREXLER (1969), Associate Professor of Speech Pathology and Audiology.
B.A. 1942, M.A. 1951, Pennsylvania State College; M.S. 1958, Ph.D. 1961, Purdue University.
- DONALD HUBBARD DUNCAN (1961-63, 1965), Professor of Education; Chairman, Education and Psychology Department.
B.A. 1951, M.Ed. 1955, Central Washington State College; Ed.D. 1961, Washington State University.
- DAVID THOMAS EASTHAM (1970), Assistant Professor of Mathematics.
B.A. 1963, M.A. 1965, College of William and Mary.
- DENNIS WAYNE EDDINGS (1968), Assistant Professor of Humanities.
B.A. 1966, M.A. 1968, University of Washington; Ph.D. 1973, University of Oregon.
- JAMES BRADFORD ELLINGSON (1971), Associate Professor of Education.
B.A. 1940, Eastern Washington State College; M.A. 1950, Washington State College; D.Ed. 1962, University of Oregon.
- JAY FREDRICK EVETT (1968), Associate Professor of Physics.
B.S. 1953, B.S. 1957, Washington State University; M.S. 1958, Northwestern University; Ph.D. 1968, Oregon State University.
- DENNIS JOHN FAHEY (1966), Professor of Education; Director of Special Education and Rehabilitation.
B.A. 1953, M.Ed. 1956, Western Washington State College; Ed.D. 1964, University of Portland.
- JEAN MARIE FERGUSON (1969-71, 1972), Assistant Professor of Education.
B.S. 1961, M.A.T. 1967, Oregon College of Education; Ed.D. 1973, University of Oregon.
- THOMAS LEE FERTÉ (1968), Assistant Professor of Humanities.
B.S. 1961, Southern Oregon College; M.A. 1962, Arizona State University.
- PHYLLIS RHEA FINN (1972), Research Assistant in Natural Sciences.
B.S. 1972, Oregon College of Education.
- RONALD DEAN FINSTER (1971), Associate Professor of Economics.
B.S. 1959, M.B.A. 1961, Ph.D. 1970, University of Arizona.
- DOUGLAS EARL FISHER (1971), Assistant Professor of Economics.
B.S. 1966, Ph.D. 1972, Oregon State University.
- JAMES KENNETH FISSEL (1966), Assistant Professor of Humanities.
B.S. 1944, M.A. 1949, University of Illinois.
- RICHARD CHARLES FORCIER (1972), Assistant Professor of Educational Media.
B.S.E. 1962, Massachusetts State College, Westfield; M.Ed. 1965, University of Massachusetts, Amherst; Ph.D. 1969, Michigan State University.
- JOHN JOSEPH FREEBURG (1973), Instructor in Education.
B.A. 1972, M.S. 1973, St. Cloud State College.
- JAMES WELDON GALLAGHER (1969), Professor of Geography.
B.S. 1951, M.S. 1952, Illinois State Normal University; Ph.D. 1959, University of Illinois.
- PATRICIA REED GALLAGHER (1970), Instructor in Education; Clinical Supervisor.
B.S. in Ed. 1952, Illinois State University; Ed.M. 1957, University of Illinois.
- JESSE HOWARD GARRISON (1959-66, 1967), Professor of Education; Director of Elementary Education.
B.A. 1948, Central Washington State College; M.A. 1953, Ed.D. 1957, Washington State University.
- SHIRLEY MAE GARRISON (1969), Instructor in Education; Clinical Supervisor.
B.S. 1965, M.S. 1970, Oregon College of Education.
- HARRY CHARLES GEIL (1970), Assistant Professor of Education.
B.S. 1949, Lewis and Clark College; M.S. 1958, University of Oregon; Ed.D. 1971, Oregon State University. Leave of absence, winter and spring terms 1974.
- CHARLES RICHARD GENGLER (1965), Professor of Education.
B.S. 1954, M.Ed. 1956, Lewis and Clark College; Ed.D. 1965, University of Oregon.
- YOUNGJE PAUL GHIM (1969), Assistant Professor of Political Science.
B.A. 1957, M.A. 1960, Chungang University, Seoul, Korea; M.A. 1964, University of Washington.
- GERALD RALPH GIROD (1969), Associate Professor of Education.
B.S. 1962, M.S. 1965, Oregon College of Education; Ed.D. 1970, Washington State University.
- WILLIAM ORMUND GLAESER (1970), Assistant Professor of Art.
B.S.Ed. 1963, Ohio University; M.A. 1967, California State College at Los Angeles.
- ARTHUR HUGH GLOGAU (1953), Professor of Education-Psychology.
B.S. 1945, M.S. 1946, Ph.D. 1953, Cornell University. Sabbatical leave, fall term 1973.

114 College Faculty

- CLARENCE CLIFFORD GORCHELS (1966), Professor; Director of the Library.
B.S. 1940, Wisconsin State University, Oshkosh; B.L.S. 1945, University of Wisconsin; M.S. 1952, D.L.S. 1971, Columbia University.
- PETER VINCENT GRECO (1969), Professor of Geography.
B.A. 1952, Fordham University; M.A. 1954, Ed.D. 1957, Columbia University.
- BERYL MANSFIELD GREEN (1960-66, 1969), Associate Professor of Mathematics.
B.S. 1956, M.S. 1959, Eastern New Mexico University; Ph.D. 1969, Oregon State University.
- GLENDA LOUISE GREEN (1972), Instructor; Reference/Serials Librarian.
B.A. 1969, Oregon State University; M.L.S. 1971, University of Oregon.
- CHARLES DAVID GRELL (1969), Assistant Professor; Director of Information.
B.S. 1950, University of Oregon.
- PAUL FRANCIS GRIFFIN (1960), Professor of Geography; Chairman, Social Science Department.
A.B. 1939, M.S. 1941, University of Pittsburgh; M.A. 1951, Ph.D. 1952, Columbia University.
- PHYLLIS KNIGHT GRIFFITH (1967), Assistant Professor; Associate Dean of Students.
B.S. 1965, M.S. 1967, University of Oregon.
- THOMAS LEE GRIGSBY (1971), Assistant Professor of Anthropology.
B.A. 1963, M.A. 1966, California State College, Los Angeles.
- RICHARD EDWARD HALL (1972), Professor; College Physician; Director of Medical Services, Health Service.
B.A. 1941, Reed College; M.D. 1944, University of Oregon Medical School.
- KLEMI MAIN HAMBOURG (1969), Assistant Professor of Music.
A.T.C.M. 1946, Royal Conservatory of Music of Toronto; L.R.A.M. 1962, Royal Academy of Music; A.R.C.M. 1962, Royal College of Music; L.T.C.L. 1965, Trinity College of Music, London; F.T.C.L. 1966, Trinity College of Music.
- LLOYD THEODORE HANSON (1960-63, 1965), Assistant Professor of Humanities.
B.A. 1950, Willamette University; M.A. 1957, University of Oregon.
- HAROLD DALE HARP (1965), Assistant Professor of Education; Program Director, Campus Elementary School.
B.S. 1956, M.S. 1960, Oregon College of Education.
- WILMA S. HEIN (1973), Associate Professor of Health and Physical Education.
B.A. 1959, California State University at Long Beach; M.S. 1965, University of Southern California; Ed.D. 1972, Brigham Young University.
- BEVERLY HENSON HERZOG (1968), Associate Professor of Education.
B.S. 1961, Northwestern University; M.A. 1965, Ph.D. 1967, University of Michigan.
- LELAND ELMER HESS (1956), Professor of Political Science.
B.A. 1938, Ripon College; M.A. 1940, Ph.D. 1968, University of Chicago.
- MARGARET LOUISE HIATT (1949), Professor of Education.
B.A. 1947, Western Washington State College; M.A. 1948, Teachers College, Columbia University; Ed.D. 1956, Colorado State College.
- VERN DONALD HIEBERT (1959-63, 1965), Assistant Professor of Mathematics.
B.A. 1952, Willamette University; M.S. 1959, University of Illinois.
- HOWARD CLINTON HILL (1962), Assistant Professor; Catalog Librarian.
B.A. 1949, M.A. 1958, University of Washington.
- JAMES EDWIN HILL, Jr. (1967), Associate Professor of Geography.
A.B. 1958, M.S. 1959, Ph.D. 1963, University of Tennessee.
- MARTHA HELEN HILL (1945), Assistant Professor; Executive Secretary to the President.
Diploma 1929, Oregon College of Education; B.S. 1932, Oregon State University.
- FREDERICK ABRAHAM HIRSCH (1967), Associate Professor of Geography.
B.A. 1956, University of Arizona; M.A. 1965, Ph.D. 1969, University of Washington.
- BETTY PHILLIPS HOLDT (1963), Assistant Professor of Education for the Deaf.
B.A. 1951, Monmouth College, Illinois; M.A. 1952, Gallaudet College; M.A. 1960, Professional Diploma 1962, Teachers College, Columbia University.
- KENNETH LLOYD HOLMES (1967-69, 1970), Professor of History.
B.A. 1938, University of Redlands; Ph.D. 1963, University of Oregon.
- DON YOUNG HOSKISSON (1971), Assistant Professor of Art.
B.S. 1962, M.A. 1963, Utah State University; M.F.A. 1971, Arizona State University.
- REESE MILTON HOUSE (1969), Associate Professor of Education-Psychology.
B.S. 1960, M.A. 1961, Ball State University; Ed.D. 1970, Oregon State University.
- ELIZABETH EMILY HOYSER (1965-68, 1970), Associate Professor of Education.
B.S. 1950, Oregon College of Education; M.A. 1962, San Francisco State College; Ph.D. 1970, Oregon State University.
- GARY LIDDLE HUXFORD (1961-66, 1969-70, 1971), Associate Professor of History.
B.S. 1957, Brigham Young University; M.A. 1959, Ph.D. 1963, University of Washington.
- MAJDUDDIN MOHAMMED JAFFER (1958), Assistant Professor of 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 (1962-63, 1970), Assistant Professor of Physics.
B.A. 1961, Northwest Nazarene College; M.S. 1966, Ph.D. 1968, Oregon State University.
- PAUL HENRY JENSEN (1968), Professor of Education.
B.A. 1935, Midland College; Ph.D. 1938, University of North Dakota.
- RICHARD IMMANUEL JENSEN (1969-70, 1971), Assistant Professor of Education.
B.S. 1959, Dana College; M.Ed. 1963, University of Oregon; Ed.D. 1972, University of Wyoming.
- CHARLES WILFORD JOHNSON (1961), Assistant Professor of Geography.
B.Ed. 1938, Illinois State Normal University; M.S. 1948, University of Wisconsin.
- JOHN MORRIS JOHNSON (1969), Associate Professor of Biology.
B.S. 1959, College of Idaho; M.S. 1961, Ph.D. 1964, Oregon State University.
- ANNE HOLWEGGER JONES (1970), Instructor in Education; Supervisor of Teaching.
B.S. 1967, Oregon College of Education.
- JAMES CARSON KEESEY (1970), Assistant Professor of Psychology.
A.B. 1958, Princeton University; M.A. 1962, San Jose State College; Ph.D. 1969, University of Oregon.
- MERLE ANN KEESEY (1970), Assistant Professor of Education.
B.A. 1961, San Jose State College; M.S. 1965, Ph.D. 1970, University of Oregon. Leave of absence spring term 1974.
- STANLEY JAY KENYON (1963), Assistant Professor; Registrar; Director of Admissions.
B.S. 1959, M.S. 1962, Oregon College of Education.
- BERT YARBROUGH KERSH (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 (1967), Professor of Education; Director of Secondary Education.
B.A. 1955, M.Ed. 1964, University of Washington; Ed.D. 1968, University of Oregon.
- DANIEL ZACHARIE KIESZENIA (1971), Assistant Professor of Humanities.
B.A. 1967, Colorado State University; M.A. 1969, University of Wyoming.
- LEO JAMES KIRK (1963), Assistant Professor of Art.
B.A. 1951, Washburn University; M.A. 1959, Colorado State College.
- JOHN ANTHONY KNITTEL (1969), Assistant Professor of Sociology.
B.S. 1965, M.S. 1966, Kansas State College.
- ALICE MacBRIDE KNUTH (1966-67, 1968), 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 KOCH (1968), Associate Professor of Education.
B.A. 1956, M.Ed. 1958, Central Washington State College; Ed.D. 1966, University of Oregon.
- MICHAEL LEE KOENIG (1973), Instructor in Education; Music.
B.S. 1971, Oregon College of Education.
- E. LOUISE HENDERSON KREY (1952-53, 1955), Assistant Professor of Physical Education.
B.A. 1935, B.S. in L.S. 1936, Louisiana State University; M.A. 1952, University of Oregon.
- MARTHA ALICE LACOCK (1972), Assistant Professor of Education.
B.S. 1956, M.S. 1970, Oregon College of Education.
- ROBERT MAX LARSON (1970), Assistant Professor of Humanities.
B.A. 1958, Montana State University.
- RUTH ELIZABETH LAUTENBACH (1940), Professor of Physical Education.
B.S. 1930, M.A. 1931, University of Iowa; Ed.D. 1957, University of Colorado.
- ALAN KEITH LEMKE (1972), Assistant Professor of Humanities.
B.S. 1966, Mankato State College; M.A. 1970, Ph.D. 1972, University of Illinois.
- JAMES DALE LIEDTKE (1965), Associate Professor of Chemistry.
B.S. 1959, University of Portland; Ph.D. 1964, Washington State University.
- ROBERT CLARENCE LIVINGSTON (1951), Professor of Physical Education; Chairman, 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 (1968), Assistant Professor of Social Science.
B.S. 1932, Ithaca College; M.A. 1953, Alfred University.
- MAY FOLSOM LUCAS (1957), Assistant Professor of Education.
B.S. 1946, M.S. 1953, Oregon College of Education.
- VICTOR EUGENE LUND (1958-63, 1968-70, 1971), Assistant Professor of Education.
B.A. 1950, M.Ed. 1962, Western Washington State College.
- ALLYN LAURENCE LYON (1967), Associate Professor of Music.
B.S. 1958, M.A. 1960, University of Utah; Ph.D. 1965, Eastman School of Music, University of Rochester.
- ROBERT VAUGHN MAIN (1968), Associate Professor of Mathematics.
B.S. 1953, M.S. 1960, Ph.D. 1970, Oregon State University.
- DONALD ERNEST MARTIN (1966), Senior Instructor in Social Science; Space Analyst.
B.S. 1959, Oregon State University.
- ROBERT FRANCIS MARTIN III (1972), Assistant Professor of Humanities.
B.A. 1965, Wabash College; M.A. 1966, Ohio University.
- HAROLD IRWIN MASON (1966), Assistant Professor of Education; Director of Teacher Education and Placement.
B.S. 1956, M.S. 1960, Oregon State University.
- FRANCES HANSON MATTINGLY (1969), Professor of Education-Psychology.
B.S. 1946, Moorhead State College; M.A. 1950, University of Minnesota; Ed.D. 1961, University of Montana.
- JAMES THOMAS MATTINGLY (1968), Assistant Professor of Art.
B.A. 1963, M.A. 1966, San Jose State College.
- WILLIAM DEAN McARTHUR (1947), Professor of Physical Education.
B.A. 1941, Santa Barbara State College; M.S. 1942, University of Oregon; Ed.D. 1956, Oregon State University.
- DAVID VERNON McCORKLE (1963), Associate Professor of Biology.
B.S. 1956, Seattle Pacific College; M.S. 1959, Ph.D. 1967, University of Washington.
- ROBERT PATRICK McCULLOUGH (1959), Assistant Professor of Physical Education.
B.S. 1948, East Stroudsburg State Teachers College; M.A. 1952, New York University.
- BEVERLY DEANNA McCUTCHEON (1973), Instructor in Education; Supervisor of Teaching.
B.A. 1959, Oregon College of Education.
- GLORIA JEAN McFADDEN (1966), Associate Professor of Education.
B.A. 1953, Willamette University; B.S. 1956, M.S. 1966, Oregon College of Education; Ed.D. 1973, University of Oregon.
- GREGORY JAMES McMACKIN (1973), Instructor in Physical Education.
B.S. 1967, Southern Oregon College; M.Ed. 1969, University of Arizona.
- RICHARD ERWIN MEYER (1969), Assistant Professor of Humanities.
B.A. 1965, Northwestern University; M.A. 1969, University of Washington.
- FRANK G. MILES (1963), Assistant Professor of Education-Psychology.
A.B. 1954, Brigham Young University; M.Ed. 1963, University of Oregon.
- ADAM WILLIAM MILLER, Jr. (1971), Professor of Psychology.
A.B. 1947, Anderson College; M.A. 1951, University of Illinois; Ph.D. 1967, University of Utah.
- RUTH HATFIELD MILLION (1966), Assistant Professor of Music.
B.A. 1943, Georgetown College, Kentucky; M.M. 1946, American Conservatory.
- LUCILLE NAVARE MILLSAP (1949), Professor of Education.
B.A. 1930, Oklahoma College of Women; M.Ed. 1948, Ed.D. 1962, University of Oregon.
- EWAN HARBRECHT MITTON (1962), Associate Professor of Music.
Private study with Ruth Miller Chamlee, Los Angeles; Grace Leslie, New York; Lina Pagliughi, Milan; Mme. Gall, Paris; Maggie Teyte, London; opera under Carl Elbert, Roberto Moranzoni; Tanglewood Festival; Professional experience includes Los Angeles Opera, New England Opera, featured soloist with Salt Lake Tabernacle Choir, national tours under Columbia Artists management.
- SHARON LEE MONSON (1969), Assistant Professor of Education; Supervisor of Teaching.
B.S. 1962, Oregon State University; M.S. 1972, Oregon College of Education.
- JOHN WILLIAM MOORE (1972), Assistant Professor of Humanities.
B.A. 1968, California State College, Fullerton; M.A. 1971, University of California, San Diego.
- DENIS MICHAEL MORAN (1968), Assistant Professor of Social Science.
B.A. 1966, Immaculate Heart College; M.A. 1967, Ohio State University.
- HORACE BLAKE MORANVILLE (1966), Assistant Professor; Associate Dean of Students.
B.S. 1966, M.S. 1969, Oregon College of Education.
- RONALD RALPH MORGALI (1967), Assistant Professor of Mathematics.
B.A. 1959, University of Oregon; M.S. 1965, Oregon State University.

- JACK DONALD MORTON (1955), Assistant Professor; Dean of Students. B.S. 1948, University of Oregon; M.S. 1957, Oregon College of Education.
- KENNETH HOLLY MYERS (1968), Professor of Education; Director of Field Experiences. B.S. 1949, Eastern Oregon College; M.Ed. 1956, Ed.D. 1966, Oregon State University.
- JOHN BONNER NANCE (1970), Assistant Professor of Education. B.A. 1962, University of California, Berkeley; M.S. 1965, Ph.D. 1971, University of Southern California.
- NORMAN NEIBUHR NELSON (1970), Associate Professor of Mathematics. B.S. 1959, Eastern Oregon College; M.A. 1964, University of Illinois; Ed.D. 1970, University of Northern California.
- RUTH EVELYN NELSON (1972), Instructor in Education. B.A. 1953, Central Washington State College; M.S. 1970, Oregon College of Education.
- JOEL NEWMAN (1971), Assistant Professor; Counselor. B.S. 1964, University of Wisconsin; M.S. 1969, Wisconsin State University; Ed.D. 1972, Washington State University.
- ROBERT OTTO NOVAK (1968), Associate 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 (1968), Associate Professor of Music. B.S. 1961, Portland State University; M.Ed. 1966, Central Washington State College; Ph.D. 1969, University of Colorado. Leave of absence, 1973-74.
- ROBERT G. OGAN (1964), Assistant Professor of Education; Supervisor of Teaching. B.A. 1955, Nebraska State College; M.S. 1956, University of Omaha.
- ERNEST MAYNARD OGARD, Jr. (1966), Associate Professor of Social Science. B.S. 1960, M.A.T. 1968, Oregon College of Education; Ed.D. 1972, Oregon State University.
- JUDITH LYNN OSBORNE (1972), Research Associate in Education. B.S. 1968, M.S. 1969, Ed.D. 1971, Oklahoma State University.
- BARRY BRIAN OSTROM (1968), Assistant Professor; Budget Officer. B.A. 1961, Western Washington State College; M.B.A. 1963, Washington State University.
- ZILLAH ANN PAETH (1965), Senior Instructor; Assistant Acquisitions Librarian. B.A., B.Ed. 1941, Washington State University.
- ROBERT LELAND PAGE (1970), Assistant Professor of Humanities. B.A. 1955, M.F.A. 1960, University of Portland.
- JOHN THOMAS PATTERSON (1968), Assistant Professor of Social Science. B.A. 1962, M.A. 1965, University of Oklahoma.
- MARIAN MARIE PECK (1973), Instructor in Education. B.S. 1961, Southern State College, Arkansas; M.S. 1967, Oregon College of Education.
- ANNA PENK (1973), Assistant Professor of Mathematics. B.A. 1950, Whitman College; M.A.T. 1964, Reed College; M.A. 1968, Ph.D. 1973, University of Oregon.
- LEWIS ARTHUR PENNOCK (1968), Associate Professor of Biology. B.A. 1953, Antioch College; M.S. 1961, Ph.D. 1966, University of Colorado.
- IRMA LEE PENWELL (1970), Instructor in Physical Education. B.S. 1962, University of Oregon; M.Ed. 1966, Oregon State University.
- JANET LEE PERKINS (1969), Assistant Professor of Education; Supervisor of Teaching. B.S. 1963, M.S. 1972, Oregon College of Education.
- MAURINE ANNE BALLUFF PHELPS (1973), Assistant Professor of Humanities. B.A. 1960, Long Island University; M.A. 1964, Columbia University Teachers College; M.A. 1971, University of Washington.
- ANTON POSTL (1947), Professor of Chemistry. B.S. 1940, M.S. 1942, University of Hawaii; Ph.D. 1955, Oregon State University.
- LaFYRNE FRANCES PRATT (1966), Instructor; Campus Elementary School Librarian. B.A. 1950, Willamette University.
- WILLIAM JAMES PUNKE (1971), Assistant Professor of Music. B.A. 1953, University of Northern Iowa; M.A. 1959, Ed.D. 1972, University of Northern Colorado.
- HELEN MARIE REDBIRD-SELMAN (1956-57, 1958), Professor of Social Science. B.S. 1951, Southern Oregon College; M.Ed. 1954, Ed.D. 1963, University of Colorado. Sabbatical leave, spring term 1974.
- ALBERT REDSUN (1969), Assistant Professor of Social Science. B.A. 1955, San Francisco State College; M.A.T. 1969, Oregon College of Education.
- LORENE GRAYCE REIERSON (1972), Assistant Professor of Education; Clinical Supervisor. B.S. Willamette University; M.A.T. 1965, Reed College.
- JACQUELINE LEE RICE (1969), Assistant Professor of Health and Physical Education. B.S. 1962, University of Oregon; M.Ed. 1969, Oregon State University.
- LEONARD WILLIAM RICE (1962), Professor; President. B.A. 1941, Brigham Young University; M.A. 1943, Ph.D. 1950, University of Washington.
- PHYLLIS ANN RICHARDSON (1973), Assistant Professor of Art. B.A. 1963, Luther College, Iowa; M.A. 1969, University of Minnesota.
- ROBERT RAY RICHARDSON (1966), Assistant Professor of Art. B.S. 1961, St. Cloud State College; M.A. 1965, University of Minnesota.
- ROSA GERTRUDE ROBERTSON (1970), Assistant Professor of Education; Supervisor of Teaching. B.S. 1960, Southwest Missouri State College; M.Ed. 1964, University of Oregon.
- GUY HARLAN ROTH (1966-68, 1969), Assistant Professor of Geology. B.A. 1958, University of New Hampshire; M.S. 1960, Lehigh University. Sabbatical leave, winter term 1974.
- MARION OLINDO ROSSI (1965), Assistant Professor of Humanities. B.A. 1963, Idaho State University; M.A. 1965, University of Illinois. Sabbatical leave, 1973-74.
- THOMAS DAVID ROWLAND (1962-66, 1967), Professor of Education and Psychology; Director of Educational Evaluation Center. B.S. 1945, M.S. 1948, University of Idaho; Ed.D. 1961, Washington State University.
- STANLEY VAN RUCKMAN (1948), Assistant Professor of Education; Supervisor of Teaching. B.A. 1939, West Liberty State College; M.A. 1945, Western Reserve University.
- JACK CLINTON RYE (1970), Associate Professor of Education; Director of of Graduate Programs; Assistant Dean of Faculty. B.S. 1956, M.S. 1963, Eastern Oregon College; Ph.D. 1971, Oregon State University.
- FRANK HUNTER SATTERWHITE (1969), Associate Professor of Education-Psychology. B.A. 1961, Seattle Pacific College; M.Ed. 1965, Ph.D. 1970, University of Washington.
- VICTOR EARL SAVICKI (1971), Assistant Professor of Psychology. B.A. 1967, Carroll College; M.S. 1968, Ph.D. 1971, University of Massachusetts.
- WILLIAM DONALD SCHENCK (1967), Assistant Professor of Humanities. B.A. 1949, University of Redlands; M.A. 1955, University of Southern California.

- MARION DALE SCHROCK (1970), Associate Professor of Music.
B.A. 1961, Goshen College; M.M. 1964, Michigan State University; D.M.A. 1970, University of Michigan.
- RICHARD TYLER SCOTT (1966), Associate Professor of Education-Psychology.
B.A. 1954, Southern Methodist University; M.A. 1958, University of Chicago; Ed.D. 1965, University of Maryland.
- SANDRA LEE SESSOM (1969), Assistant Professor of Humanities.
B.A. 1964, Lewis and Clark College; M.A. 1967, University of Oregon.
- HAROLD RAY SEWELL (1969), Assistant Professor of Humanities.
B.A. 1953, M.A. 1956, Baylor University.
- RICHARD GERALD SHOLLENBERGER (1965), Assistant Professor of Physical Education.
B.S. 1947, East Stroudsburg State Teachers College; M.Ed. 1955, University of Oregon.
- AJMER SINGH (1965), Professor of Economics.
B.S. 1955, Punjab University, India; M.S. 1961, Oregon State University and University of Minnesota; Ph.D. 1964, Oregon State University.
- GEORGE DODSON SLAWSON (1967), Assistant Professor of Humanities.
B.S. 1958, Oregon College of Education; M.A. 1964, University of Oregon.
- CLAUDE EDWARD SMITH (1958), Assistant Professor of Education; Director of Audio-Visual Services and Productions.
B.S. 1958, M.S. 1961, Oregon College of Education.
- DOUGLAS CAMPBELL SMITH (1968), Assistant Professor of Art.
B.A. 1962, M.A. 1967, San Jose State College. Leave of absence, 1973-74.
- EDGAR HERBERT SMITH (1954), Professor of Music; Chairman, Music Department.
B.A. 1935, State University of New York; M.Ed. 1943, Temple University; Ph.D. 1952, New York University.
- JOSEPH ARTHUR SOLDATI (1972), Assistant Professor of Humanities.
B.A. 1961, Oglethorpe College; M.A. 1968, University of California, Santa Barbara; Ph.D. 1972, Washington State University.
- RICHARD ALLEN SORENSON (1969), Associate Professor of Music.
B.A. 1961, University of Northern Iowa; M.Mus.Ed. 1962, Eastman School of Music, University of Rochester; Ph.D. 1972, University of Colorado.
- JOHN NATHAN SPARKS (1960), Assistant Professor of Accounting; Director of Business Affairs.
B.S. 1947, University of Oregon.
- DONALD ANTONIO SPINAS (1967), Assistant Professor of Physical Education.
B.S. 1957, M.S. 1963, University of Oregon.
- LOWELL WAYNE SPRING (1968), Associate Professor of Biology.
B.A. 1960, University of Northern Iowa; M.S. 1963, Ph.D. 1968, University of Washington.
- JACQUELINE JOYER SPURLOCK (1971), Instructor; Documents/Reference Librarian.
B.A. 1970, University of Colorado; M.L.S. 1971, University of Washington.
- ANN HOLCOMB STEINER (1972), Instructor in Education; Supervisor of Teaching.
B.S. 1966, Bluffton College; M.S. 1972, Oregon College of Education.
- MARGARET LILLIAN STEINER (1947), Assistant Professor; Associate Librarian.
B.A. 1931, Willamette University; B.S. in Library Science 1938, University of Illinois.
- LARRY JOSEPH STOBIE (1969), Assistant Professor of Art.
B.A. 1962, M.F.A. 1966, Washington State University.
- PETER GORDON STONE (1968), Associate Professor of Art.
B.A. 1956, M.A.T. 1967, Reed College.
- JAMES MARVIN SUMNER (1971), Assistant Professor; Assistant Dean of Students; Financial Aid Officer.
B.A. 1966, Pacific University; M.Ed. 1970, Springfield College.
- LYNN GAYLE THOMPSON (1968), Instructor in Education; Supervisor of Teaching.
B.S. 1966, Oregon College of Education.
- JANET SHROYER TILLMAN (1969), Assistant Professor of Mathematics.
B.A. 1959, Knox College; M.A.T. 1966, Michigan State University. Leave of absence, 1973-74.
- ERNEST C. TIMPANI (1969), Professor of Corrections.
B.A. 1940, L.L.B. 1942, J.D. 1949, M.A. 1950, University of Notre Dame.
- LEONA ESTHER TODD (1960-64, 1965), Associate Professor of Biology.
B.A. 1954, Willamette University; M.S. 1955, Ph.D. 1973, Oregon State University.
- ROBERT RICHARD TOMPKINS (1969), Associate Professor of Humanities.
B.A. 1962, City College of New York; M.A. 1963, Ph.D. 1965, Pennsylvania State University.
- BARBARA JEANNE TYLER (1967), Assistant Professor of Education; Supervisor of Teaching.
B.A. 1959, Western Washington State College; M.A. 1961, Colorado State College.
- VERNON RAY UTZ (1970), Assistant Professor of Education.
B.S. 1957, B.S. 1964, Portland State University; M.S. 1960, Oregon College of Education; Ed.D. 1970, University of Oregon.
- JAY BEVERLY VANDERFORD, Jr. (1963), Assistant Professor of Geography.
B.A. 1959, Portland State University; M.A.T. 1968, Oregon College of Education.
- WILLIAM HARRY VENEMA (1970), Assistant Professor; Director of Counseling Services.
B.S. 1958, M.A. 1964, Ed.D. 1968, Washington State University.
- KENNETH MERRIAM WALKER (1957), Professor of Biology.
B.S. 1943, M.S. 1949, Ph.D. 1955, Oregon State University.
- RICHARD EARL WALKER (1973), Associate Professor of Education.
B.S. 1958, Millikin University; M.Ed. 1962, University of Illinois; Ed.D. 1968, University of Northern Colorado.
- MONTANA RICKARDS WALKING BULL (1963-66, 1967), Professor of Humanities.
B.F.A. 1935, M.Ed. 1942, University of Oklahoma; Ed.D. 1967, University of Oregon.
- DAVID EDWARD WALLACE (1960), Professor of Music; Director of Summer Session and Special Programs.
B.M. 1950, West Virginia University; M.M. 1951, Ph.D. 1964, Northwestern University.
- BETTY LAMPERTI WARD (1973), Instructor in Education; Supervisor of Teaching.
B.A. 1967, University of California, Berkeley.
- MAXINE AMMER WARNATH (1962), Assistant Professor of Psychology.
B.A. 1949, Brooklyn College; M.A. 1951, Teachers College, Columbia University.
- DONALD JOSEPH WEISS (1966), Assistant Professor of Humanities.
B.A. 1953, Amherst College; M.A. 1955, Indiana University.
- DONALD HARVEY WHITE (1971), Associate Professor of Physics.
A.B. 1953, University of California, Berkeley; Ph.D. 1960, Cornell University.
- WAYNE RODGERS WHITE (1967), Assistant Professor of Geography.
B.S. 1961, East Texas State University; M.A. 1964, University of Texas. Sabbatical leave, winter and spring terms 1974.

- DENNIS DALE WILLIAMS (1967), Assistant Professor of Mathematics.
B.A. 1964, M.A. 1965, University of Montana.
- JACK WISEMAN (1972), Assistant Professor of Corrections.
B.S. 1950, University of Oregon; M.S. 1969, Oregon College of Education.
- RONALD LLOYD WYNN (1969), Professor of Music.
B.A. 1950, New Mexico Highlands University; M.Mus.Ed. 1956, Ph.D. 1969, University of Colorado.
- DOUGLAS PAGE YATES (1970), Instructor; Director of Student Activities.
B.S.Ed. 1968, Eastern Montana College; M.S. 1970, Oregon State University.
- ARTHUR KENNETH YOST (1953), Professor of Educational Media.
B.A. 1935, M.A. 1939, Carnegie Institute of Technology; Ed.D. 1957, Columbia University.
- BONNIE JEAN YOUNG (1969), Professor of Education.
B.A. 1953, M.A. 1954, Brigham Young University; Ed.D. 1970, University of Oregon.
- CLARENCE ELLERY YOUNG (1969), Associate Professor of Speech Pathology and Audiology.
B.A. 1949, M.Ed. 1950, University of Missouri; Ed.D. 1968, Oklahoma State University.

Emeritus Faculty

- FLOYD BURNAP ALBIN, Ed.D. (1948-73), Professor Emeritus of Education.
- OSCAR CARL CHRISTENSEN, M.S. (1925-64), Associate Professor Emeritus of Social Science.
- MARY AGNES DONALDSON, M.A. (1921-62), Associate Professor Emeritus of Education.
- HENRY KENT FARLEY, Ed.D. (1947-70), Professor Emeritus of Education.
- FRANCIS D. HAINES, Ph.D. (1951-64), Professor Emeritus of Social Science.
- PEARL BIRCH HEATH, M.S. (1927-63), Professor Emeritus of Art.
- EMMA FRANCIS HENKLE, M.A. (1922-29, 1932-57), Associate Professor Emeritus of Education.
- FLORENCE WHITE HUTCHINSON, M.S. (1929-61), Associate Professor Emeritus of Music.
- DOROTHY MARIE KIRBY, M.A. (1960-71), Assistant Professor Emeritus of Humanities.
- CHARLES RAYMOND McCLURE, Ph.D. (1952-64), Professor Emeritus of Humanities.
- EDITH LORETTA OLSON, B.S. (1952-63), Assistant Professor Emeritus of Health.
- WALTER EDWARD SNYDER, Ed.D. (1956-68), Emeritus Dean of Instruction.

- ELLIS ARNOLD STEBBINS, B.A. (1928-68), Emeritus Dean of Administration.
- HENRY EVERETT TETZ, M.S. (1957-70), Assistant Professor Emeritus of Education.
- MATTHEW ROY THOMPSON, Ed.D. (1946-66), Professor Emeritus of Mathematics.
- HENRIETTA B. WOLFER, M.S. (1925-61), Associate Professor Emeritus of Education.

Teaching Research Faculty

The year in parentheses behind each name is the year that employment by the Oregon State System of Higher Education began. The other year and institution in each entry are the year and place in which the highest degree was earned.

- ROY ANDERSON (1973), Instructor, M.A. 1971, Oregon State University.
- VICTOR BALDWIN (1967), Research Professor, Ed.D. 1966, Oregon State University.
- JAMES H. BEAIRD (1962), Director, Research Professor, Ed.D. 1962, University of Nebraska.
- GERALDINE BOSSEN (1973), Teacher Assistant, undergraduate work at Oregon College of Education.
- YOLANDA CANTU (1971), Teacher Assistant.
- LORING CARL (1968), Assistant Research Professor, M.A.T. 1968, Portland State University.
- RICHARD CROWLEY (1971), Instructor, M.Ed. 1970, Northwestern University.
- ANDREA CURRIE (1970), Assistant Research Professor, M.Ed. 1970, Oregon State University.
- BRUCE DALKE (1972), Instructor, M.S. 1970, Oregon College of Education.
- HAROLD D. FREDERICKS (1965), Research Professor, Ed.D. 1969, University of Oregon.

- VICTORIA FUREY (1972), Instructor, B.S. 1972, Oregon State University.
- GERALD GAGE (1967), Research Professor, Ed.D. 1960, University of Nebraska.
- DAVID GROVE (1969), Associate Research Professor, Ph.D. 1969, University of Kansas.
- WAYNE HANSON (1972), Instructor, B.A. 1969, University of Oregon.
- ELIZABETH JORDAN (1972), Instructor, undergraduate work at Oregon State University.
- JOHN McDONNELL (1969), Assistant Research Professor, M.S. 1969, Oregon College of Education.
- WILLIAM MOORE (1969), Associate Research Professor, Ph.D. 1968, University of Oregon.
- CASPER F. PAULSON (1962), Research Professor, Ed.D. 1971, University of Oregon.
- CHERYL RIGGS (1972), Instructor, undergraduate work at Southern Oregon College.
- GALE ROID (1972), Associate Research Professor, Ph.D. 1969, University of Oregon.
- H. DEL SCHALOCK (1956), Research Professor, Ph.D. 1955, University of Nebraska.
- CRAIG S. SCOTT (1973), Assistant Research Professor, Ph.D. 1973, University of Iowa.
- MICHAEL STEWART (1968), Business Manager, Instructor, B.S. 1967, University of Oregon.
- GREGORY THOMAS (1968), Assistant Research Professor, M.S. 1968, Washington State University.
- GAYLORD THORNE (1972), Associate Research Professor, Ph.D. 1961, University of Washington.
- JANICE WALTER (1970), Assistant Research Professor, B.A. 1960, University of Minnesota.



Auxiliary Organizations

Mothers and Dads Clubs

The OCE Mothers Club and the OCE Dads Club help acquaint parents with the programs of the college. Scholarships, loan funds and special awards are provided through dues and contributions of the clubs.

Alumni Association

The OCE Alumni Association is organized and operated by graduates of the college. Contact between the college and its graduates and among alumni is maintained through the alumni newspaper, Ocean, which is published quarterly, and by other communication by the director of alumni relations.

The association is a major asset of the college. Alumni have assisted OCE through various gifts, including the carillon, which memorializes the old Campbell Hall tower and Grove, both symbols of OCE which were destroyed in a storm in 1962.

Dues are \$3 annually or \$35 for a lifetime membership. Inquiries about the association should be addressed to the director of alumni relations at the college.

OCE Development Foundation

The board of trustees of the OCE Development Foundation is a group of lay persons which has adopted two objectives of action: (1) serving as an advocate for the college on an individual basis in Oregon communities; providing direction and feedback on the lay viewpoint; continuing contact with public officers to maintain an awareness of the strengths, needs and requirements of the college; and assisting in developing awareness of the quality and diversity of educational opportunities and services of the college, and (2) serving as trustee for gifts, grants and bequests to the college.

Summary of Enrollment, 1972-73

	Freshmen		Sophomores		Juniors		Seniors		Graduates		Special		Totals	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W
Elementary Education	34	184	35	169	52	197	82	294	59	150	3	3	265	997
Secondary Education	77	112	95	101	108	97	249	275	122	100	2	8	653	693
General Studies	220	142	151	116	171	108	223	108	28	32	27	52	820	558
Pre-Professional	57	46	41	16	17	5	14	5	1	1	---	---	130	73
Special Education	---	---	---	---	---	---	---	---	139	204	1	2	140	206

Summary of Degrees Conferred, 1972-73

	Men	Women	Totals
Master of Science			
Elementary Education	7	9	16
Secondary Education	4	4	8
Junior High Education	7	1	8
Educational Specialties	73	104	177
Master of Arts in Teaching			
Elementary Education	2	1	3
Secondary Education	11	3	14
Junior High Education	---	---	---
Total Masters' Degrees	104	122	226
Bachelor of Arts			
Elementary Education	2	23	25
Junior High Education	---	3	3
Secondary Education	6	15	21
Art Education	---	---	---
Music Education	---	---	---
General Studies	3	15	18
Bachelor of Science			
Elementary Education	35	171	206
Secondary Education	102	68	170
Junior High Education	16	6	22
Art Education	---	1	1
Music Education	---	---	---
General Studies	120	41	161
Total Bachelors' Degrees	284	343	627

Enrollment By Class, Regular Session, 1972-73

	Fall	Winter	Spring
Freshmen	955	783	672
Sophomores	661	641	556
Juniors	673	709	625
Seniors	785	850	907
Graduates	450	447	599
Specials	81	53	58
Totals	3,605	3,483	3,417

Enrollment for Summer, 1972

	Men	Women	Totals
Undergraduates	444	560	1,004
Graduates	439	497	936
Totals	883	1,057	1,940

Index

Academic Calendar, 2, 3
Academic regulations, 13
Accreditation, 5

Administrative officers, 111
Admission requirements:
Undergraduate, 6
Graduate, 18
Advanced placement, 13
Advanced standing (transfer students), 7
Alumni Association, 119
Art Department, 66
Arts, the, bachelor's degree, 52
Associate in arts degree, 57
Athletics, 106
Awards, 107

Bachelor's degree requirements, 12
Board and room rates, 104
Business Office, 10

Certificate to teach, 28, 34, 35
Class standing, 13
CLEP, 15
Commencement (awarding of degrees), 15
Concurrent enrollment, 8, 19
Correctional administration, master's degree, 58
Corrections major, 58
Correspondence study, 12
Course descriptions:

Anthropology, 96
Art, 66
Biology, 90
Botany, 90
Business administration, 101
Chemistry, 91
Corrections (general social science), 95
Drama (Theatre Arts), 84
Economics, 97
Education, 70
English, 79
Fine Arts, 69, 81, 88
French, 82
General science, 89
General social science, 95
Geography, 97
Geology, 92
German, 81
Health, 77
History, 99
Honors, 57
Humanities, 81
Journalism, 81
Library Science, 85
Mathematics, 93
Modern languages, 81
Music, 85
Philosophy, 83
Physical education, 77
Physics, 92
Political science, 100
Psychology, 74
Religion, 83
ROTC, 63
Sociology, 100
Spanish, 82
Speech, 83
Speech pathology and audiology, 76
Theatre arts, 84
Writing, 79
Zoology, 91

Course numbering system, 13
Credit by examination, 14

Dads Club, 119

Dean of faculty, 9
Dean of students, 10, 102
Counseling center, 102
Financial aid, 107
Student activities, 105
Student discipline, 103
Student Health Service, 102
Student housing, 104
Degrees, 5, 18

Degree requirements:
Bachelor's, 12
Master's (general regulations), 19
Associate in arts, 12
Departments:
Art, 66
Education and Psychology, 69
Health, Physical Education and Athletics, 77
Humanities, 79
Music, 85
Natural Sciences and Mathematics, 88
Social Science, 95
Development Foundation, 119
Dormitories, 104

Education and Psychology Department, 69
Enrollment summaries, 119

Faculty, 112
Fee refunds, 9
Fees, 8
Financial aid, 107
State grants, 107
Private scholarships, 108
Federal grants, 108
Loan programs, 109
Employment (work-study), 110
Foreign students, 7
Foreign study, 16
Freshman standing, 6

GED (freshman standing), 6
Grades and points, 13
Graduate study, 17
Programs, 17
Procedures, 17
Admission, 18
Classification, 18
General regulations, 19
Master's degree regulations, 19
Master of science in education, 20
Master of arts in teaching, 20
Master of music education, 21
Master's degree in correctional administration, 21, 58
Master's degree in interdisciplinary studies, 21, 58
Non-degree programs, 22
Advanced certification (fifth-year, non-degree), 22
Initial (basic) certification, 22
Graduate curricula in education, see Teacher Education

Health, Physical Education and Athletics Department, 77
Health requirements, 7
Health Service, 102
History of OCE, 5
Honors, 57
Housing, 105
Humanities, bachelor's degree, 52
Humanities Department, 79

Instructional facilities, 10
Instructional services, 11
Instructional programs, 23
Insurance, accident and health, 102
Interdisciplinary studies:
Bachelor's degree, 53
Master's degree, 58
Internship, 27

Liberal arts core curriculum, 25
Liberal arts degrees, 52
Arts, the, BA/BS, 52
Humanities, BA/BS, 52
Interdisciplinary studies:
BA/BS, 53
MA/MS, 58
Natural Sciences, 53
Biology major, 54
Mathematics major, 54
Social Science, BA/BS, 54
Corrections major, 58
Economics major, 55
Geography major, 55

History major, 55
Psychological studies major, 62
Associate in arts, 57
Liberal arts minors, 56
Library, 11
Loan Funds, 109

Master's degree programs, see Graduate Study
Medical service programs, 59
Four-year degree programs:
Dentistry, preprofessional, 60
Medicine, preprofessional, 59
Veterinary medicine, preprofessional, 60
OCE cooperative programs:
Dental hygiene, 61
Medical technology, 61
Preprofessional:
Nursing, 61
Pharmacy, 62
Physical therapy, 62
Military waiver, 15
Mothers Club, 119
Music Department, 85

Natural Sciences and Mathematics Department, 88
Natural sciences, bachelor's degree, 53
New Student Week, 7
Nonresidents, 8
Norms for teacher certification, 28

Placement examinations, 6
Placement Service, 11
Preprofessional studies, also see Medical service programs:
Agriculture, 64
Architecture, 64
Business administration, 64
Business administration and technology, 64
Engineering, 64
Fisheries, 64
Forestry, 64
Geology, 64
Home economics, 65
Industrial arts education, 65
Journalism, 65
Law, 63
Microbiology, 65
Physics, 65
Wildlife, 65
President, 9
Psychological and social service programs, 62

Registration, 7
Research and Planning Office, 10
Residency requirements, 8
Residence halls, 104
ROTC, Air Force, 63

Scholarship regulations, 15
Scholarships, 108
Social science, bachelor's degree, 54
Social Science Department, 95
Special education (teaching specialties), 48
Student activities, 106
Art, 106
Athletics, 106
Clubs, 106
Dramatics, 106
Forensics (debate), 106
Lectures, 107
Music, 107
Publications, 107

Student information, 102
Awards, 107
Counseling, 102
Discipline, 103
Expenses, 6
Financial aid, 107
Government, 105
Health, 102
Housing, 104
Welfare (dean of students), 102
Student teaching and internship, 27
Summer session, 16

Teacher Education, 27
Levels of preparation, 27
Admission to, 27
Student teaching, 27
Internship, 27
Certification, 28
Norms, 28
Early childhood education, 28
Undergraduate, 28
Graduate, 29
Elementary school teaching, 29
Undergraduate requirements, 29
General classroom teaching, 30
With area of emphasis (minors), 30
Graduate (including non-degree), 33
Secondary school teaching, 34
Undergraduate requirements, 34
Graduate requirements (including non-degree), 33
Undergraduate teaching areas:
Art, 35
Education media, 36
Humanities, 37
Language arts, 37
Drama, 37
Speech, 38
Language arts/social studies, 38
Journalism, 38
French, 38
Spanish, 39
German, 39
Health education, 40
Mathematics, 40
Music, 42
Physical education, 43
Science, 43
Biology, 43
Earth science, 43
Integrated sciences, 44
Physical education, 43
Social studies, 46
Graduate teaching areas (including MS, MAT, MME and non-degree advanced and basic certification programs):
Art, 36
Humanities, 39
Mathematics, 41
Music, 42
Science, 44
Social Studies, 46
K-12 teaching areas
Art education, 36
Education media, 36
Music education, 42
Physical education, 43
Teaching specialties (special education), 48
Undergraduate, 48
Mental retardation, 48
Speech correction, 48
Graduate, 48
Teaching of the deaf, 48
Extreme learning problems, 48
Mentally retarded, 49
Multiple handicapped, 49
Speech pathology and audiology, 49
Reading (elective concentration), 50
Socially and educationally different, 50
Educational administration, 50
Instructional support services, 50
Educational media, 50
Counseling, 51
Supervision, 51
Teaching Research Division, 11, 118
Transfer students (advanced standing), 7
Tuition and fees, 8
Withdrawal:
From a course, 15
From school, 15
Work-study, 110



1 Administration	10 Campbell Hall	19 Maaske Hall	28 Watson House
2 Music Hall	11 Maple Hall	20 Arbuthnot Hall	29 Swindel Hall
3 Library	12 The Cottage	21 Physical Plant	30 Education
4 Music Annex One	13 Todd Hall	22 Butler Hall	31 Campus Elementary School
5 West House	14 Student Health Service	23 Gentle Hall	32 Little Theatre
6 Arnold Arms	15 Stadium	24 Barnum Hall	33 Music Annex Two
7 Old Physical Education	16 Thornbrue House	25 Landers Hall	34 Auditorium (future site)
8 Natural Sciences	17 New Physical Education	26 Food Service	
9 Humanities and Social Science	18 College Center	27 Terry House	

DIRECTORY

6 Entering College

8 Tuition and Fees

17 Graduate Study

27 Teacher Education

29 Elementary Teaching

34 Secondary Teaching

**48 Teaching Specialties
(Special Education)**

52 Liberal Arts and Sciences

58 Corrections Programs

59 Medical Service Programs

**62 Psychological and Social
Service Programs**

102 Student Life

107 Financial Aid



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