

**OREGON COLLEGE
OF EDUCATION**

**1978-80
CATALOG ISSUE**

MONMOUTH

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If the words "teacher's college" immediately come to mind when you think of Oregon College of Education, you're half-right. We've been teaching teachers for nearly 125 years and have been told repeatedly that we do it better than anyplace else in Oregon.

But, the prominence of our teacher education program has led many people to assume that's **all** we do. And that's

wrong. In fact, we offer a full-scale liberal arts program with a well-rounded curriculum of over 900 courses designed to fit the needs of any high school graduate. Just ask our students who are majoring in biology, corrections, prelaw, history, preforestry, music, English, psychology, fine arts, German, math, premed, fire services administration, geography, social science, economics...

COME, TAKE A LOOK

But don't take our word for it, come see for yourself. For, while we can easily show you the financial savings of an OCE education (and have done so in a special brochure on costs, available for the asking), it's a little more difficult to give you a sense of campus life on paper.

So...after you've read through our catalog, make plans to visit the College. Talk to our students. Contact faculty members in your area of interest and sit in on one of their classes. Spend the night in a dorm. Attend a Saturday night dance.

The Admissions Office will be glad to help you make these contacts. They're open 8 a.m. to 5 p.m. Monday through Friday, so feel free to call. Or drop them a note. Judge for yourself exactly what OCE has to offer. We feel confident you'll like what you see.

FIRST THINGS FIRST

Two advantages of attending OCE are apparent immediately: one is the low cost existing in the public colleges and universities of the Oregon State System of Higher Education. Second, is the personal and caring attitude of our faculty and student population. Together, these advantages allow us to provide top quality full baccalaureate education — a real bonus in today's high-priced economy.

Costs are important, sure, but education is available from many colleges in a wide range of prices. What helps a person make up his or her mind to come to OCE is the environment of that education. As a school of 3,000 students and 250 full- and parttime faculty, OCE is able to offer the personal concern and friendly atmosphere that's usually only available in private colleges. Our teachers seem to spend more time with students on an informal basis. There's an opportunity to get to know one another through daily activities, not just in the classroom.

Of course, the number one reason for picking any college is its academic reputation. And we know ours is excellent. Section Two of this catalog describes it in detail.

CAMPUS

WHERE EXACTLY IS MONMOUTH?

OCE is located in a tree-rimmed valley in Western Oregon where the gray-blue Coastal Range forms a natural backdrop. A wide expanse of rich farmland adjoins the campus on the north and west. The air is fresh and clean. The sunsets are spectacular.

The small town of Monmouth wraps around the south and eastern sides of the campus. "Downtown" is a single, wide street six blocks long with a string of friendly merchants who cater to the College crowd. Ornate, turn-of-the-century homes peek out from among tree-lined residential sidestreets.

In Monmouth, you can get anywhere on foot or bicycle. There is only one traffic light. There are no long lines or pollution alerts. But there is a friendly face to call you by name, fresh air for breathing on your morning jog and a beautiful view of tree-studded mountains in the distance. It's a personable downhome setting that's perfectly suited for serious study and quiet self-introspection.

The OCE campus is handsome and spacious with an abundance of trees and native shrubbery. Friendly dogs loll in the noonday sun. Meandering walkways criss-cross the grassy open spaces. Carillon bells chime the beginning and end of each classroom day.

Building styles run the gamut from a rambling clapboard cottage with cozy window seats through the efficient brick-faced modern laboratories to the sweeping arc of the Fine Arts Auditorium with its bright colored supergraphics and rich, wood paneled lobby.

There's an eight-lane quarter-mile track, 163,000 volume library, two gymnasiums, a living complex of eight dormitories, ivy-covered administration building, media center, and much more spread out over a 120-acre campus.

GETTING AWAY FROM IT ALL

We're the first to admit, however, that for all its peaceful tranquility and small town neighborliness, it's nice to leave Monmouth on occasion. And that's no problem. Two miles away is Independence where the Grizzly Bear and The Stone Lion are favorite student gathering spots.

Monmouth is 15 miles southwest of Salem, the hub of State government for Oregon and the frenetic activity of the legislature. A trip into Portland for a rock concert, shopping spree, Trailblazer game, or museum tour takes only an hour and 15 minutes.

If you prefer outdoor activities, you can grab your backpack and be on a trail in the Coastal Mountains within 30 minutes... the beach in an hour. You're only an hour and a half from the ski slopes at Mt. Hood and two hours from Mt. Bachelor.



COMMUNITY

OCE IS A PEOPLE PLACE

There's a sense of community at OCE that's often hard to define, but easy to see...and **very** nice to experience. A group of students casually invites a faculty member to join them for coffee in the College Center. A freshman drops an armload of books and several people immediately stop to help retrieve them. The debating team earns a berth at the national championships and faculty members

as well as administrative personnel help to pay the travel expenses out of their own pockets.

A Monmouth businessman volunteers to build a non-denominational meditation room for the students' use on valuable land a block from campus. One of the deans invites a student who's far from home to join his family at their mountain cabin over Christmas vacation. Upper-class students often return to campus a week or two early in the fall just because "it's good to be back."

Part of the reason behind the College's reputation for congeniality stems from the students themselves. OCE's curriculum centers around service-oriented, people-caring professions — teaching, corrections, prelaw, health care, physical education, theatre, etc. By nature, our students are genuinely interested in others. The friendliness evidenced on campus merely reflects the outlook of the students (and the faculty who guide them).

BIG ISN'T ALWAYS BETTER

Being small helps too. While a student body of 3000 is hardly "tiny," it certainly isn't large by today's university standards. Our size is manageable and gives us the flexibility to easily respond to students' needs. There's not a lot of red tape involved in holding a class outside under a tree on a warm fall day, for example. Or in responding to student interest with a new course on how to serve as a high school yearbook advisor.

Field trips are frequent events, easily arranged with small groups, and often joined by interested faculty and students from other disciplines. Outings

range from an afternoon at a wildlife refuge (there are three within 30 miles of campus) to a weekend spent studying volcanic rock and landslides at Cascade Head on the Oregon Coast.

Student-faculty groups have chartered a fishing boat and sailed to the San Juan Islands to study marine invertebrates, as well as camped and hiked around Mt. Hood to examine wildflowers.

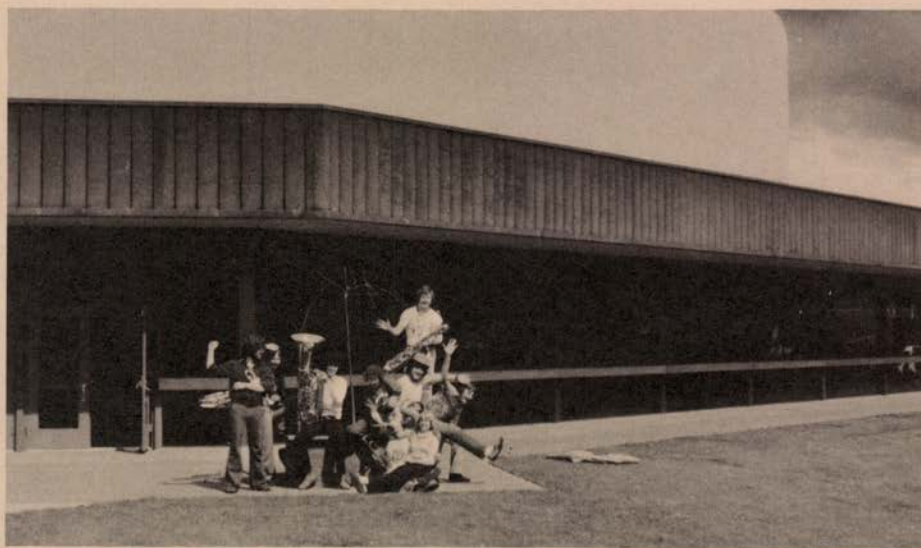
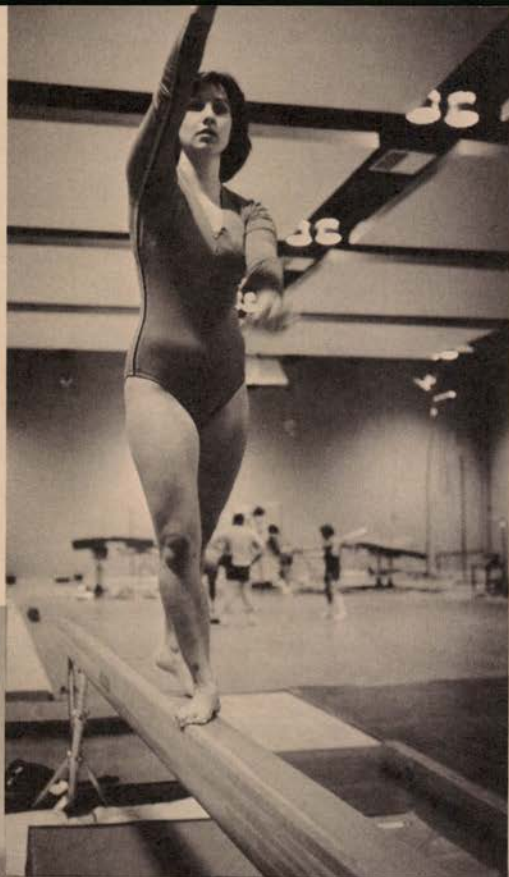
Longer faculty-sponsored trips have been undertaken between semesters to Death Valley, the Grand Canyon and San Francisco. More are always in the planning stages.

Tradition is strong at OCE. (After all, we've been around since 1856). While other schools have dropped their Homecoming festivity, it's still a fun-filled weekend in Monmouth. There's a tug-of-war over a mud pit, pep rally and bonfire, selection of a queen and her court, a noise band that parades through town, and — of course — **THE BIG GAME**.

Halloween brings frenzied secrecy as mysterious plans are drawn up for the annual dorm decorating contest.

Just before Christmas break, the entire campus and many of the townspeople turn out for the beautiful tree lighting ceremony. Hundreds of shimmering bulbs sparkle on the landmark sequoia in front of Campbell Hall. Afterward, everyone goes inside the College Center for hot cider and donuts as Yuletide carols are sung.

Recognition Night, held on a balmy spring evening, honors outstanding student achievement earned throughout the school year.



COLLEGE LIFE

YOU ARE WHAT YOU EAT

Potential students always ask us about the food on campus. Rest assured, you won't go hungry. In addition to the three mealtimes (with as many helpings as you want), late risers in the dorms can get maple bars and donuts until midmorning. Salads and soups are available for an early lunch or midafternoon snack. Combination pizza, shrimp salad and hearty soups are dining room favorites. And there's always a huge jar of peanut butter open on the counter in the dining room for a quick PB&J.

In the College Center Coffee Shop you'll find sprouts, whole grain breads, yogurt, etc. for the natural food fan. A make-your-own salad bar is especially popular with dieters. And there's a Sweet Shoppe with the best, freshly-made popcorn you ever tasted! They also have a mind-boggling variety of candies to satisfy even the most insatiable sweet tooth...ever tried English caramels with raspberry filling?

A FULL CALENDAR

While there are no social sororities or fraternities on campus, OCE has a full activity schedule from popcorn parties and dorm banquets to pie-eating contests, ski weekends and Saturday night dances with popular rock groups. This year there was an academic spring festival, a "One Earth, One Week" celebration, a number of Big Brother-Big Sister events, Folklore Club Folkfest, and the first annual all-male beauty contest.

A number of special events are regularly brought to campus...such as the Portland and Salem Symphony Orchestras. A recent poetry symposium featured W. S. Merwin, John Ashbery, Robert Duncan and William Stafford. Other speakers include authors Ben Bova and Vonda McIntyre, as well as sociologist Stanford M. Lyman. The National Shakespeare Company of New York produced "Othello" and "The Winter's Tale" for the OCE audience. Classical guitarist Jim Greeninger put on a campus concert, as did the Moscow String Quartet.

THE HOME TEAM

Athletics are often one of the "ho-hum" areas in small schools with the excitement and prestige reserved for competition at the large universities. Not so at OCE. We have a history of winning teams, national finalists, even Olympic contenders.

In recent years our football team has finished fifth and ninth in the nation. For the three seasons from 1975 through 1977 we won the Evergreen Conference over the small state colleges in Oregon and Washington with a perfect 6-0 record. We've also earned recent conference titles in baseball, men's cross-country, soccer and women's track and field. And we've had a number of individual champions cited in basketball, wrestling, men's and women's bowling, tennis, and gymnastics. Our men and women compete in nearly a dozen sports. (By the way, we've had women's varsity sports since long before they became "fashionable" and certainly before they were mandated by law.)

For a small school, our athletic facilities are impressive. We have two baseball fields, two softball fields, separate fields for soccer and field hockey, three all-purpose areas, a track, wrestling-gymnastics room, football field, indoor pole vault and high jump area, indoor batting cage, archery range and swimming pool. Not to mention eight outdoor plus two indoor tennis courts, and two handball-racquetball courts.

VERY SPECIAL PEOPLE

OCE faculty are hand-picked for their ability to teach, in addition to a mastery of their subject matter. While our faculty are necessarily scholars, their research comes second to time spent with students. And except in labs, no classes are taught by teaching assistants or graduate students. We're very particular about this. And it shows. Visitors from other schools are often surprised to see faculty so often in their offices — and with the doors invitingly open.

Give a professor a week or two and he or she will be calling everyone in class by name. It's not the slightest bit unusual for a professor to telephone a student who's missed a week of classes. Not as a reprimand, but to check if everything's OK or whether some help is needed. We're not here to hold your hand, but we stand ready to offer ours if you need it.

WINDOW ON THE WORLD

OCE may be situated in a small town, but the campus population is hardly provincial. One of our professors commutes between Monmouth and Alaska to teach. Others serve as consultants in Micronesia, Mexico, Denmark and Washington, D.C. Last year, our President was one of 15 American college administrators who received a V.I.P. invitation to review the educational systems in Egypt and Greece at the countries' request.

Our student body also offers exposure to other cultures and life-styles. OCE students come from more than a dozen foreign countries, 23 other states, and every single county in Oregon.

THERE'S A WAY...

Getting a college education today is expensive, even at resident state school prices. At OCE, 55 percent of the students receive some form of financial aid to help pay their way and the College is very supportive of their efforts.

Faculty specify paperback textbooks when possible and try to put the hardcover ones on library reserve rather than requiring purchase. Professors also are understanding when conflicts arise between job schedules and classroom assignment deadlines. A popular and inexpensive Friday night date is the campus movie followed by hamburgers and fries at Waldo's Den in the College Center.

For more information on financial aid, see the catalog index. We respect the tough road you're taking to get an education and we'll try to help whenever we possibly can.

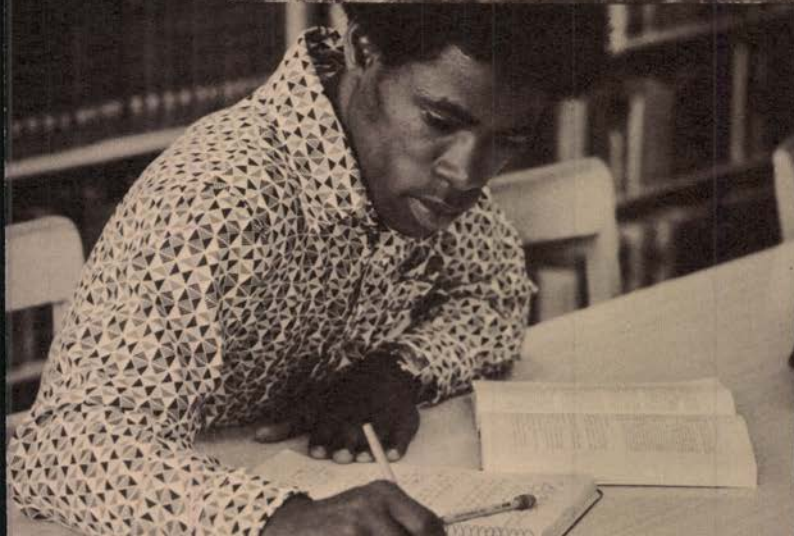
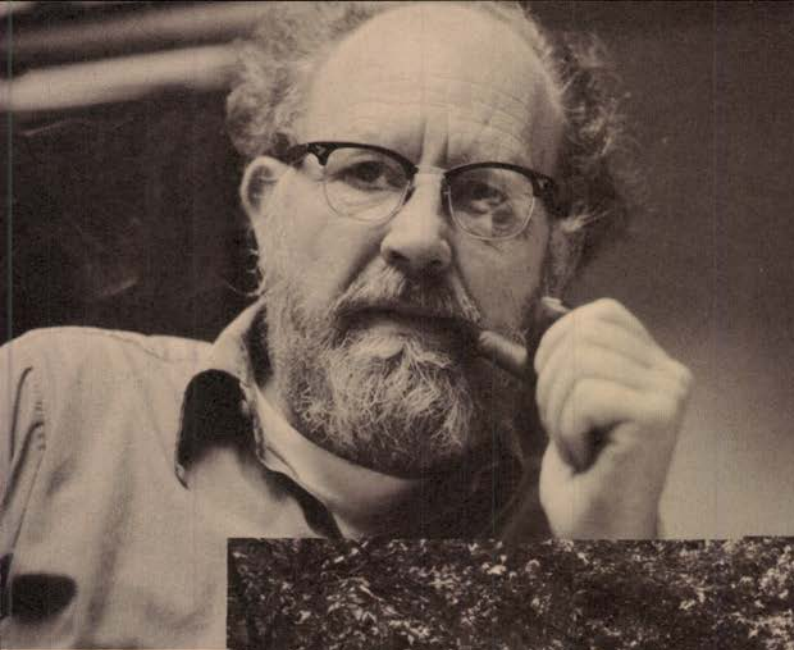
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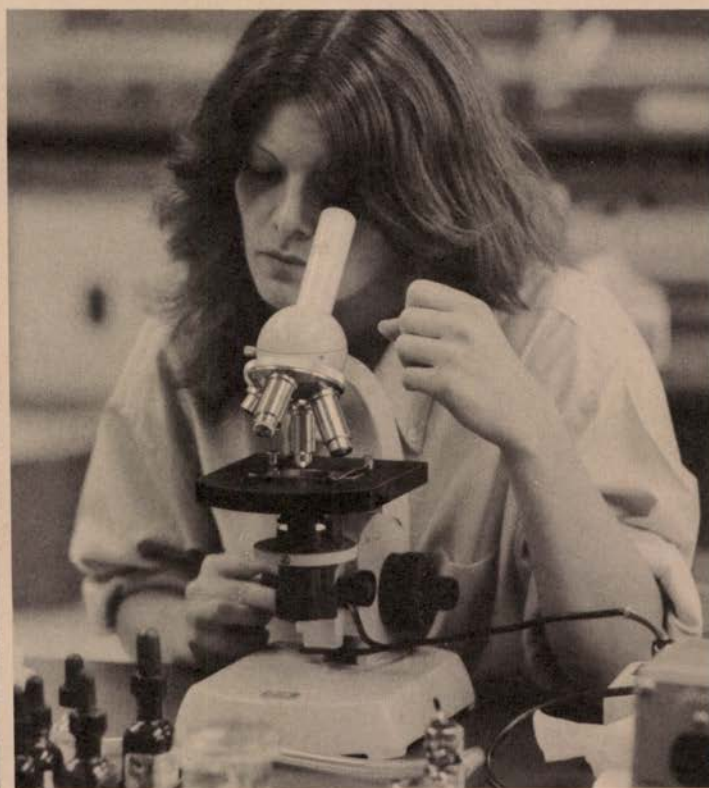
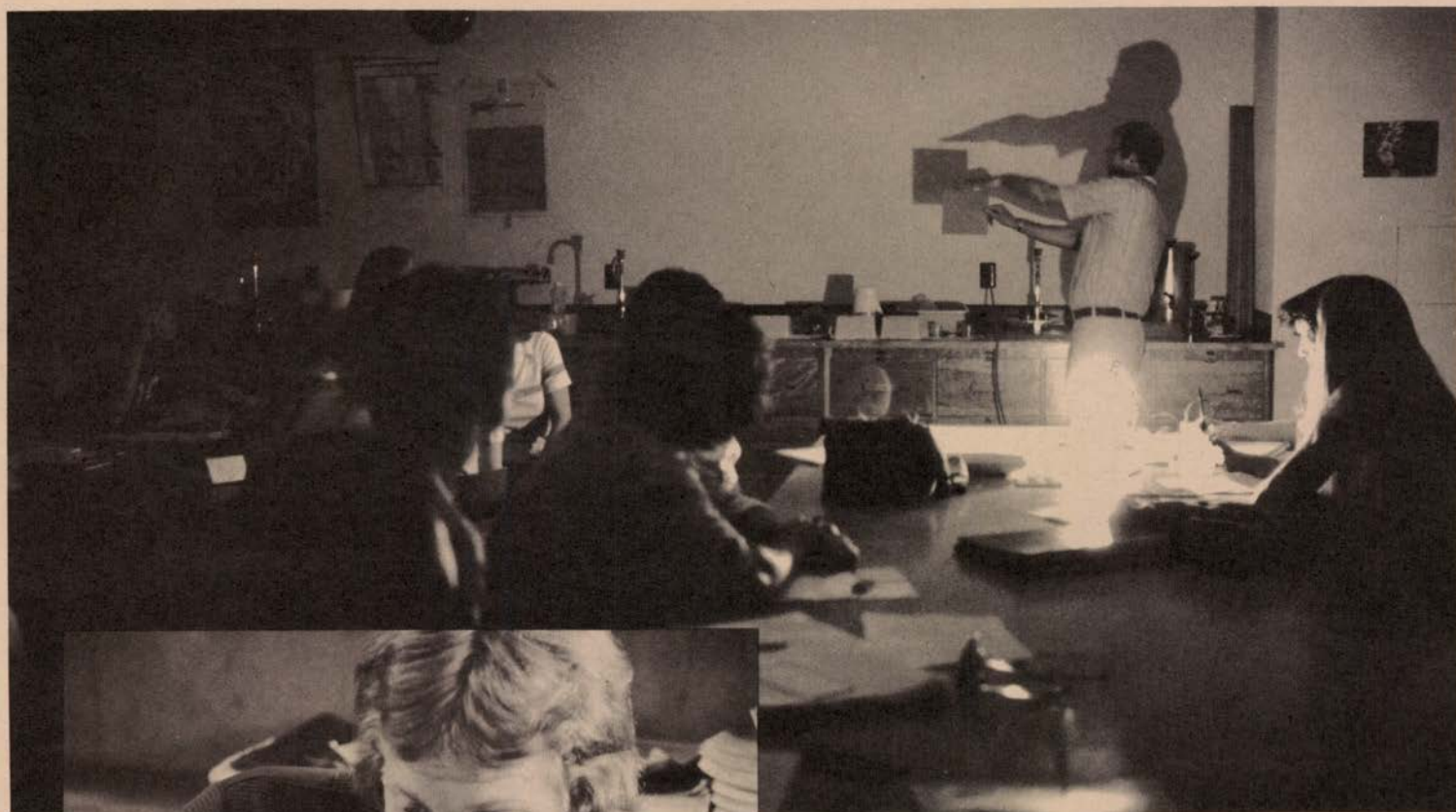
At OCE we don't try to second-guess student wants and needs. We ask. There are students on nearly every faculty committee, so the students have a definite voice as to the way things are done. The student governing body is very active and has made significant policy changes. And you'll find the College President a good listener and a man of action.

Special needs are recognized and addressed. "Chrysalis" was formed as a support organization for the more than 500 students over age 25 who resume their educations following a period of time away from academia. A course for credit in academic re-entry was created to review study habits, note-taking techniques, and built confidence.

To allow rapid and total integration into the OCE community, a personalized orientation program is designed for each handicapped student, as soon as he or she arrives on campus. For the blind there are Braille signs throughout the campus buildings. Ramps are in increasing evidence for wheelchair access.

OCE has a particularly extensive program for the deaf — from interpreters who accompany deaf students to classes, to tutors, counselors, to professional note-takers. As OCE has one of only six programs in the nation training counselors to work in the rehabilitation of deaf students, plenty of expertise and understanding of special needs is evident on campus.





CURRICULUM

THE NAME GAME

Because of our name, people tend to assume that we're only a teacher's college. Untrue, as we pointed out earlier. In fact, nearly 60 percent of the students who come to OCE are NOT education majors. They are preparing for careers ranging from anthropology to zoology. And a large number of students are pursuing preprofessional programs, such as wildlife, computer science, geology, physics, microbiology, food service, pre dentistry, and agriculture.

Our creative arts department, for example, is particularly strong. The contemporary 614-seat auditorium provides a sophisticated setting with top-notch equipment for learning costuming, stage design, lighting, etc. And we believe we're unique in the state in that our student productions are just that. There's opportunity for everyone to take part. Theatre arts graduates currently are performing at the Oregon and Colorado Shakespeare Festivals, and the Houston Alley Theatre.

Music and fine art are equally important subject areas. Not to mention science, math, corrections, geography..

WE'RE STILL A COLLEGE OF "EDUCATION"

While OCE has expanded well beyond the "teacher's school" tagline, we're certainly not selling our education program short. The reputation of our program enables us to place a substantial number of our graduates in teaching jobs. In some fields — such as special ed, the deaf and handicapped programs — our placement record is 100 percent.

Our elementary ed program won the nation's highest award a few years ago and today's curriculum is even better. And our secondary ed program is molded on the same award-winning criteria.

There's a public elementary school that serves as a ready laboratory and observation center right on the OCE campus. Plus, the opportunity for practicum classroom experience throughout the geographic area is available to OCE students in their senior, junior, and even sophomore year. And the prestigious Teaching Research Division of the State Board of Higher Education is located right in the center of the OCE campus.

THE CORE CURRICULUM

OCE requires every student to complete a "core curriculum" of courses, whatever his or her major. This means that approximately half the undergraduate hours are chosen from a broad base of liberal arts courses to assure each graduate familiarity with a wide body of knowledge in addition to specialization in a major.

Our role is to teach you how to learn — not just give you facts to memorize. We provide the educational tools, and teach you to use them yourself. In this way, an OCE education offers you much more than just employment skills. It prepares you for all facets of adulthood — from work to leisure to community involvement to self-awareness and understanding.

Now that you have some idea what we're like, the remainder of this catalog will tell you what we do. If you need further information, just let us know. And remember our invitation to come for a visit to see OCE for yourself. We'd like to get to know you.

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CORRESPONDENCE DIRECTORY

Oregon College of Education

Monmouth, Oregon 97361
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Veterans Services

Mrs. Verna Stee

For information about a specific department,
call or write the department directly
and ask for the chairman.

ACADEMIC CALENDAR

1978-79

Fall Term, 1978

New Student Orientation, Sunday-Wednesday, September 17-20
Registration begins, Wednesday, September 20
Classes begin, Thursday, September 21
Thanksgiving Holiday, Thursday-Sunday, November 23-26
Final Examinations, Monday-Friday, December 4-8

Winter Term, 1979

Registration begins, Wednesday, January 3
Classes begin, Thursday, January 4
Final examinations, Monday-Friday, March 12-16

Spring Term, 1979

Registration begins, Monday, March 26
Classes begin, Tuesday, March 27
Memorial Day Holiday, Monday, May 28
Final examinations, Monday-Friday, June 4-8
Commencement, Friday, June 8

Summer Session, 1979 Eight-Week Session and First Four-Week Session

Registration, Monday, June 18
Classes begin, Tuesday, June 19
Independence Day Holiday, Wednesday, July 4
First four-week session ends, Friday, July 13

Second Four-Week Session

Registration, Monday, June 18, or Monday, July 16
Classes begin, Monday, July 16
Second four-week and eight-week summer sessions end, Friday, August 10

Fall Term, 1979

New Student Orientation, Sunday-Wednesday, September 16-19
Registration begins, Wednesday, September 19
Classes begin, Thursday, September 20
Thanksgiving Holiday, Thursday-Sunday, November 22-25
Final examinations, Monday-Friday, December 3-7

Winter Term, 1980

Registration begins, Thursday, January 3
Classes begin, Friday, January 4
Final examinations, Monday-Friday, March 10-14

Spring Term, 1980

Registration begins, Monday, March 24
Classes begin, Tuesday, March 25
Memorial Day Holiday, Monday, May 26
Final examinations, Monday-Friday, June 2-6

Summer Term, 1980 Eight-Week and First Four-Week Sessions

Registration, Monday, June 16
Classes begin, Tuesday, June 17
Independence Day Holiday, Friday, July 4
First four-week session ends, Friday, July 11

Second Four-Week Session

Registration, Monday, July 14
Classes begin Monday, July 14
Second four-week and eight-week summer sessions end, Friday, August 8

The 1979-1980 academic calendar will be printed in the 1979-80 class schedule and course description.

DEGREES CONFERRED AT OCE



Associate in Arts.
 Bachelor of Arts and Bachelor of Science in Art.
 Bachelor of Arts and Bachelor of Science in The Arts (art, drama, music).
 Bachelor of Arts and Bachelor of Science in Elementary Education.
 Bachelor of Arts and Bachelor of Science in Secondary Education (discipline concentration chosen by students).
 Bachelor of Arts and Bachelor of Science in Humanities (with a concentration in English).
 Bachelor of Arts and Bachelor of Science in Natural Sciences.
 Bachelor of Arts and Bachelor of Science in Biology.
 Bachelor of Arts and Bachelor of Science in Mathematics.
 Bachelor of Arts and Bachelor of Science in Psychology.
 Bachelor of Arts and Bachelor of Science in Social Sciences.
 Bachelor of Arts and Bachelor of Science in Corrections.
 Bachelor of Science in Fire Services Administration.
 Bachelor of Arts and Bachelor of Science in Economics.
 Bachelor of Arts and Bachelor of Science in Geography.
 Bachelor of Arts and Bachelor of Science in History.
 Bachelor of Arts and Bachelor of Science in Law Enforcement.
 Bachelor of Arts and Bachelor of Science in Interdisciplinary Studies.
 Master of Science in Counseling.
 Master of Science in Elementary Education, Secondary, and several areas of educational specialization.
 Master of Science in Early Childhood Education.
 Master of Science in Secondary Education (discipline concentration chosen).
 Master of Arts in Teaching (discipline concentration chosen).
 Master of Music Education.
 Master of Arts and Master of Science in Correctional Administration.
 Master of Arts and Master of Science in Interdisciplinary Studies.

REQUIREMENTS FOR DEGREES

THE BACHELOR'S DEGREE BACHELOR OF SCIENCE

To earn the degree of Bachelor of Science (B.S.), a student completes the requirements as listed in a chosen curriculum. A grade-point average (GPA) minimum of 2.00 (C) in all college work and all work completed in residence at OCE must be earned. Residence of a minimum of 45 in the last 60 credit hours is required. Division of Continuing Education credit may partially satisfy this requirement, but 24 hours of the last 60 hours is to be completed on the OCE campus. A maximum of 24 credit hours may be earned in correspondence study, and do not apply toward residence credit. A maximum of nine credit hours in workshop will be applied to graduation.

Standards for Preparing a Planned Program:

Preliminary planning for the four year program should be completed at the earliest possible date. Students should be certain to consult carefully with their advisers. The final program plan should be filed with the registrar for evaluation before the student has reached senior standing (135 credit hours). The original plan and all subsequent changes must be validated by signatures of both faculty adviser and student. Students should be certain that all requirements of the Liberal Arts Core Curriculum are met.

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.

BACHELOR OF ARTS

To earn the degree of Bachelor of Arts (B.A.), students are required to complete the Institutional requirements as listed, course requirements in one specified curriculum for the degree of Bachelor of Science, and 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 should make application by filing the proper form, available from the Registrar's Office three terms prior to the intended date of graduation. April 15 is the deadline for June graduation. Any change of term, name or address must be reported to the Registrar's Office in writing. All college academic and financial obligations must be satisfied before 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. Students must have completed at least 45 credits at OCE with differentiated grades (no "pass" grades) and have earned a GPA of 3.5 or better in their OCE work. Normally the GPA for honors purpose is determined at the end of winter term before commencement.

Although certification requirements are incorporated into degree programs, changes by the State Teacher Standards and Practices Commission during the life of this bulletin may alter the requirements. Applicants for Oregon teaching certificates must meet the requirements of the Commission in force at the time of the certification application.

GLOSSARY



Certificate—A license that allows a person to accept employment in keeping with its provisions. (Ex. A teacher's certificate states that a person is qualified to instruct in specified grades or subjects or both).

Basic Certificate—An initial teaching certificate granted to those who have completed a four year (baccalaureate) teacher education program.

Standard Certificate—An advanced certificate based upon completion of a five year teacher education program where the teacher with initial certification has taught successfully for not less than five years.

Colloquium—A conference related to the planning, execution, and evaluation of varied student research projects.

Concentration—Focusing a program of study on one discipline or subject in which there is upper-division course work.

Course—Organized subject matter or planned experiences that are offered within a given period of time and for which credit is usually awarded.

Course Number—A reference used to differentiate subject matter in and between departments in schools, colleges, and universities. (Example: Introduction to Literature 104, 105, 106; General Science 104, 105, 106).

Credit Hour—A quantitative measure of a student's work. A quarter hour of credit is obtained by taking a graded course that meets fifty minutes a week for a quarter and receiving a grade of D or better. In a Pass-No Credit course that meets fifty minutes a week for a quarter, one quarter hour of credit is obtained by receiving a grade of Pass. A student making normal progress will obtain 48 quarter credit hours of course work in an academic year of nine months or three quarters. Many of the OCE courses are three quarter hours; thus, they meet three 50 minute periods per week.

Curriculum—A systematic group of courses designed to qualify the student for graduation or entrance into a professional or vocational field.

Discipline—A broad field of knowledge usually consisting of subjects (Ex. history, literature, physics).

Endorsement—A set of courses which qualify a person to teach that subject area in the schools of Oregon (now used synonymously with **Norm**).

Grade Point Average (GPA)—A quantitative measure of average scholastic achievement obtained by dividing the sum of grade points by the sum of credit hours. (Ex. Twenty grade points earned during 6 credit hours of course work yields a GPA of 3.33).

Norm—The requirements imposed by a State upon persons who seek a teacher's certificate. The standard norm consists of the full range of teaching requirements prescribed by the authority issuing the certificate; the basic norm is granted on more limited qualifications. **Endorsement** is the more commonly used term today).

Practicum—A course that relates study and practical work experience.

Seminar—A discussion of problems of mutual interest by a group of students engaged in advanced study and meeting under the general direction of one or more leaders.

Sequence—The arrangement of subject matter in some logical order. Usually, successive numbers are used to identify a sequence. (Example: Geography 105, 106, 107).

Subject—A field of knowledge usually consisting of one or more courses. (Example: ancient history, English history).

Thesis—A formally written presentation of an original investigation.

Transcript—A record of student performance that shows all course work and grades. Official transcripts are records certified by and received directly from a school, college, or university.

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. Students may enter at the beginning of any term, including summer session.

CLASS STANDING

Freshmen: 44 or fewer credit hours;
sophomores: 45-89 credit hours;
juniors: 90-134 credit hours; seniors:
135 or more credit hours; graduate: a
student who holds a Bachelor's degree
from an accredited college or university.

COURSE NUMBER- ING SYSTEM

Courses throughout the Oregon State
System of Higher Education are num-
bered as follows:

0-49	Not applicable toward an academic degree.
50-99	First year of elementary algebra and others of simi- lar level.
100-299	Lower-division level.
300-499	Upper-division level.
400-499 with desig- nation G or (g)	Upper-division courses which may be taken for graduate credit.
500-599	Graduate courses.
700p	In-service.

Certain numbers are reserved for
courses that may be taken through suc-
cessive 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)
406, 506	Special Individual Studies
407, 507	Seminar

408, 508	Workshop
409, 509	Practicum

GRADES

The quality of student work is meas-
ured by a system of grades and points.
The grading system consists of five pass-
ing grades, A,B,C,D,P; failure, F; no
credit, N; course dropped and with-
drawal from school, W; incomplete, I.
When the quality of the work is satisfac-
tory, but the course has not been com-
pleted for reasons acceptable to the
instructor, a record of incomplete is
made and additional time is granted.

GRADE 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 disre-
garded in the computation of points. The
grade-point average (GPA) is the quo-
tient of total points divided by total
credit hours in which grades (A, B, C, D,
and F) are received. Students who re-
ceive a grade of F may repeat the course;
only the most recent grade will be com-
puted 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 on a
pass-no credit basis. Electives are
courses other than those used to fulfill
the Liberal Arts Core Curriculum re-
quirements and the declared major or
minor requirements.

The instructor is responsible for de-
scribing the level of competency neces-
sary 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.

Minimum passing level in Wr 121 is
equivalent to a grade of C or better.

Students taking a course on a pass-no
credit basis must declare their intent to
the instructor during registration by writ-
ten application (forms available in the
Registrar's Office). The student then
must continue and complete the course
under the grading system chosen.

HOURS ATTEMPTED AND HOURS EARNED TOWARD GRADUATION

"Hours attempted" are those for
which a student receives a grade of A, B,
C, D, or F. "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 accept-
able 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.

HONOR ROLL

A student is eligible for honor roll
status for any term in which a minimum
of 12 graded hours (ABCD) taken on
campus are completed with a term
grade-point average (GPA) of 3.50 or
higher. A grade of F precludes honor roll
eligibility during the term it is received
regardless of the term GPA. Credit hours
earned through the Division of Contin-
uing Education or other state colleges
through concurrent registration, as well
as credit graded P, are not accepted
toward the 12 hour minimum require-
ment.

CLASS ENROLLMENT

Ordinarily, a student may enroll in a course numbered one year beyond class standing provided the prerequisite is met. 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. Those seeking graduate credit in 400 G or (g) courses are expected to perform at a level of academic competence considerably above that of undergraduates and are urged to seek conferences with their instructors early in the term to determine the specific requirements and standards to which they will be held. Regular procedures and deadlines for course changes apply in the case of students seeking, or withdrawing from, graduate credit.

CREDIT BY EXAMINATION AND 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 may, on admission to OCE, be granted credit toward a Bachelor's degree and/or placement in comparable college courses. The amount of credit allowable will be determined on the basis of the curriculum the student follows and the grade received in the examination. OCE'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.

At OCE scores of 3, 4 and 5 on the advanced placement examinations will result in credit and placement with 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.

American History—nine hours 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 the 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.

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 202, 203 (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 202, 203 (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.

COLLEGE-LEVEL EXAMINATION PROGRAM

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

Information about scores required and hours of credit granted may be obtained from the Counseling Center, second floor of the Cottage, which also has CLEP test applications available. A fee of \$20 per exam is charged. The following tests are available at OCE:

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.

OTHER TESTS

An examination for credit toward degree requirements may be taken by any regularly enrolled student. A maximum of 48 credit hours for undergraduates or 15 credit hours for graduates (enrolled in "basic" teacher certification programs, only) may be granted by examination, but none of these hours may be substituted for resident requirements. A fee of \$15 per examination is charged. Further information is available in the Registrar's Office.

WITHDRAWAL

A student may withdraw from a course (or courses) without responsibility for grades up to the scheduled date listed in the **Schedule of Classes**. If a student withdraws from a course 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 with grades 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 before action can be considered official.

A student may withdraw from the College without responsibility for grades up to the scheduled date as listed in the **Schedule of Classes**. If the student withdraws after that date, he or she is responsible for grades at the time of withdrawal. If work is satisfactory (D or better) grades of W for all courses will be assigned. If not, grades of F will be recorded for all courses in which unsatisfactory work (F) is being done. 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.

To obtain 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.

PHYSICAL EDUCATION WAIVERS

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 a waiver of up to three hours of credit in physical education activity courses. The Registrar's Office has additional information. To qualify, a student must file evidence of service. The following exceptions apply:

- 1) no credit will be allowed for basic training in the military service, and
- 2) no waiver will be granted to any student majoring or minoring in physical education.

Medical Waiver or Modification—modification of physical education requirements may be made 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 REQUIREMENTS

The faculty Academic Requirements Committee governs scholarship requirements.

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

PROBATION

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

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

VETERANS ADMINISTRATION STANDARDS

To remain in good standing for Veterans Administration educational benefits at OCE, veterans must make satisfactory progress toward their certified educational objective (normally a bachelor's or master's degree). "Satisfactory progress" means that each term the veteran must pass the minimum credit hours required for the pay rate at which the veteran is certified, as shown on this table:

Certification Status	Undergraduates		Graduates	
	Fall Winter Spring	Summer	Fall Winter Spring	Summer
Full-time	12+	8+	9+	6+
Three-fourths	9-11	6-7	7-8	5
One-half	6-8	4-5	5-6	4
Less than one-half, more than one-fourth	3-5	3	3-4	3
One-fourth	3	1-2	3	3

Veterans who drop to fewer than their minimum required hours after the fourth week will have their records reviewed by the registrar to determine if they may continue in good standing, as described in the table. If there are extenuating circumstances acceptable to the Registrar, good standing may be maintained. Otherwise, the change in status will be reported to the VA within 30 days.

Veterans not meeting the "satisfactory progress" requirements of the VA will be notified that they will be placed on probationary status, not to exceed one term, relative to the receipt of VA educational benefits.

COMMENCEMENT

Degrees are awarded by OCE only at the regular commencement in June. Students who complete degree requirements at the close of any term receive their degrees and diplomas in June. Upon request, a statement of degree will be furnished by the Registrar's Office, provided the student has completed the necessary requirements.

All incompletes from previous terms must be completed and grades filed with the Registrar's Office before the end of the term in which requirements are planned for completion, or graduation will be delayed until a later term. Incompletes received in the final term must be made up and the grades recorded in the Registrar's Office within three weeks after the end of the final term, or graduation will be delayed until a later term.

INTERNATIONAL EDUCATION

OCE students may participate in foreign study programs sponsored by the State System of Higher Education and managed by OCE and other institutions of the State System. Registration is at OCE and contact should be made with a faculty International Education Coordinator. Two types of programs are available:

Academic year programs. In 1977-78, 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, Nigenrode, Breukelen, The Netherlands; and the Liberal Arts Program of the Northwest Interinstitutional Council on Study Abroad at London, England, and Avignon, France.

Summer Programs. OCE co-sponsors the Oregon Summer Study Abroad program in St. Johann, Austria, and Munich and Kassel, Germany. The first three weeks are spent in St. Johann. The second two weeks are in Munich, and the last three in Kassel (where students reside with families). Other State System programs include workshops, seminars and other studies in various countries of North America, South America, Europe and Asia. These programs are announced annually.

It is anticipated that new programs will continue to be developed. At present, a new BA degree which is language-based (German, French, or Spanish)—International Studies—is awaiting approval by the State Board of Higher Education.

ADMISSION REQUIREMENTS

Formal admission to the college is required before a student may attend regular sessions. (For exceptions and admission to Summer Session, consult the OCE Director of Admissions.)

Oregon residents who have graduated from high school may be admitted as freshmen by meeting one of the following criteria: grade-point average of 2.25 in high school; or a combined score of 890 on the verbal and mathematics sections of the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board; or a score of 20 on the American College Testing (ACT) examination; or a 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 criteria: grade-point average of 2.50 in high school subjects, or a combined score of 950 on the SAT, or a score of 22 on the ACT examination, or a 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 55 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.

APPLICATION FOR ADMISSION

A student must present evidence of acceptable preparation for work at the college level. Students with no preparation beyond high school graduation

must apply on the official form entitled "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 OCE Director of Admissions. Application forms for transfer students also must be obtained from the Director of Admissions at OCE.

OFFICIAL RECORDS

Beginning freshmen must furnish complete (four-year) high school records, showing credits earned and graduation certified by the principal or superintendent of the school.

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 from the high school is not necessary.

In order to avoid delay, applicants should attempt to file all records with the Director of Admissions at least four weeks prior to registration. A non-refundable fee of \$10 will be charged to process each application. The Director of Admissions will evaluate records and notify applicants of their entrance standing.

PLACEMENT EXAMINATIONS

Applicants should complete the College Entrance Examination Board's Scholastic Aptitude Test (SAT) or the American College Test (ACT) **before** registration. Results of these tests should be on file with the OCE Director of Admissions at the time of admission.

HEALTH REQUIREMENTS

A health history report is required of all new OCE students and those returning to study at the college after an absence of two or more years. The report form is mailed to all students when accepted for admission. It is intended to help the Student Health Service staff 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 this 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.

Further medical evaluation or information may be requested by the College Medical Director.

INTERNATIONAL STUDENTS

Requirements for admission are based on preparation which would make the student eligible for admission to a university at home.

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

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

The student must submit a medical history and physical examination report performed by an accredited physician within six months before the date of admission. A record of the last non-reactive tuberculin skin test date also must be submitted. If a tuberculin test is reactive, a recent chest x-ray and written interpretation from a medical doctor indicating freedom from active pulmonary tuberculosis must be submitted. The chest x-ray required for immigration can be used for this purpose if taken less than six months prior to the admission date. A written record of prior immunizations is

required. Diphtheria-tetanus toxoid is required if 10 years have elapsed since the last immunization.

International students must purchase health and accident insurance from the OCE Group Plan. To prevent confusion and to insure compliance with this regulation, foreign nationals accepting admission to OCE must deposit \$75 for purchasing health and accident insurance when they enroll. If a student sends in his deposit then decides not to attend OCE, the deposit will be refunded.

NEW STUDENT ORIENTATION

Special activities are designed for new students at the beginning of Fall Quarter. These include social functions and assemblies to help acquaint everyone with the College. Each new student is assigned an adviser to help in the preparation of a class schedule. Registration follows new student orientation.

REGISTRATION

The **Schedule of Classes**, which is furnished to all students, is an official publication of OCE and contains much important information. Included is information of class schedules, examinations and course descriptions.

Registration is held at the outset of each quarter. Tuition and fees are paid then. Returning students normally pre-register for their programs.

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 other State System institutions. The Registrar's Office has further information.

TRANSFER STUDENTS

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 at entrance 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 OCE. 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 OCE.

Transfer students should be certain to have course work evaluated for substitution credit in the OCE Liberal Arts Core Curriculum.

ACCEPTANCE OF CREDITS FROM TWO YEAR INSTITUTIONS

A total of 108 credits may be transferred from an accredited community or junior college. Any subsequent work taken at an accredited two-year college 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 course-work 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.

CORRECTIONS AND LAW ENFORCEMENT

For those in the area of corrections and law enforcement, OCE offers the opportunity for advanced professional study as well as a broad coverage of the liberal arts and sciences. Students who have completed the "college transfer"

associate degree offered at many of Oregon's accredited community colleges are admissible as juniors and may transfer to OCE into the correctional and law enforcement programs. Students who have not completed all requirements for the associate degree also may transfer into the OCE program, but their transcripts will be evaluated on a course-by-course basis.

FIRE PROTECTION ADMINISTRATION, DATA PROCESSING (COMPUTER TECHNOLOGY), INSURANCE, AND REAL ESTATE

Graduates from some Oregon community colleges with associate degrees in these areas may count their technical field as one "area of emphasis" in the OCE interdisciplinary studies bachelor's degree program. An additional two to four related academic "areas of emphasis" are earned through study at OCE. For example, the associate degree in data processing may lead to a Bachelor of Science degree in Interdisciplinary Studies (IDS) with an emphasis in data processing, and two to four other subject areas such as mathematics, physics, or related subjects.

Persons who have completed the "college transfer" type associate degree at an accredited community college should write to the OCE Director of Admissions for more information about the "IDS community college transfer program." Qualified students may be admitted to OCE as juniors and transfer to OCE up to 45 credit hours of vocational-technical course work toward the OCE graduation requirement of 192 hours. Students who have not completed all requirements for the associate degree also may transfer to the OCE program, but their credits will be evaluated on a course-by-course basis.

TUITION AND FEES

Uniform tuition is charged at all four-year institutions of the Oregon State System of Higher Education. Charges for tuition and special fees are set by the Oregon 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, as well as 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.

A regularly enrolled, full-time undergraduate student takes a course load of a minimum of 12 and maximum of 21 credit hours. (Freshmen are limited to 19 hours.) Regularly enrolled, full-time graduate students take a minimum of 9 to a maximum of 16 credit hours. Course loads of less than the minimum are billed according to the number of hours taken. Course loads of greater than the maximum are billed according to an assessment per credit hour. A complete schedule of costs may be obtained from the Registrar.

Anticipated 1978-79 full-time tuition per quarter will be:

	Resident	Non-Resident
Undergraduate	\$248.50	\$765.50
Graduate	\$387.50	\$499.50

1979-80 tuition costs are available from the Admissions Office.

DEFERRED TUITION PAYMENTS

Any OCE student whose accounts with the College are not delinquent may apply to defer up to two-thirds tuition and fees in any term. One-third must be paid when registering. The deferred amount plus a \$3 service charge are divided into two additional payments due during the same term. In the eight-week summer session, one-half tuition and fees may be deferred. The deferred amount plus a \$3 service charge are due in one additional payment during the session. Application forms are available at the Business Office.

SPECIAL FEES

Special fees 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 following spring term each year.

Late-Registration Fee. Full time students registering after the week of registration 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 \$5 fine 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.

Official 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. A special charge for materials may be made for some art courses. The charge may range from \$2.50 to \$25, depending on the course taken.

Applied Music Fee. There is no charge for private music instruction when the course is required in the student's curriculum. Fees for private lessons, when the course is taken as an elective, are as follows:

One lesson per week, \$30.00 (organ, \$35.00)

Two lessons per week, \$45.00 (organ, \$52.00)

Physical Education Fees. Certain physical education activity courses are taught at private facilities near the College. The following fees are required: Bowling (PE 114), \$8.00; Intermediate Bowling (PE 214), \$8.50; 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 course credit by examination only.

FEE REFUNDS

Students who withdraw from the College and have complied with the regulations governing withdrawals are entitled to certain refunds of fees paid, depending on the date of withdrawal. The refund schedule has been established by the Oregon State Board of Higher Education and is on file in the 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 made only to students who reduce their schedule within the first two weeks of classes.

RULES FOR NONRESIDENTS

Under the regulations of the Oregon 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 is one whose domicile is independent of parent or legal guardian and does not receive financial support from either. If convincing evidence can be presented that the domicile was established in Oregon six months prior to the first registration (any term including summer) in any institution of higher learning in the State of Oregon, the student qualifies for resident tuition and fees. A notarized statement from parents or legal guardian is required of all persons seeking resident status for fees as emancipated students. The statement must verify that the parent is not supporting the student financially and has not supported him or her since the date indicated on the inquiry; and, that the parent did not claim the student as a federal income tax deduction in his or her most recent return and will not do so in the future.

At the date of emancipation, the time requirement (6 months rule or 12 months rule, or below) for residency will begin.

Any emancipated student who seeks to qualify for resident classification by virtue of living in Oregon six months prior to the time of his or her registration must not only be present in Oregon in person but must demonstrate that a *bona fide* permanent residence in Oregon has been established. An emancipated student who fails to establish the Oregon domicile at least six months prior to the initial registration at an Oregon institution of higher learning but who lives continuously in Oregon 12 consecutive months, may be considered a resident of Oregon for fee purposes provided that a *bona fide* permanent domicile in Oregon according to the Administrative Rules of the Oregon State Board of Higher Education was established.

All other students are required to pay the nonresident fee with the following exceptions: 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); a student attending a summer session.

A student who has been classified as a nonresident may be considered for reclassification as a resident if the parent or guardian of a minor has moved to Oregon and has established a *bona fide* residence in the state. Further, reclassification is possible for an emancipated student whose domicile is independent of that of parents or guardian, if the student presents convincing evidence that the domicile in Oregon has been established and that residence in the state for an entire year immediately prior to the term for which reclassification is sought has occurred, and that there is no intention of moving out of the state after completion of 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 residence in Oregon. If the academic record shows attendance at a school outside of Oregon, further proof of Oregon as

domicile may be required. Questions concerning the rules governing the administration of these policies should be directed to the Director of Housing.

FINANCIAL AID

Many OCE students receive some form of financial aid arranged by the College. This aid comes in several forms, including grants, loans, and part-time work, and is financed by a variety of sources.

With the exception of the Guaranteed Student Loan program (GSL), students may apply for loans, grants, and work on a single application form. To qualify, applicants must furnish a Financial Aid Form to the College Scholarship Service, P.O. Box 380, Berkeley, California 95701, by the February 1 before they enroll in college.

Applications received by March 1 will receive priority consideration for aid. Those received after March 1 will be considered in order of receipt as funds are available.

A separate application is necessary for a Guaranteed Student Loan. Oregon residents may apply for them through the OCE Financial Aid Office. Nonresidents may apply for a federally insured student loan through the same office.

Before application for financial aid, beginning freshman and undergraduate transfer students should apply for admission to OCE. High school seniors should obtain the Financial Aid Form from their high school. Transfer students may obtain the form from the OCE Financial Aid Office. 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.

Undergraduates who are currently enrolled at OCE should complete the Financial Aid form and submit it to the College Scholarship Service, P.O. Box 380, Berkeley, California 95701, by February 1.

STATE GRANTS

The Legislature provides a limited amount of financial aid for Oregon residents attending institutions of higher learning within the state. The aid, in the form of grants, is administered through the State Scholarship Commission. Information may be obtained from local high school counselors; from the State Scholarship Commission, Suite 9, 1445 Wilamette 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 cost 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.

Cash Awards—These are awarded on the basis of scholastic aptitude, achievement and need. They also cannot exceed \$600 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 for students who attended high school in Lake County.

EASTERN STAR SCHOLARSHIPS

Scholarships awarded 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 their senior year. Application to the Order of the Eastern Star is required.

THE MARIA C. JACKSON FOUNDATION

The Jackson Foundation is a trust of the late Mrs. Maria C. Jackson, widow of

C. S. Jackson, founder of the *Oregon Journal*. The foundation trustees have granted OCE a \$1,200 scholarship each year. All applicants for OCE aid are automatically considered for this award.

OREGON CONGRESS OF PARENTS AND TEACHERS SCHOLARSHIPS

Oregon Congress of Parents and Teachers scholarship awards are available to state residents who plan to prepare for elementary or secondary teaching in Oregon public schools. High school seniors or graduates and college students may apply for these scholarships, which are for \$250 a year not to exceed four years. Application forms are available from high school counselors and should be filed by March 1 with the Oregon Congress of Parents and Teachers, 603 Loyalty Building, Portland, Oregon 97204.

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 Oregon State System of Higher Education. The applicants must be sponsored by a member of OSEA and selection is based upon scholastic achievement and financial need. Scholarship application forms and a form for certification of eligibility, both available from any OSEA chapter president, must be submitted to the OSEA by March 1. The address is: OSEA Scholarship Committee, 1127 25th Street SE, Salem, Oregon 97301.

P.E.O. SCHOLARSHIPS

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

HARRY L. AND DAVID H. HOLMES FUND

The loan is open only to males from

Jackson County, Or. and selection is made by a committee of Jackson County residents. Students planning careers in medicine, law, music or art are not eligible to apply.

JEROME STEINBACH FOUNDATION GRANTS

These grants are available to undergraduate students on the basis of need and academic achievement with a minimum college GPA of 3.0. Application should be made in the spring for the following academic year. Forms are available from the Trust Division, U.S. National Bank of Oregon, P.O. Box 3168, Portland, Oregon 97208.

OREGON COLLEGE OF EDUCATION AWARDS

OCE DADS CLUB AWARDS

Money is presented to the OCE Financial Aid Committee to be used as supplementary awards and all OCE aid applicants are automatically considered.

OCE MOTHERS CLUB AWARDS

Awards are available to students, preferably of junior standing, with a 2.5 grade-point average. Awards are made by the OCE Financial Aid Committee with all OCE aid applicants automatically considered.

OCE FINANCIAL AID COMMITTEE AWARDS

The OCE Financial Aid Committee offers a limited number of grants from funds contributed to the committee by various individuals, groups, and organizations. The grants vary in number and amount according to the student's financial need and proven abilities and all OCE aid applicants are automatically considered.

S. ELIZABETH NORBERG MEMORIAL FUND

The OCE Financial Aid Committee awards a limited number of scholarships each year from a fund established in memory of S. Elizabeth Norberg. The awards are based on proven financial need and superior academic ability.

FEDERAL GRANT PROGRAMS

BASIC EDUCATIONAL OPPORTUNITY GRANTS

These are programs of cash grants for needy students ranging from \$200 to about \$1,100, based exclusively on need. Students apply directly to the Federal Government, using either the Financial Aid Form or 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 at all. Students accepted for enrollment or who are enrolled in good standing may receive these grants for each year of their college education. The grants range from \$200 to \$1200, but can equal no more than one-half the total assistance received by the student and must be matched by another form of aid.

LAW ENFORCEMENT EDUCATION GRANTS

Federal grants are available for approved students who are fulltime employees of law enforcement, judicial and corrections agencies. The grants are for tuition and books for fulltime or parttime students.

NATIONAL DIRECT STUDENT LOAN FUND

Money from a federal fund is available to all qualified students. If the borrower teaches the handicapped or schools serving low-income families, the entire amount may be cancelled at the rate of 10-15 per cent per year. Repayment begins 10 months after studies are terminated at an interest rate of 3 per cent.

LAW ENFORCEMENT EDUCATION LOANS

Eligible students enrolled or accepted for enrollment in the OCE corrections program may borrow a maximum of tuition 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. Normally funds are limited to inservice students.

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, while undergraduates are limited to \$2,000. 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.

STUDENT LOAN FUNDS

Several loan funds have been established at OCE and are administered by the College as specified by the donors. Application for loans should be made with the OCE Financial Aid Office.

OCE SHORT-TERM LOANS

A limit of one term's tuition may be borrowed by a fulltime student in good standing. 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 required.

OCE LONG-TERM LOANS

A maximum of \$250 may be borrowed during any single term by a fulltime 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. The maximum per year is \$750. A limit of \$1,000 for single students and \$1,250 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, at the time of his death, Director of Graduate Programs. 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.

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.

James Samuelson Memorial Loan Fund. Memorial to James Samuelson, outstanding student.

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 is given to descendants of Union veterans.

STUDENT RESOURCES

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 headed by the Dean of Students.

The Dean's staff consists of associate deans who are in charge of discipline, housing policies, financial aid and academic counseling. Other members of the staff direct personal counseling, the Health Service, and student activities. The Dean and his staff are available to students at all times. Faculty members assist in the success of these programs for students.

Personal help for each new student is available for planning the college program and making adjustments to college life. A faculty adviser is assigned to each new student, which the student may retain through the college career; however, a change in advisers can be made at any time. The faculty adviser becomes acquainted with the student and is available for consultation whenever help is needed. The Dean and 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.

Dean of Students: Jack D. Morton
Associate Deans of Students: Dr. Judith Osborne, H. Blake Moranville
Director of the College Center and Student Activities: Dr. Douglas P. Yates
Director of Financial Aid: R. John Brinegar
Director of Counseling Services: Dr. William H. Venema
Counselor: Dr. Carolyn Hout
Director of Medical Services: Dr. Marvel Rathbun
Registrar and Director of Admissions: Dr. Stanley J. Kenyon
Assistant Registrar: Fred Brown
Assistant Director of Admissions: Robert L. Vieira
Director of Dormitories: Charles M. Harris

STUDENT HEALTH SERVICE

The payment of tuition and fees entitles regularly enrolled students to medical consultation and treatment in the Student Health Service. In addition to general medical care, services include the full range of family planning and mental health services. Facilities include examination and treatment rooms and a small dispensary. A fulltime medical doctor and a staff of registered nurses are assigned to the Health Service. 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 or she 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 a plan annually to provide purchasers with additional hospitalization, medical and surgical benefits, diagnostic and laboratory tests and accidental injury coverage. The coverage is available to all students and is valid anywhere in the United States and foreign countries.

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 professional staff. The staff will participate in ongoing medical treatment initiated by the student's personal physician upon request.

SERVICES FOR THE PHYSICALLY LIMITED

The Alert Club, an organization of physically limited students, is designed to help the public maintain awareness of the needs and concerns of handicapped persons. It is interested in easing the problems of access to buildings, class scheduling and use of facilities. Successful suggestions have included a reading room for the blind in the Library, ramps to all buildings on the campus, special telephones accessible to wheelchairs, painting of railings which can be detected by visually handicapped persons, and posting of Braille labels on doors around the campus. Orientation for students is held during New Student Week. The Counseling Center assists the club and has further information available.

MINORITY STUDENT ASSISTANCE PROGRAM

Representatives of minority student groups work directly with the Dean of Students as liaison between the Dean's office and the groups they represent. The representatives act as student advocates and enlist the Dean's help in academic advisement, program planning, budgeting, group problems and maintaining currency in the curriculum. Groups represented are Black Americans, Mexican-Americans, Native Americans (American Indians, Eskimos, Aleuts) and women.

ACADEMIC RE-ENTRY PROGRAM

The program is for students 25 years and older who are returning to school after a lapse of several years. Students have a meeting place and may enroll in a seminar which deals with academic and personal problems commonly experienced by older students.

STUDENT COUNSELING CENTER

To help each student develop his or her maximum potential and benefit from the college experience, professional counseling services are available for a wide range of personal concerns—educational, vocational, interpersonal and marital. Students may freely discuss and explore those problems or concerns that are important to them in confidence with a professional counselor.

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.

CAMPUS BOOKSTORES

Two stores are located on the lower level of the College Center. One store handles textbooks exclusively. The other has paperbacks, school and art supplies, cosmetics, records, magazines and other general merchandise, and also film developing and check-cashing services. Both stores are open from 8:30 a.m. to 4:30 p.m. when school is in session.

STUDENT ORGANIZATIONS ASSOCIATED STUDENTS

All students at Oregon College of Education are members of the Associated Students of OCE (ASOCE), the student government. Through several boards and committees ASOCE shares many administrative responsibilities with the faculty. ASOCE also coordinates activities of campus clubs and organizations. All students are invited to participate in ASOCE's social, educational and recreational activities.

SEEK

Student Endeavors in Education and Knowledge (SEEK) is a committee of four students and three faculty members which organizes student-initiated classes for elective credit under the direction of the ASOCE president. With the approval of the committee and the appropriate dean, students may instruct SEEK classes under the sponsorship of a faculty member.

SPECIAL INTEREST GROUPS

Alert Club. For physically limited students.

Alpha Psi Omega. Dramatics honorary.

Bahai Association.

Band. Plays at athletic events; sponsors musical activities.

Baptist Student Union.

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.

Chrysalis. For students 25 years and older.

Deseret Club. For students interested in the Church of Jesus Christ of Latter-day Saints.

Drill Team.

French Club.

Gamma Theta Upsilon. Professional geography honorary.

German Club.

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.

Minority Affairs. An organization in the Cottage, serving Black, Native American, Hispanic and female students' interests.

National Art Education Association. Student chapters of a national organization which promotes the visual arts.

Native American Students Association. Promotes cultural awareness of American Indian and Eskimo students.

Newman Club. For students interested in the Catholic Church.

OCE Potters Guild. Open to students interested in pottery.

OCE Singers. Promotes interest in vocal music.

Philosophy Club.

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

Rodeo Team.

Select Singers. Open to members of the choir or Women's Chorale.

SIMS (Students International Meditation Society).

Ski Club.

Soccer Club. Competition with other Oregon colleges and universities.

Spanish Club.

Student Oregon Education Association. For students in teacher education.

Tau Beta Sigma. Band women's sorority.

TKB. Men's club.

Varsity Rally.

VISAGE. Students interested in art education.

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.

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

Men's and women's sports supplement the class program of physical education activities. Participation in intercollegiate athletics with other colleges on the Pacific Coast is an integral part of the physical education philosophy at OCE.

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, baseball, track and field, tennis and swimming. Freshman and junior varsity schedules are maintained in several of the sports. Men's teams are eligible for National Association of Intercollegiate Athletics (NAIA) playoff competition.

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, cross-country, gymnastics, swimming, softball, tennis, basketball and track and field. The organization is the Northwest regional unit of the Association of Intercollegiate Athletics for Women (AIAW).

Intramural programs include many of the above sports plus handball, badminton, archery and other activities.

DRAMATICS

Myriad opportunities are available at OCE in dramatics. Students are encouraged to audition for the major fall, winter, and spring productions or assist in costuming, scenery, lighting and direction for course credit. 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 campus. There's also a studio theatre season of student-directed plays.

FORENSICS AND SPEAKERS BUREAU

OCE has a strong forensics program. Enrolled students may pursue debate, interpretative reading, oratory and extemporaneous speaking—all for credit. In addition to hosting an annual tournament, the OCE Forensics Group participates in a number of other competitions throughout the West. Students also may gain speaking experience through the College's Speakers Bureau which presents programs to civic clubs and organizations.

LECTURES AND ASSEMBLIES

A variety of public lectures encourages interest in politics, literature, the

arts, etc. Prominent speakers from these disciplines meet frequently with student groups.

PUBLICATIONS

OCE students sponsor *Lamron*, the weekly newspaper. In addition, a literary magazine is published annually and features original writing and art work.

AWARDS

As incentive to exceptional achievement in scholarship, activities, and special fields of endeavor, many honors and awards are presented to students.

For example, the **Julia McCulloch Smith Award** is given each year to the outstanding graduating senior woman. The **Delmer Dewey Award** goes to the outstanding graduating senior man. **Phi Delta Kappa**, national men's honorary education fraternity, presents an annual award to the outstanding male senior in the field of education.

Numerous other awards are presented annually to recognize outstanding achievement in drama, journalism, leadership, scholarship, intramural and intercollegiate athletics, mathematics, music, physics, etc.

HONORS PROGRAM

The OCE honors program values intellectual rigor and academic excellence. The program gives the student respect for interdisciplinary learning and competence in independent study. In providing intellectual stimulation for both the student and the instructor, the honors program stimulates the imagination and deepens understanding of the human condition.

FRESHMAN PROGRAM

Freshmen are selected on the basis of high school rank and performance on standardized tests. Participation is voluntary. Students selected may take some of their work in specified courses which meet 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. Naturally, participation is voluntary.

JUNIOR-SENIOR PROGRAM

Students in the junior and senior years who have demonstrated superior academic achievement and potential as leaders are invited to participate in seminars and 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.

STUDENT HOUSING

OCE operates residences for men and women. Living away from home is often a new experience, and is regarded by the College as a way of educating students to get along among others. Self-government of the residence halls is encouraged.

The residences are designed for comfort. Rooms are attractively furnished, and each hall has lounges, snack areas, laundry facilities, television and music areas.

Each living area is staffed by a head resident with junior and senior student assistants to advise campus newcomers. Head residents and assistants are employees of the Office of the Dean of Students.

The residences are grouped in one corner of the College with the farthest point of the campus a walk of no more than ten minutes. Residences have free parking for cars.

The Food Service Building is part of the residence hall group. Residence hall dwellers take their meals here, and it is also available to students living off-campus.

Below are estimated 1978-79 costs for undergraduate, resident students for the three term academic year. Costs for 1979-80 are available from the Admissions Office.

	First Term	Three Terms
Dormitory Room & Board (shared room)	\$661.50	\$1,470.00
Tuition	248.50	745.50
General Deposit		
Books and Supplies	75.00	225.00
TOTAL	\$985.00	\$2,440.50

(Although the State Board of Higher Education can change the above rates, it is anticipated that they are accurate as printed here.) Cost of incidentals (clothing, laundry, travel, insurance, medical and dental care, personal items) depends on student needs and tastes.

Barnum Hall (1968). A co-ed residence hall. Four women or four men live together in apartments with combination living-study areas, sleeping rooms and connecting baths. Barnum has four buildings, three for residents and one for a lounge and activity area plus 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). Landers consists of seven buildings—five for women and one for men. The seventh building is used as a lounge and activity area and houses the head resident's apartment.



HOUSING POLICIES

All freshman 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 exist.

Room visiting hours are from 9 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 for inspection, repair, or other official business.

Room and board charges are contracted for the full academic year. If the student withdraws from College, the contract is voided.

Room reservations for fall term should be made before September 15. An application form may be obtained from the OCE Director of Dormitories. A \$50 deposit for a multiple-occupancy unit or a \$100 deposit for a single-occupancy room is charged at the time of reservation. The deposit then applies to the first installment of room-and-board charges.

If the reservation is cancelled, \$40 for a multiple-occupancy or \$90 for a single-occupancy unit 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 with a maximum \$5 charge. Grades will not be issued to students in default of payment for their room-and-board.

Refunds are prorated 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 maintains a list of available off-campus housing. The Office also will advise students on their obligations and rights in the leasing or renting of private property. The College does not own housing for married students. There are no fraternities or sororities, so housing is not available there either.

INSTRUCTIONAL SERVICES

LIBRARY

The modern, convenient Library is rich in resources for the College curriculum and for other educational and recreational needs. More than 163,000 volumes and 1,400 serials are readily accessible to students and faculty. Individual study desks, tables, typing rooms, and cassette-listening stations are available throughout the building. As an official depository for United States and State of Oregon publications, the Library now has 45,000 government documents. Ninety-five thousand microforms are on hand, including the extensive micro-fiche collection of the Educational Resources Information Center (ERIC). A variety of reading machines for microfilm, microfiche, and microcards, also are available. The combined book resources of more than two million volumes in the Oregon State System of Higher Education are part of the holdings potentially useful to OCE students and faculty through cooperative service arrangements.

LEARNING ACTIVITIES RESOURCES CENTER (LARC)

Located in the Education Building, the LARC primarily serves students and faculty concerned with teacher education. It introduces students to the school's media center, duplicating as closely as possible the resources, services and organization found in most schools in Oregon. To accomplish this task, a collection of more than 20,000 items in a wide variety of print and nonprint materials is maintained and organized under the Dewey Decimal Classification System.

The limits of the collection are determined primarily by the subjects taught in Oregon elementary and secondary schools. Included among the resource materials are kits and games in mathematics, reading, and language arts. The curriculum library contains more than 4,500 elementary and secondary textbooks and about 1,200 courses of study.

The collection contains many items intended for the handicapped and severely handicapped learner, such as intelligence, diagnostic, personality and achievement tests.

The education and psychology faculty places specialized materials and individualized instruction programs in the LARC for the students' use.

Production facilities are provided so students and faculty may design their own materials. The selection, production, preservation, organization and use of instructional materials are taught here also. In addition, the LARC serves as a laboratory for educational media and other classes.

PLACEMENT SERVICE

Located in Room 202 of the Education Building, the placement service helps graduating students and alumni locate employment opportunities. A director works closely with schools and school administrators to help graduates in education obtain teaching positions. Job opportunities also are listed for graduates in other career fields.

SUMMER READING CLINIC

Children with unusual reading and/or basic skills problems are placed in an individual tutorial activity with OCE graduate students in the Extreme Learning Problems (ELP) program during a six-week summer clinic. Children in grades 1-12 from all areas of Oregon are accepted. A fee is charged for test materials and teaching supplies.

The service consists of one hour's tutoring four days a week by teachers working toward endorsement as ELP specialists. Children referred to the clinic usually are of average intellectual ability, but have difficulty in reading, writing, spelling, and solving mathematical problems. Complete reports are provided to schools and parents before school starts in the fall. Further information may be obtained by writing to the director of the Summer Reading Clinic.

EDUCATIONAL EVALUATION CENTER

The staff of the Center provides psychological, academic skills (reading, mathematics and spelling), and vision, speech and hearing tests for children who have been referred for evaluation of learning disabilities. The Center is funded by the Oregon Board of Education, and there is no cost to parents.

School age and younger children with learning problems are accepted for evaluation. Mentally retarded children are unable to be accepted. Referrals come to the Center from schools and physicians throughout Oregon.

SUMMER SESSION

OCE's proximity to the natural beauties of Oregon's coastline and mountain ranges makes it an ideal spot for combining summer studies with outdoor exploration. Country roads and bicycle paths abound. Tennis courts and outdoor playing fields, as well as swimming facilities and the new physical education building, make on-campus recreational activities readily available.

Summer session at OCE enrolls nearly 2,000 graduate and undergraduate students. During the eight-week session, a variety of student populations are served. Beginning freshmen and high school students may attempt lower-division college-level work. Undergraduate students find that summer courses permit them to accumulate more hours per year toward graduation, and to take required and enrichment courses which might otherwise be difficult to fit into other terms.

Graduate students seeking teacher education certification and graduate degrees can complete degree requirements entirely in the summer, often by using the convenient four-week session.

Summer session offers advantages to students who are not degree seekers, for there are no formal admission requirements. In addition, there are no out-of-state tuition charges for non-residents.

There is a wide variety of extracurricular and cocurricular activities presented during the summer, many of which contribute directly to courses in the curriculum.

CONTINUING EDUCATION

OCE provides a wide range of continuing education activities—some designed for the resident student population, others for adult and casual college attendees. On- and off-campus conferences and institutes on topics of current interest attract OCE students and community residents. Short, non-credit workshops on a wide variety of subjects also are part of the conference activity at the College.

OCE offers off-campus courses in its service area to a number of specific populations, chief among them, public school personnel. Other upper-division coursework of a more general nature also is scheduled, as well as classes applicable to programs such as law enforcement. The continuing education arm of the College is responsive to expressed needs of the community and courses can be designed to fulfill the needs of students.

Courses taken through continuing education can be used to satisfy degree requirements at both the undergraduate and graduate levels. Students unable to come to the campus find continuing education a useful resource for beginning or continuing their college studies. Job experiences may partially satisfy undergraduate residence requirements. Master's candidates may use up to 15 hours of OCE/CE credit if approved in their degree plan, but must still complete 30 of their 45 hours on campus. OCE—Continuing Education quarterly schedules are distributed through the OCE Continuing Education Office.

Enrollment in continuing education courses does not require admission to the College. However, students planning to work toward a degree should consult OCE/CE personnel or program advisers to determine which courses may be applicable.

Students enrolled fulltime at OCE may take OCE/CE coursework concurrently without paying additional fees, provided that the combined registration does not exceed 21 credit hours for undergraduates or 16 hours for graduate students.

ACADEMIC PROGRAMS

The college offers bachelor's and master's degrees in a wide variety of subjects as well as a large number of non-degree programs. Specific course requirements for departmental degrees are provided in the respective sections on departmental offerings. All programs should be developed with the assistance of a faculty adviser.

The Liberal Arts Core Curriculum is an integral part of all bachelor's degree programs offered at the College and is to be completed before any degree is awarded.

LIBERAL ARTS CORE CURRICULUM

The Liberal Arts Core Curriculum (LACC) aims to give the student a set of skills and an integrated body of knowledge common to all liberally educated persons. LACC not only represents a substantial portion of a college-level education, but has a further two-fold purpose:

- to equip the student for advanced college studies, and
- to furnish the student a solid foundation for the life-long learning necessary for successful professional and personal life.



The liberally educated person is one who has the ability and self-discipline to learn independently. Implied in that are the abilities to use language effectively; to solve problems utilizing logical systems of thought; to sustain an active, balanced life through the development of a sound body; to appreciate human thought and culture; to make mature judgments; to deal with processes of human interaction, learning and development; to be creatively expressive and aesthetically sensitive; to cope with political, social, economic and environmental problems and processes; and to understand the complexities of 20th-century technology.

At OCE, strong emphasis is placed on the role of the adviser in assisting the student to coordinate his personal educational needs and the all-College requirements. In many cases, students will be encouraged to demonstrate existing skills in mathematics, composition, and speech, for waivers of these requirements.

Specific Liberal Arts Core Curriculum requirements follow:

SKILLS:

	hours/credit
Introduction to the Liberal Arts	1
Mathematics 95 (or equivalent)	4
Writing 121, 222 and 323 (or equivalents)	9
Speech 111	3
Physical Education	5

(Students are requested to take first the 2-credit personal conditioning course, followed by three 1-credit activity courses chosen from three of the five major areas of physical education.)

DISTRIBUTION:

Humanities (12 credits)

Philosophy or Religion course 3
plus

Eng 107, 108, 109 World Literature, or
Eng 104, 105, 106 Introduction to Literature 9

Natural Science (12 credits)

A 12-credit sequence integrating the fundamentals, philosophies, and significant achievements of the natural sciences, or
Twelve credit hours of approved courses in the natural sciences or mathematics 12

Social Science (15 credits)

Hst 101, 102, 103 History of World Civilization, or
SSc 101, 102, 103 (an integrated sequence exploring the anthropological, economic, geographic, political and social aspects of human cultures) 9
plus

One other course in the social sciences 3
plus

Psy 201, 202 General Psychology, or Psy 225
Developmental Psychology for the Classroom 3

Creative Arts (9 credits)

FA 101, 102, 103 Correlated Study of the Fine Arts, or approved courses selected from three of the four areas of the creative arts—art, dance, music and theatre arts 9

INTEGRATION:

Senior Colloquium 3
(Each colloquium will center on a contemporary problem or question and will involve seniors having different areas of major concentration.)

TOTALS:

Skills	22
Distribution	48
Integration	3
	<hr/> 73

UNDER-GRADUATE DEGREE PROGRAMS

DIVISION OF LIBERAL ARTS AND SCIENCES

DEPARTMENT OF CREATIVE ARTS

BA/BS in Art
BA/BS in The Arts
BA/BS in Music
BA/BS in Theater Arts

DEPARTMENT OF HUMANITIES

BA/BS in English
BA/BS in Humanities

DEPARTMENT OF NATURAL SCIENCES AND MATHEMATICS

BA/BS in Biology
BA/BS in Mathematics
BA/BS in Natural Sciences

DEPARTMENT OF SOCIAL SCIENCES

BA/BS in Corrections
BA/BS in Economics
BA/BS in Geography
BA/BS in History
BA/BS in Law Enforcement
BA/BS in Social Sciences
BA/BS in Fire Services Administration

INTERDEPARTMENTAL DEGREES (DESCRIBED BELOW)

BA/BS in Interdisciplinary Studies
Associate in Arts Degree

DIVISION OF PUBLIC EDUCATION AND SERVICE

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

BA/BS in Education (with the following approved endorsements)
Elementary Education (General)
Secondary Education (General)
Art
Education Media
Language Arts/Social Studies
Foreign Languages
French
German
Spanish
Language Arts
Journalism
Speech
Drama

Mathematics
Pre-Algebra and General Math
Algebra and Geometry
Advanced Mathematics
Music
Kindergarten through 9th
Kindergarten through 12th
Physical Education (K-12)
Health Education
Science
Biology
Integrated Science
Physical Science
Social Science
Reading
Supervision

DEPARTMENT OF SPECIAL EDUCATION AND PSYCHOLOGY

BA/BS in Education (with the following approved endorsements)
Handicapped Learner
Severely Handicapped Learner
Speech Pathology and Audiology
Counseling
Deaf Education
BA/BS in Psychology

BA/BS IN INTERDISCIPLINARY STUDIES

This four-year degree program enables students to design their college program to take advantage of current 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 disciplines. As an example, the study of environmental or ecological problems is not confined to the boundaries of life sciences, but involves economics, geography, philosophy, psychology and aesthetics. The problem-oriented Interdisciplinary Studies program allows students with definite ideas and plans for the future to prepare for their careers in a personalized manner.

Community college transfer students who have completed the associate degree in fire protection administration, data processing (computer technology), insurance, or real estate technology may count their technical fields as one area of emphasis in the Interdisciplinary Studies bachelor's degree program. An additional two to four related academic areas of emphasis are then to be completed at OCE. Qualified students may be admitted to OCE as juniors and may transfer up to 45 hours of vocational technical course work toward the OCE graduation requirement of 192 hours. Students who have not completed all requirements for the associate degree also may transfer to the OCE program, but their credits will be evaluated individually.

Degree Requirements:

- 1) Liberal Arts Core Curriculum—73 hours
- 2) Upper division courses—62 hours
- 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 area, 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, the adviser, and the Interdisciplinary Studies Committee.)

- 4) 192 total credit hours needed for graduation

MINORS IN LIBERAL ARTS AND SCIENCES

Each major in the arts and science degree programs requires completion of a 27-hour minor in one or more subject areas not included in the major. If more than one subject area is chosen for the minor, the areas must be closely related. Minors must be planned with an adviser. Twelve of the 27 hours must be in upper-division courses.

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 to help them choose a career based on interest, ability and goals. The program leads to the associate in arts degree, certifying the completion of a sound general education. Earned credits may be applied to the requirements in major fields of study at any point after the program is begun.

Candidates for the Associate in Arts degree should be familiar with the liberal arts core curriculum, as it 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. 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	hours/credits
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
Total	48
Second Year	hours or credits
Wr 222 English Composition	3
Humanities sequence	9
Sequence in humanities, social science, natural sciences or mathematics	9-12
Physical education activity courses	3
Electives	18-21
Total	45

PREPROFESSIONAL PROGRAMS

OCE offers a small college alternative for basic arts and sciences studies and for those professional degrees and careers which require introductory college work. It is anticipated that students will transfer to a university or other professional school after OCE course work is completed. In some cases one year of work is satisfactory, while in others the Bachelor's degree is required. A list of programs is presented here for reference. The specific course requirements for each degree are listed under the descriptions of departmental offerings.

MEDICAL SERVICE PROGRAMS:

Premedicine
Predentistry
Preveterinary Medicine
Medical Technology
Dental Hygiene
Prenursing
BA for Registered Nurses
Prepharmacy
Physical Therapy

OTHER PREPROFESSIONAL AND TRANSFER PROGRAMS

Agriculture
Atmospheric Sciences
Biochemistry and Biophysics
Chemistry
Computer Sciences
Engineering
Fisheries
Food Science and Technology
Forestry
Geology
Home Economics
Microbiology
Physics
Wildlife Management
Law: Four-year Preparation
Anthropology
Business Administration
Business Administration and Technology
Journalism
Museum and Gallery Services
Sociology
Reserve Officers Training Corps
Marine Corps Commission Programs

MILITARY SCIENCE PROGRAMS

Reserve Officers Training Corps (ROTC)

OCE is authorized to offer credit for a four-year course in military science. Participants are assigned to an Army ROTC detachment at Oregon State University, although courses are taught at OCE.

Instruction in the military science program is designed to produce junior officers for the United States Army in both the reserve and regular components. The basic military education provides the background and attributes essential to the Army officer in conjunction with the student's regular course of study.

The Army ROTC commissioning program is comprised of (1) either the Basic Course, or Basic Summer Camp, or the Summer Basic Orientation Course offered only at OSU; (2) the Advanced Course; (3) the Advanced Summer Camp; and (4) approved electives from other departments of the College. Upon completion of the four-year military science course, the student will have received up to 33 credit hours, all of which count as electives. Courses are graded, and included in the student's cumulative grade-point average.

The Basic Course has several entry points. Cadets will generally select one of the following options:

Freshman classes (one credit per term) and sophomore classes (two credits per term), plus one Cadet Corps activity per term; or, outdoor adventure and skill developing activities scattered over the freshman and sophomore years (one Cadet Corps activity per term, and a three credit class Spring Term of the sophomore year); or, attendance at the six week Basic Summer Camp (six credits) at Fort Knox, Kentucky. Cadets attending the Basic and/or Advanced Camps are paid one-half a Second Lieutenant's monthly pay and a mileage allowance, or the cost of an airline ticket to and from the camp; or, may take a Summer Basic Orientation Course (six credits) which is a combination of classroom instruction and field training.

The Advanced Course is less flexible, and cadets receive three credits per term in their junior and senior years. Advanced Course cadets receive a subsistence allowance at the rate of \$100 each school month excluding the Advanced Camp period. The six-week Advanced Summer Camp, normally attended between the junior and senior years, carries six credit hours.

Each student enrolled in the Advanced Course of the ROTC must: be selected by the Professor of Military Science and the OCE Provost; be able to complete requirements for commission before reaching 28 years of age (may be waived for applicants who have demonstrated exceptional ability); have successfully completed such survey and general screening tests as may be prescribed; have completed the Basic Course or received credit in lieu thereof for previous honorable active service in the Army, Navy, Marine Corps, Coast Guard, or Air Force; be a citizen of the United States; be physically qualified under standards prescribed by the Department of the Army (allowances will be made for those defects that are correctable before the student becomes eligible for appointment as a commissioned officer); be accepted by OCE as a regularly enrolled student; and, execute a written agreement with the United States to complete the Advanced Course, (contingent upon remaining in college); attend summer camp at a time specified (unless deferred for cogent reasons); accept a commission if offered; and, satisfy the service obligation after graduation.

Commissions

For a reserve commission a student must hold a baccalaureate degree and have successfully completed the course in military science. The branch of service in which the student is commissioned is determined by academic standing, the individual's desires, and the needs of the Army.

Having received a reserve commission, an individual may be selected for three years of extended active duty or may stay on active duty only long enough to attend the Officer's Basic Course. This active-duty-for-training-only option will be guaranteed to those cadets requesting it.

Distinguished military students may apply for appointment as commissioned officers in the Regular Army. They must possess outstanding qualities of military leadership, high moral character, and definite aptitude for the military service; be between 21 and 27 years of age; and meet physical standards. If selected, they will serve for at least four years.

Scholarship

Army ROTC offers four types of scholarships. Each pays full tuition, book costs, laboratory and incidental fees, and \$100 subsistence pay each school month for the term of the scholarship. (This is not paid in addition to the subsistence pay that all Advanced Course cadets receive, but is an alternative financial aid program.) The four-year scholarships are awarded to selected applicants from among high school seniors.

Three-year, two-year, and one-year scholarships are available to selected freshman, sophomore and junior ROTC cadets. Further information about Army ROTC scholarships may be obtained by contacting the Department of Military Science at Oregon State University.

Course Titles

MS 111, 112, 113	Military Science I (one hour credit each) and	
MS 211, 212, 213	Military Science II (two hours credit each) or	
MS 214	Basic Summer Camp (six hours credit each) or	
MS 215	Basic Subjects (three hours credit each)	3-9
MS 311, 312, 313	Military Science III (three credits each)	9
MS 314	Advanced Summer Camp	6
MS 411, 412, 413	Military Science IV (three credit hours each)	9
Total	27-33

Marine Corps Commission Program

There are three programs available to full-time students at OCE.

The Platoon Class (PLC) is for freshmen, sophomore, and junior men. PLC consists of two six-week training sessions at Officer Candidates School, Marine Corps Base, Quantico, Virginia, for freshmen and sophomores; for juniors, one ten-week session. All training takes place in the summer. Travel costs, meals, textbooks, and the like, are furnished and participants will be paid for their time. Financial assistance of \$100 per month for the nine-month school year may be received in exchange for additional active duty obligations. Within PLC there are special options for Aviation and Law.

Officer Candidates Class (OCC) is for seniors and graduates. The training session is ten weeks and with the exception of the optional financial assistance provided by the PLC, offers the same opportunities.

The Woman Officer Candidate Class (WOCC) is for juniors, seniors, and graduates. Ten weeks of training follow the junior year of graduation. For juniors who complete the training, financial assistance is available also. With the exception of pilot, naval flight officer, and combat jobs, all OCC fields are available. WOCC offers a Law Option similar to PLC and OCC.

Further information on these programs can be obtained through the Marine Officer Selection Team at 102 S. 4th, Corvallis, Oregon 97330.

GRADUATE DEGREE PRO- GRAMS

OCE offers a Master of Science in Interdisciplinary Studies, a Master of Science in Education, and a Master of Arts in Teaching. Each has a wide variety in areas of specialization to meet the specific needs of students in these programs. The detailed programs for the degrees listed below, as well as for other special graduate programs, are presented in the section on Graduate Study.

MA/MS in Interdisciplinary Studies
MA/MS in Correctional Administration
MS in Counseling
Master of Music Education
MS in Education—Elementary Education
MS in Education—Special Education
MS in Education—Learning Disabilities
MS in Education—Teaching the Deaf
MS in Education—Rehabilitation Counseling with the Deaf

MS in Education—Speech Pathology and Audiology
MS in Education—Biology
MS in Education—Integrated Science
MS in Education—Physical Science
MS in Education—Mathematics
MS in Education—Social Sciences
MS in Education—Socially and Educationally Different
MS in Education—Humanities
MAT in Education—Elementary Education
MAT in Humanities
MAT in Biology
MAT in Integrated Science
MAT in Physical Science
MAT in Mathematics
MAT in Social Sciences

THE DEPART- MENTS

ELEMENTARY AND SECONDARY EDUCATION

TEACHER EDUCATION

Teacher Education at OCE provides an opportunity for the student to understand and communicate the importance of the search for knowledge. The program teaches the student to demonstrate:

the ability to communicate with and relate effectively to others; objectivity toward and respect for unique values and needs of individuals, their values and needs; the ability to guide others in problem solving; an awareness of humanity's accomplishments in the fields of knowledge which have affected civilization; an awareness of known theory and problems relative to a chosen area of specialization and a competence in the skills for teaching that knowledge; an understanding of the historical development of education; an understanding of the legal and social position of the teacher in relation to the student, parent, school, and community; and the ability to synthesize learning theory and teaching strategies in the classroom laboratory experience.

Eligibility to teach in Oregon public schools is determined by the satisfactory completion of endorsement for a school level and teaching area or areas, and the recommendation of the College as an accredited teacher education institution certified by the Oregon Teacher Standards and Practices Commission. Undergraduate programs in Teacher Education at OCE prepare students to obtain endorsements for the following areas:

Early Childhood Education
Elementary Education

Secondary Education
Art Education
Music Education
Physical Education
Handicapped and Severely Handicapped Learners
(Special Education)
Speech and Hearing Specialists (Special Education)



Admission to Teacher Education Program

Students who wish 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 Screening Committee establishes policies and standards which students must meet before being admitted to teacher education courses. A handbook listing specific admission requirements for Teacher Education and also for student teaching is available in the Elementary and Secondary Education Department.

Block Courses. Admission to elementary or secondary block courses (Ed 361, 362, Learning and Instruction in the Elementary and Intermediate School and Ed 363, Learning and Instruction in the Intermediate and Secondary School) or student teaching (Ed 413, 418, 419), or internship, is by separate application to the Elementary and Secondary Education Department. Students at other institutions who plan to transfer into a teacher education program at OCE are advised to make early application for admission to elementary and secondary block courses. Those with junior class standing should clarify their status their first term on campus.

Student Teaching

Application forms for student teaching should be submitted to the Elementary and Secondary Education Department in February to ensure assignments during the academic year beginning the following September. Before student teaching, persons must have completed a substantial portion of professional education and subject area course work, met other departmental and teacher education requirements, and satisfied all screening requirements of the Teacher Education Committee. Specific requirements are found in the Teacher Education Handbook. In addition, students are expected to work closely with their advisers. The Coordinator of Teacher Education and Placement can also supply needed information.

Transfer students should have spent at least one term preceding student teaching as a full-time student on the OCE campus. A summer session does not meet this one-term requirement. In special cases transfer students with previous work in education may be admitted to student teaching if their eligibility may be certified by the Education Department of the institution from which transfer was made.

Internship

Through a cooperative program with public school districts, a limited number of year-long internships may be granted to selected students. Applications must be submitted to the Elementary and Secondary Education Department between October 15 and November 1 of the year prior to the intended academic year of internship. To be eligible, applicants must have attained senior class standing within the year of application, completed all prerequisite hours in

Teacher Education (except student teaching), and satisfy all screening requirements. Transfer students must have completed the above requirements and spent one term on the OCE campus (exclusive of summer session) prior to the internship.

Interns serve a full year in a school district under special certification provisions of the Teacher Standards and Practices Commission. Interns are compensated by the school district and have a reduced teaching load. Interns are supervised by both the cooperating district and OCE. As part of the program, they enroll in special seminars for college credit. Usually the Teacher Education program that includes internship is completed in five years, or in four years with special planning for one or two seminar sessions. If appropriate to the degree program, interns with senior class standing may earn twelve graduate credits in lieu of the student teaching assignment. Such credit is reserved until intern requirements are completed. Recommendation for certification is withheld until the internship is completed.

Teacher Certificates

All Oregon teacher certificates are issued by the Teacher Standards and Practices Commission upon recommendation of the institution. Thus, graduate students completing programs at OCE must have a planned curriculum on file. Undergraduates must successfully complete an approved degree program in order to obtain the College's recommendation.

Application is made to the Teacher Standards and Practices Commission, Salem, with a \$20 fee, a required form, official transcript, and the OCE recommendation.

Approved Endorsements

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

Elementary Education (General)	Basic, Standard
Secondary Education (General)	Basic, Standard
Art	Basic, Standard
Education Media (K-12)	Basic, Standard
Language Arts/Social Studies	Basic, Standard
Foreign Languages	
French	Basic
German	Basic
Spanish	Basic
Language Arts	Basic, Standard
Journalism/Language Arts	Basic
Speech/Language Arts	Basic, Standard
Drama/Language Arts	Basic, Standard
Mathematics	
Basic Mathematics	Basic, Standard
Advanced Mathematics	Basic, Standard
Music	
Kindergarten through 9th	Basic, Standard
Kindergarten through 12th	Basic, Standard
Physical Education (K-12)	Basic
Health Education (K-12)	Basic
Science	
Biology	Basic, Standard
Physical Science	Basic, Standard
Earth Science	Basic, Standard
Integrated Science	Basic, Standard
Social Science	Basic, Standard

Handicapped Learner (K-12)
Severely Handicapped Learner
Reading (K-12)
Speech Correction
Counseling
Supervision
Deaf Education

Basic, Standard
Basic, Standard
Basic, Standard
Basic, Standard
Basic, Standard
Basic, Standard
Basic, Standard

ELEMENTARY EDUCATION UNDERGRADUATE PROGRAMS

Elementary School Teaching K-9

Students who satisfy the requirements for a Bachelor's degree in Elementary Education become eligible for certification to teach kindergarten through 9th grade in Oregon public schools.

Elementary Education students at OCE also may prepare to be general elementary classroom teachers. They must complete the Liberal Arts Core Curriculum, the Teaching Specialty Core, and the Professional Education Core, plus electives.

Another program prepares elementary teachers with an area of emphasis. Students complete the Liberal Arts Core Curriculum, the Teaching Specialty Core, and the Professional Education Core, plus coursework leading to an area of emphasis or a basic endorsement in a subject area. This program is designed for students who wish to teach a specific subject, often in the upper elementary grades or on the junior high level. The preparation is from areas such as environmental education, reading and basic skills, bilingual/multicultural, and special education, or from specific areas which satisfy state subject teaching norms. Some of those special programs follow; others are listed in academic departments.

Robert Albritton, Ed.D.	Professor
Louis Balmer, Ed.D.	Assistant Professor
Jean M. Ferguson, Ed.D.	Associate Professor
Patricia R. Gallagher, Ed.M.	Assistant Professor
Jesse H. Garrison, Ed.D.	Professor
Charles R. Gengler, Ed.D.	Professor
Gerald R. Girod, Ed.D.	Professor
H. Dale Harp, M.S.	Assistant Professor
Margaret L. Hiatt, Ed.D.	Professor
Barbara Hollowell, Ph.D.	Assistant Professor
Elizabeth E. Hoyser, Ph.D.	Professor
Richard I. Jensen, Ed.D.	Associate Professor
Norman E. Koch, Ed.D.	Professor
Victor E. Lund, M.Ed.	Assistant Professor
Gloria McFadden, Ed.D.	Professor and Director of Elementary Education
Kenneth Myers, Ed.D.	Professor and Department Chairman

THE ELEMENTARY PROGRAM

Liberal Arts Core Curriculum	73 hours
Teaching Specialty Core	42 hours
Art: A 390 Art Education: Elementary	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	
TA 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, 122, 123 Essentials of Mathematics	
Mth 311 Math for Elementary Teachers	
Music: Mus 382 Music Fundamentals	3
Social Science: SSc 301, 302, 303, 304 Social Science for the Elementary Schools (student selects 3)	9
Professional Education Core	46 hours
Psy 225 Introduction to Developmental Psychology	3
Ed 361, 362 Learning and Instruction in the Elementary Classroom	25
Ed 473 Identification of Learning Problems in the Classroom	3
Ed 413 Student Teaching/Internship	15
Area of Emphasis (Teaching Minor) and Electives	31 hours
Area of emphasis (teaching minors) are listed in departments where taught.	
Total Hours Required For Graduation	192 hours

General Elementary Classroom Teaching

Most elementary majors will choose to prepare to be general classroom teachers and should select courses to gain the skills and knowledge for that position. In addition to the minimum program of the Liberal Arts Core Curriculum, the Teaching Specialty Core, and the Professional Education Core, the College recommends the coursework listed below. The student may wish to discuss the choices 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 to broaden the general background.

Early Childhood Education

Elementary education majors who are interested in teaching children ages 3-8 years, may complete an area of emphasis in Early Childhood Education. Students in Elementary Education who satisfy the requirements for certification in Oregon are eligible to teach kindergarten and other preprimary programs. Students not seeking certification may include an Early Childhood Education emphasis in their

programs in order to prepare for teaching and administrative positions in private pre-schools and other day care centers.

Emphasis in Early Childhood Teaching	27 hours
Ed 364 Introduction to Early Childhood Education	3
Ed 407 Encouraging the Discouraged Child	3
Ed 407 Organization and Administration of Early Childhood Programs	3
Ed 407 Creative Art in Childhood	3
Ed 409 Early Childhood Education Practicum and Seminar	3
Ed 437 Teaching Reading in Primary Grades	3
Ed 459 Curriculum in Early Childhood Education	3
Sp 240 Creative Dramatics, or	
Ed 389 Reading and Telling Children's Stories	3
Sp 450 Normal Development of Speech and Language	3
(Ed 361, 362 Early Childhood Block is Recommended)	3)

Reading Endorsement

The reading program is designed to satisfy the reading endorsement; it prepares teachers to assume roles as reading specialists in classrooms, special reading teachers, clinicians, and consultants. It meets all requirements as established by the Oregon Teacher Standards and Practices Commission for the basic and standard endorsement in Reading, K-12.

In the basic endorsement program, students receive intensive instruction in the reading curriculum and complete a field-based practicum experience in a public school setting as a final requirement before recommendation for the basic certificate is made.

READING—UNDERGRADUATE K-12 TEACHING MINOR

Eng 310 Nature of the English Language, or	
SPA 450 Normal Development of Speech and Language	3
Ed 437 Teaching Reading in Primary Grades, or	
Ed 438 Teaching Reading in the Intermediate Grades	3
Ed 456 Curriculum Designs in Reading	3
Ed 468 Diagnostic and Remedial Techniques in Reading	3
Ed 409 Practicum: Reading	3
Approved Electives	3
TOTAL HOURS IN MINOR	18 hours

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. Upon recommendation of the College, Oregon Teachers Certificates are issued by the State Teacher Standards and Practices Commission to qualified candidates.

The secondary curriculum prepares teachers in academic area. It requires the completion of the Liberal Arts Core Curriculum and the Professional Education Core. Also required is either a teaching

major or two minors totaling at least 63 credit hours. Students are required to take special teaching methods courses in their teaching major and/or both teaching minors. Students who complete the curriculum qualify for the basic endorsements in their teaching areas.

Each year OCE prepares approximately 200 students eligible to teach in Oregon public schools.

Below are the undergraduate subject areas offered at OCE in secondary education:

Advanced Mathematics
 Art
 Biology
 Drama/Language Arts
 Educational Media (K-12)
 French
 German
 Handicapped Learner (K-12)
 Health Education
 Integrated Science
 Journalism/Language Arts
 Language Arts
 Language Arts/Social Studies
 Music (K-12)
 Physical Education (K-12)
 Physical Science
 Reading (K-12)
 Severely Handicapped Learner (K-12)
 Social Science
 Spanish
 Speech/Language Arts
 Speech Pathology—Audiology (K-12)

W. Robert Davis, Ph.D. Professor
 James B. Ellingson, Ed.D. Professor
 Richard C. Forcier, Ph.D. Associate Professor
 Marcelene S. Ling, Ed.D. Assistant Professor
 Harold I. Mason, M.S. Assistant Professor and Director of Teacher Education

Jacqueline C. McCrady, M.L.S. Instructor
 Kenneth H. Myers, Ed.D. Professor, and Chairman of the Department of Elementary and Secondary Education
 Muriel E. Nilson, M.A. Assistant Professor
 Diane C. Sasser, M.S. Assistant Professor
 Linda R. Tanner, Ph.D. Assistant Professor
 Vernon R. Utz, Ed.D. Associate Professor

Secondary Supervisors are:

Carol J. Brownlow, M.Ed. Assistant Professor
 Health and Physical Education
 Joseph R. Caligore, M.S. Assistant Professor
 Health and Physical Education
 Ernest L. Cummins, Ed.D. Professor, Physical Science
 William D. McArthur, Ed.D. Professor, Health and Physical Education
 Ronald R. Morgali, M.S. Assistant Professor
 Mathematics
 Albert Redsun, M.A.T. Assistant Professor of Social Science
 H. Ray Sewell, M.A. Assistant Professor of Humanities
 Peter G. Stone, M.A.T. Associate Professor of Art
 Leona E. Todd, Ph.D. Professor of Biology
 Ronald L. Wynn, Ph.D. Professor of Music

The Secondary Major Program

Liberal Arts Core Curriculum	73 hours
Professional Education Core	40 hours
Psy 225 Introduction to Developmental Psychology	3
Ed 363 Learning and Instruction in the Intermediate and Secondary Schools	13
Special Methods in Academic Departments	3
Ed 435 Educational Media	3
Ed 469 Teaching Reading to Obtain Secondary Content Objectives	3
Ed 413 Student Teaching/Internship	15

Teaching Major or Two Teaching Minors 63 hours
The description of teaching majors and minors are found in Creative Arts, Humanities, Natural Science and Mathematics, and Social Science sections of the *Catalog*.
Electives 27 hours

Total Required For Graduation 192 hours

Education Media Undergraduate K-12 Teaching Minor

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

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

Ed 433 Organization and Preservation of Materials	3
Lib 411 Cataloging and Classification of Materials (g)	3
Lib 421 Reference Sources and Services	3
Lib 442 Selection of Materials (g)	3
Ed 436 Preparation of Educational Materials	3
Ed 409 Practicum	3
Electives	3
TOTAL REQUIRED IN PROGRAM	21 hours

EDUCATION COURSES

Ed 111 Contemporary Education	2 hours
Ed 200 Introduction to Careers in Special Education	2 hours
Ed 336 Methods in Teaching a Foreign Language	3 hours
Ed 344 Physical Education in the Grades	3 hours
Ed 345 Physical Education Methods and Materials (K-12)	3 hours
Ed 351 School Health Programs	3 hours
Ed 361, 362 Learning and Instruction in the Elementary Schools	9 hours each term
Ed 363 Learning and Instruction in Intermediate and Secondary School (Grades 5-12)	11 hours
Ed 364 Introduction to Early Childhood Education	3 hours
Ed 389 Reading and Telling Children's Stories	3 hours
Ed 406 Special Individual Studies (G)	Terms and hours to be arranged
Ed 407 Seminar (G)	Terms and hours to be arranged
Ed 408 Workshop (G)	Terms and hours to be arranged
Ed 409 Practicum (G)	1-12 hours
Ed 410 Methods and Research Materials (G)	3 hours each term. Maximum 6 hours undergraduate and 9 hours graduate.
Ed 411 Special Secondary Methods	2-3 hours
Ed 412 Laboratory Experiences	1-6 hours
Ed 413 Student Teaching	3-15 hours
Ed 418 Intern Teaching: Elementary	12 hours
Ed 419 Intern Teaching: Secondary	12 hours
Ed 421 Diagnosis and Prescription in Reading for the Handicapped Learner (G)	5 hours
Ed 422 Diagnosis and Prescription in Basic Skills for the Handicapped Learner (G)	4 hours
Ed 423 Managing Programs for Handicapped Learners	G 3 hours

Ed 424 Measurement in Education	G 3 hours
Ed 433 Organization and Preservation of Materials	G 3 hours
Ed 434 Photography in Instruction	G 3 hours
Ed 435 Educational Media and Materials	G 3 hours
Ed 436 Preparation of Education Materials	G 3 hours
Ed 437 Teaching Reading in the Primary Grades	G 3 hours
Ed 438 Teaching Reading in the Intermediate Grades	G 3 hours
Ed 444 Medical Aspects in Special Education	G 3 hours
Ed 445 Nature and Needs of the Severely Handicapped	G 3 hours
Ed 446 Community Resources for the Handicapped	G 3 hours
Ed 447 The Exceptional Parent	G 3 hours
Ed 448 Classroom and Behavioral Management for the Severely Handicapped	G 1 hour
Ed 449 Curriculum for the Severely Handicapped	G 3 hours
Ed 450 Managing Communication Systems for the Severely Handicapped	G 3 hours
Ed 451 Programming for the Physically Handicapped	G 2 hours
Ed 452 Management of Reading Systems	G 3 hours
Ed 453 Intern Seminar: Problems of Teaching	G 3 hours
Ed 454 Intern Seminar: Curriculum and Evaluations	G 3 hours
Ed 455 Intern Seminar: Curriculum and Instruction	G 3 hours
Ed 456 Curriculum Designs in Reading	G 3 hours
Ed 459 Curriculum in Early Childhood Education	G 5 hours
Ed 464 Introduction to Mental Retardation	G 3 hours
Ed 465 Diagnostic and Remedial Techniques in the Basic Skills	G 3 hours
Ed 468 Diagnostic and Remedial Techniques in Reading	G 3 hours
Ed 469 Teaching Reading to Obtain Secondary Content Objectives	G 3 hours
Ed 470 Education of the Exceptional Child	G 3 hours
Ed 471 The Classroom Teacher-Counselor	G 3 hours
Ed 472 Instructional Materials and Methods in Reading and Basic Skills for the Handicapped Learner	G 3 hours
Ed 473 Identification of Learning Problems in the Classroom	G 3 hours
Ed 474 Nature, Needs and Identification of the Talented and Gifted	G 3 hours
Ed 475 Curricular Alternatives for the Talented and Gifted	G 3 hours
Ed 484 Orientation to the Deaf and Hard of Hearing	G 3 hours
Ed 485 Principles and Practices of Guidance Services	G 3 hours
Ed 486 Career Counseling and Information	G 3 hours
Ed 487 Counseling Techniques	G 3 hours
Ed 489 Alternative Curriculum and Organizational Patterns	G 3 hours
Ed 491 Communication with the Deaf	G 1-9 hours

LIBRARY SCIENCE COURSES

Lib 411 Cataloging and Classification of Materials	3 hours
Lib 421 Reference Sources and Services (g)	3 hours
Lib 422 Selection of Materials (g)	3 hours
Lib 480 (Eng 480) Children's Literature (g)	3 hours
Lib 489 (Eng 489) Literature and Media for Young Adults (g)	3 hours
Lib 561 Specialized Systems for Librarians and Media Centers	3 hours

HEALTH, PE & ATHLETICS

The Department of Health, Physical Education and Athletics furthers the general education of all students of the College by providing them skills, attitudes, and knowledge for active, balanced living. The Department contributes to the professional preparation of teacher education students and assumes the major responsibility for the specialized professional preparation of teachers with majors and minors in health and physical education. It also provides the leadership and facilities for campus recreation. In addition, highly-skilled individuals and groups for inter-collegiate competition are trained.

E. LoWayne Brewer, M.A.	Assistant Professor
Carol J. Brownlow, M.Ed.	Assistant Professor
Joseph R. Caligore, M.S.	Assistant Professor
Lenora E. Campbell, Ed.D.	Assistant Professor
Jon R. Carey, B.S.	Instructor
Mike G. Caviness, M.A.	Assistant Professor
Gale Davis, M.Ed.	Assistant Professor
Norman E. Eburne, Ed.D.	Associate Professor
Wilma S. Hein, Ed.D.	Associate Professor
Lauri Hunner, B.S.	Special Instructor—Coach
E. Louise Krey, M.A.	Assistant Professor
Robert C. Livingston, Ed.D.	Professor, Chairman
William D. McArthur, Ed.D.	Professor
Robert P. McCullough, M.A.	Assistant Professor
Jaqueline L. Rice, M.Ed.	Assistant Professor
Richard G. Shollenberger, M.Ed.	Assistant Professor
Donald A. Spinas, M.S.	Assistant Professor

PHYSICAL EDUCATION

Students majoring in elementary education should include Basic Rhythms (PE 111), Gymnastics and Self-Testing (PE 112), Games and Relays (PE 115), among their activity courses from the Liberal Arts Core Curriculum. Other students, except those 30 years or older, are required to complete three activity courses selected from the following areas: Rhythms, Gymnastics and Self-Testing Activities, Aquatics, Individual and Dual Sports, and Team Sports. These may be courses on either the 100 or 200 level. In addition one, two-hour course is required for Liberal Arts Core Curriculum requirements. Students are permitted to earn credit in two activity courses each term, only one of which may carry a 100 number. A petition must be submitted to the Academic Requirements Committee by students wishing to waive the two-course limit. Exceptions are made for students specializing in Physical Education.

Pass-No Credit Option. Any student 30 years of age or older, except PE majors and minors, may take the three hours of required PE activity courses under the Pass-No Credit option. Any student 30 years of age or older majoring in elementary education should take three activity hours as indicated above. All others may select

from a minimum of three categories: Rhythms; Gymnastics and Self-Testing, Aquatics, Individual and Dual Sports; and Team Sports.

Waivers and Modifications

1. Military Waiver. Excluding those majoring in Elementary Education or majoring or minoring in Physical Education, students who have served at least six months consecutively on active military duty (not including National Guard or reserve drills and summer camps) may petition for a waiver of up to three hours of credit in PE activity courses upon presentation of evidence of service. No credit will be allowed for basic training in the military service.

2. Medical Waiver or Modification. Waiver or modification of PE requirements may be made on recommendation of the Student Health Service. Requests must be accompanied by a statement from the student's personal physician.

Physical Education Undergraduate 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 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
PE 213P Aquatics II	1

THEORY COURSES

Ed 345 Physical Education Methods and Materials (K-12) (must be taken prior to student teaching)	3
HE 151 Personal Health	3
HE 252 First Aid and Safety	3
Z 334, 335 Human Anatomy and Physiology	6
PE 310 Motor Development and Learning	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
Electives (at least 6 hours in theory)	12
Total Hours in Major	64 hours

Physical Education Undergraduate 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 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, Football (choose three)	3
PE 213P Aquatics II	1

THEORY COURSES

Ed 345 Physical Education Methods and Materials (K-12) (must be taken prior to student teaching)	3
HE 252 First Aid and Safety	3
PE 310 Motor Development and Learning	3
PE 230 Introduction to Physical Education	3
PE 343 Organization and Administration of Physical Education	3
PE 359 Athletic Training and Conditioning	2
PE 371 Kinesiology	3
PE 444 Adaptive Physical Education	3
PE 445 Physical Education Curriculum and Evaluation	3
Z 334, 335 Human Anatomy and Physiology	6
Total Hours in Minor	48 hours

Athletic Coaching Concentration

PE 310 Motor Development and Learning, or	
PE 473 Physiology of Exercise	3
PE 343 Organization and Administration of Physical Education	3
PE 359 Athletic Training and Conditioning	2
PE 363, 364, 365, 366, 367, 368, 369 Coaching courses (choose three)	6
PE 371 Kinesiology	3
PE 447 Principles of Physical Education	3
Total Hours in Concentration	20 hours

Elementary Education 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 (choose four)	4
PE 115P Games and Relays	1
PE 115P Basketball, Field Games, Hockey, Softball, Volleyball (choose three)	3

THEORY COURSES

HE 252 First Aid	3
Z 334, 335 Human Anatomy and Physiology	6
PE 230 Introduction to Physical Education	3
PE 343 Organization and Administration of Physical Education	3
PE 345 Physical Education Methods and Materials (K-12)	3
PE 310 Motor Development and Learning	3
PE 359 Athletic Training and Conditioning	2
PE 371 Kinesiology	3
PE 444 Adaptive Physical Education	3
PE 445 Physical Education Curriculum and Evaluation	3
Total Hours in Minor	48 hours

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 334, 335 Human Anatomy and Physiology	6
GS 105 Foundations of Physical Science	4
Bi 221 Introductory Microbiology	4
Bi 370 Man and the Ecosystem, or	
Bi 441 Ecology of the Northwest	3
Psy 328 Mental Health	3
Psy 461 Advanced Developmental Psychology	3
Soc 338 Marriage and the Family	3
Electives	17
Total Hours in Major	63 hours

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 (K-12)	3
Z 334, 335 Human Anatomy and Physiology	6
Bi 218 Elements of Microbiology	3
Bi 370 Man and the Ecosystem, or	
Bi 441 Ecology of the Northwest	3
Psy 328 Mental Health	3
Psy 460 Advanced Developmental Psychology	3
Soc 338 Marriage and the Family	3
Total Hours in Minor	41 hours

Health Education Combined Teaching Minor

The basic endorsement will be recommended when the program is planned and completed in combination with a teaching major in biology, social science, elementary education, or physical education. Student teaching in both the major field and in health education is required.

Bi 370 Man and the Ecosystem	3
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 (K-12)	3
Z 334, 335 Human Anatomy and Physiology	6
Psy 328 Mental Health	3
Soc 338 Marriage and the Family	3
Total Hours in Minor	35 hours

Elementary Education 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 334, 335 Human Anatomy and Physiology	6
Bi 218 Elements of Microbiology	3
Bi 370 Man and the Ecosystem	3
Psy 328 Mental Health	3
Psy 460 Advanced Developmental Psychology	3
Soc 338 Marriage and the Family	3
TOTAL HOURS IN MINOR	41 hours

HEALTH EDUCATION COURSES

HE 151	Personal Health	3 hours
HE 252	First Aid	3 hours
HE 325	Nutrition	3 hours
HE 406	Special Individual Studies (not to exceed 6 hours singly or combined with HE 407)	
HE 407	Seminar (not to exceed 6 hours singly or combined with HE 407)	
HE 427	Introduction to Community and Public Health	2 hours
HE 434	Communicable, Degenerative and Chronic Diseases	3 hours
Ed 351	School Health Program K-12	3 hours
HE 462	Health in Society	3 hours

PHYSICAL EDUCATION COURSES

PE 111, 112, 113, 114, 115	Physical Education	1 hour
PE 211, 212, 213, 214, 215	Physical Education	1 hour
PE 111, 211	Rhythms	
PE 112, 212	Gymnastics and Self-Testing Activities	
PE 113, 213	Aquatics	
PE 114, 214	Individual and Dual Sports	
PE 115, 215	Team Sports	
PE 100P/200P	Professional Physical Education Activity Courses	1 hour

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 Health, Physical Education and Athletics Department Screening Committee before enrolling in upper-division courses.

PE 310	Motor Development and Learning	3 hours
PE 336	Outdoor Education Leadership	3 hours
PE 337, 338, 339	Officiating Sports	1 hour each term
PE 343	Organization and Administration of Physical Education	3 hours
PE 350	Teaching of Sports	1 hour
PE 359	Athletic Training and Conditioning	2 hours
PE 361	Gymnastic Coaching	2 hours
PE 362	Tennis Coaching	2 hours
PE 363	Golf Coaching	2 hours
PE 364	Swimming and Diving Coaching	2 hours
PE 365	Football Coaching	2 hours
PE 366	Basketball Coaching	2 hours
PE 367	Baseball Coaching	2 hours
PE 368	Track and Field Coaching	2 hours
PE 369	Wrestling Coaching	2 hours
PE 370	Volleyball Coaching	2 hours
PE 371	Kinesiology	3 hours
PE 375	Coaching Women's Athletics	2 hours
PE 406	Special Individual Studies	1-4 hours
PE 407	Seminar	1-4 hours
PE 408	Workshop	1-4 hours
PE 415	Physical Education and Recreation for the Handicapped	3 hours
PE 444	Adaptive Physical Education	3 hours
PE 445	The Physical Education Curriculum (g)	3 hours
PE 446	Tests and Measurements in Physical Education	3 hours
PE 447	Principles of Physical Education (g)	3 hours
PE 473	Physiology of Exercise	3 hours

PSYCHOLOGY AND SPECIAL EDUCATION

The Department of Psychology and Special Education offers a wide range of educational opportunities grouped as Psychology, Educational and Community Services, and Special Education.

PSYCHOLOGY

Psychology provides the student with a broadly-based program in behavioral science. A psychology major may be pursued as a component of a general undergraduate background, as preparation for a variety of service-oriented occupations, or as a basis for graduate study in Psychology and related fields.

A primary concern of psychologists at OCE is the understanding of human behavior and experience focusing on the applications of this knowledge. Theory and experimental knowledge are examined for understanding and influencing behavior.

In an era when increasing attention is paid to the quality and development of individual lives, and service occupations are increasing, an undergraduate major in Psychology may look forward to a variety of professional roles such as: psychiatric aide, welfare case worker, corrections counselor, paraprofessional case aide, personnel worker, merchandising or executive trainee, geriatric case worker, and Child Care workers.

Patrick Conway, Ed.D.	Assistant Professor
Jon E. Cooley, Ph.D.	Assistant Professor
James C. Keesey, Ph.D.	Associate Professor
Merle R. Kelley, Ph.D.	Associate Professor
Mary J. Levenspiel, Ph.D.	Assistant Professor
Frank Miles, M.Ed.	Assistant Professor
Adam W. Miller, Jr., Ph.D.	Professor
Frank H. Satterwhite, Ph.D.	Associate Professor
Victor E. Savicki, Ph.D.	Associate Professor
Richard T. Scott, Ed.D.	Professor
Maxine A. Warnath, M.A.	Associate Professor, and Chairman, Department of Psychology/Special Education

BA/BS PSYCHOLOGY

A 21-hour core is common to each of the four options in the major. A 6-hour practicum also is required in each of the options. The Common Core:

Psy 201, 202, 203	General Psychology	9
Psy 311	Developmental Psychology	6
Psy 334	Social Psychology (Soc 334 does not apply)	3
Psy 467	Quantitative Methods in Psychology	3

Total Hours in Common Core 21 hours

The Degree

Liberal Arts Core Curriculum	73 hours
Psychology Major (includes Common Core)	45 hours
Related Minor	27 hours
Electives	47 hours

Total Hours Required For Graduation 192 hours

Natural Sciences Orientation MAJOR

Common Core	21
Psy 409 Practicum (research design, data collection and data analysis)	6
Psy 468 Research Methods in Human Behavior	3
Psychology electives	15

MINOR

Courses in natural sciences and mathematics to be planned with an adviser 27 hours

Social Science Orientation MAJOR

Common Core	21 hours
Psy 409 Practicum (social science knowledge and skills)	6 hours
Psychology electives	18 hours

MINOR

Courses in social science to be planned with an adviser 27 hours

Social Service Orientation MAJOR

Common Core	21
Psy 409 Practicum (placement in related social services)	6
Psychology electives	18

MINOR

Planned with an adviser from sociology/anthropology 27

Liberal Arts Orientation MAJOR

Common Core	21
Combination of psychology courses approved by adviser	24

MINOR

Appropriate courses in liberal arts and sciences approved by adviser 27

Psychology majors may qualify for an Oregon Certificate to teach the severely handicapped learner by minoring in that teacher training program.

COURSES IN PSYCHOLOGY

Psy 201, 202, 203	General Psychology	3 hours each term
Psy 205	Applied Psychology	3 hours
Psy 225	Developmental Psychology for the Classroom	3 hours
Psy 226	Introduction to Group Processes	3 hours
Psy 227	Field Experience in the Helping Professions	3 hours
Psy 311	Developmental Psychology	6 hours
Psy 328	Mental Health	3 hours
Psy 334	Social Psychology	3 hours
Psy 349	Introduction to Behavior Modification	3 hours
Psy 399	The Field of Psychology	3 hours
Psy 406	Special Individual Studies	Terms and hours to be arranged
Psy 407	Seminar G	Terms and hours to be arranged
Psy 408	Workshop G	Terms and hours to be arranged
Psy 409	Practicum	1-9 hours
Psy 423	Interviewing and Case Study Procedures G	3 hours
Psy 426	History and Systems of Psychology	3 hours
Psy 435	Theories of Personality G	3 hours
Psy 437	Advanced Social Psychology G	3 hours
Psy 440	Small Group Theory G	3 hours
Psy 443	Group Processes G	3 hours
Psy 450	Abnormal Psychology G	3 hours
Psy 451	Physiological Psychology G	3 hours
Psy 460	Advanced Developmental Psychology G	3 hours
Psy 461	Selected Developmental Issues G	3 hours
Psy 463	The Maladjusted Child G	3 hours
Psy 465	Motivation G	3 hours
Psy 467	Quantitative Methods in Psychology G	3 hours
Psy 468	Research Methods in Human Behavior G	3 hours
Psy 472	Psychological Assessment G	3 hours
Psy 490	Psychology of Learning	3 hours
Psy 492	Psychology of Perception G	3 hours
Psy 495	Contemporary Developments in Secondary School Psychology G	3 hours

Robert Klinefelter
Kenneth A. Kosko, M.S.
Carol A. Mathews-Ayres, M.S.
Kevin G. Marshall, Ed.S.
Arthur A. McElroy, Ed.D.
Ruth E. Nelson, M.S.
Theodore O'Connor, A.A.
Joyce M. Peterson, M.S.
Maria J. Sanchez, B.A.
Linda D. Scott, M.Ed.
Shirley Shisler
Rita Smith
Patricia A. Takacs, M.S.
Michael Tebb, M.A.
Christine Weiss, M.A.
Darlene K. Westendorf, M.S.
Bonnie J. Young, Ed.D.

Instructor and Interpreter
Instructor
Assistant Professor
Professor
Instructor
Instructor and Interpreter
Assistant Professor
Research Assistant
Instructor
Instructor
Assistant Professor
Instructor
Assistant Professor
Assistant Professor
Assistant Professor
Professor

Ed 446	Community Resources for the Handicapped G	3
Ed 449	Curriculum for the Severely Handicapped G	3
Ed 451	Programming for the Physically Handicapped (2 hours) taken concurrently with Ed 409, or Ed 509, Practicum The Physically Handicapped (1 hour) G	3
Ed 450	Managing Communication System G	3
Ed 444	Medical Aspects in Special Education G	3
Ed 413, or Ed 539	Student Teaching: Severely Handicapped Learner	12
Total Hours in Minor		45 hours

SPEECH PATHOLOGY—AUDIOLOGY

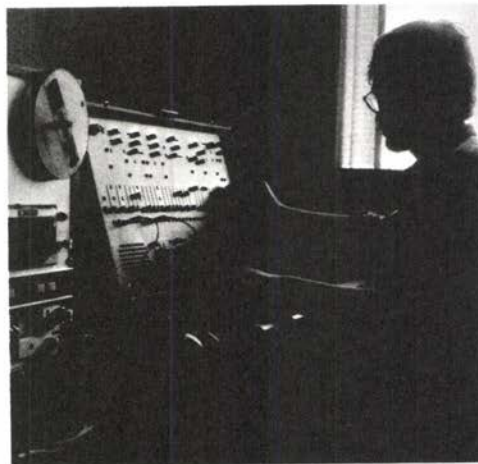
The profession of Speech Pathology and Audiology is concerned with problems and disorders of human communication. It is devoted to the prevention of speech and hearing disorders, the provision of clinical services to children and adults, and the extension of knowledge through basic and applied research. Some professionals concern themselves primarily with disorders of speech and language, others with disorders of hearing; however, speech and hearing are so interrelated that professional competency requires familiarity with both.

The purpose of the OCE program is to prepare qualified students for the varied employment opportunities available in Oregon and other states. Those with a background in elementary or secondary education may choose to meet the State Board of Education's requirements for the basic or standard certificates in speech impairment. Others may work directly toward state licensure or the American Speech and Hearing Association's certificate of clinical competency in either Speech Pathology or Audiology. Such persons usually plan to seek employment in clinics or hospitals or to enter private practice. Some students complete all of these requirements and are thus qualified to enter any sort of clinical setting. Other students will choose to continue their study toward the doctorate at another institution.

The Speech and Hearing Center at OCE offers a wide range of services for individuals with communication disorders. Varied opportunities for supervised practicum experience are available to students in this center, in the public schools, in convalescent homes, at the Veterans Administration Hospital, and in other locations.

Although students may enroll in courses at either the undergraduate or the graduate level, the terminal degree is the Master of Science and all are encouraged to acquire it.

In recent years there has been increasing emphasis in special education upon language disorders, learning disabilities, and the severely handicapped child. The special education programs at OCE offer ample opportunities for electives in these areas, and Speech Pathology—Audiology students may work concurrently toward certification in another area of special education.



Handicapped Learner Minor

Prerequisite to all courses, except Ed 470, is the successful completion of junior block.

Ed 470	Education of the Exceptional Child (g)	3
Ed 421	Diagnosis and Prescription in Reading for the Handicapped Learner (g)	5
Ed 422	Diagnosis and Prescription in Basic Skills for the Handicapped Learner (g)	4
Ed 423	Managing Programs for Handicapped Learners (g)	3
Ed 472	Instructional Materials and Methods in Reading and Basic Skills for the Handicapped Learner (g)	3
Ed 489	Alternative Curricular Options for the Handicapped Learners (g)	3
Ed 413	Student Teaching: Handicapped Learner (or Ed 539)	6
Prerequisites: Ed 421, 422, 472.		
Total Hours in Minor		27 hours

This program can satisfy a variety of student needs as an area of concentration for Elementary or Secondary Education majors, a part of an interdisciplinary degree or a minor in Psychology.

Severely Handicapped Learner Minor

Ed 470	Education of the Exceptional Child G	3
SPA 450	Normal Language and Speech Development G	3
Ed 464	Introduction to Mental Retardation G	3
Ed 447	The Exceptional Parent G	3
Ed 448	Classroom and Behavioral Management (1 hour) taken concurrently with Ed 409, or Ed 509, practicum; Classroom and Behavioral Management (2 hours) G	3

SPECIAL EDUCATION UNDERGRADUATE AREA OF EMPHASIS

Special Education at OCE embraces several specific programs: Rehabilitation Counseling with the Deaf, Teaching the Deaf, Childhood Handicapped Learner, Speech Pathology and Audiology, Learning Disabilities—Handicapped Learner, and Education and Training the Multihandicapped-Severely Handicapped Learner. Most of the coursework in this area is to be found in the Graduate section of the bulletin. For specific information about Basic and Standard Norms see the Graduate program description.

Frank L. Ashmore, M.S. Assistant Professor
Eileea E. Bourne, Ed.D. Associate Professor
Roberta Bowman, B.S. Interpreter
Douglas B. Bullard, B.A. Instructor
William Burt, B.S. Instructor and Interpreter
Robert M. Day, M.S. Assistant Professor
Dennis J. Fahey, Ed.D. Professor; Coordinator of Special Education and Rehabilitation

John J. Freeburg, M.S. Assistant Professor
Barbara Gianneschi, M.S. Instructor
Loydee Grainger, M.S. Instructor
Beverly H. Herzog, Ph.D. Associate Professor
Susan Hill, M.S. Research Assistant
Betty P. Holdt, Ed.D. Associate Professor
Antonio T. Iannarone, Ph.D. Associate Professor
Colleen O. Jackson, Ph.D. Assistant Professor
Jean A. Jones, M.A. Assistant Professor

Speech Pathology—Audiology Minor

Basic Endorsement: Speech Impaired

SPA 370	Phonetics	3
SPA 371	Speech Science	3
SPA 440G	Introduction to Speech Pathology and Audiology	3
SPA 474G	Speech, Language, & Hearing in the Schools	3
SPA 450G	Normal Speech & Language Development	3
SPA 478G	Diagnostic Methods in Speech & Language Pathology	3
SPA 481G	Articulation Disorders	3
SPA 496G	Language Disorders	3
SPA 484G	Introduction to Clinical Speech Therapy	2
SPA 485G, 486G	Clinical Speech Therapy	4
SPA 488G	Audiology: Hearing Testing	3
SPA 489G	Aural Rehabilitation	4
Ed 413/539	Student Teaching: Speech Handicapped	6
TOTAL HOURS IN PROGRAM		43 hours

SPEECH PATHOLOGY—AUDIOLOGY COURSES

SPA 370	Phonetics	3 hours
SPA 371	Speech Science	3 hours
SPA 407	Seminar (g)	hours arranged
SPA 409	Practicum: Speech Pathology (g)	1-9 hours
SPA 409	Practicum: Audiology (g)	1-9 hours
SPA 440	Introduction to Speech Pathology and Audiology (g)	3 hours
SPA 450	Normal Language and Speech Development (g)	3 hours
SPA 474	Speech, Language, and Hearing in the Schools (g)	3 hours
SPA 478	Diagnostic Methods in Speech and Language Pathology (g)	3 hours
SPA 481	Articulation Disorders (g)	3 hours
SPA 484	Introduction to Clinical Speech Therapy (g)	2 hours
SPA 485, 486	Clinical Speech Pathology (g)	2 hours each term
SPA 488	Audiology: Hearing Testing (g)	3 hours
SPA 489	Aural Rehabilitation (g)	4 hours
SPA 496	Language Disorders (g)	3 hours

CREATIVE ARTS

The Creative Arts Department is a grouping of four distinct areas—Art, Music, Theatre Arts, and the Dance. The BA/BS in The Arts is a multidisciplinary major.

ART

The art program contributes to the general education of all students on campus. It also prepares individual students for teacher certification in art and Bachelor's degrees in studio art, art education, and the fine arts with a concentration in art when associated with other areas of the Creative Arts Department.

The art area offers a five-year program that is unique in the Oregon State System of Higher Education: it prepares the student for teaching art on any level from kindergarten through high school. It also offers a non-degree fifth year standard endorsement in art for the secondary teacher.

The major programs in art provide breadth in studio and theoretical areas and the opportunity to concentrate in depth on a chosen area. These major programs may be considered complete for those students seeking certification and endorsement requirements only, or as baccalaureate programs which provide the necessary foundation for future work on the graduate level in either studio or education curricula.

Gallery 107 in Campbell Hall features regularly scheduled exhibitions of works by student and professional artists from Oregon, and from other states as well. Readings, lectures, and the like, also are part of the gallery programming. In addition, student and faculty work is shown throughout the campus.

Graduates have advanced to graduate work at art schools and universities and have found employment as art teachers in all levels of the public school system, and as graphic designers, parks and recreation supervisors, practicing weavers, painters, potters, and the like.

The Art area also offers a post-baccalaureate non-degree fifth-year standard endorsement in art for the secondary teacher and has courses available for those interested in the Interdisciplinary Masters Degree.

Daniel G. Cannon, Ed.D.	Professor
John J. Casey, M.F.A.	Associate Professor
Don Y. Hoskisson, M.F.A.	Associate Professor
Leo J. Kirk, M.A.	Associate Professor
James T. Mattingly, M.A.	Associate Professor
Mary Ann Petry, Ph.D.	Professor
Robert R. Richardson, M.A.	Associate Professor
Larry J. Stobie, M.F.A.	Associate Professor
Peter G. Stone, M.A.T.	Associate Professor

BA/BS IN ART

This program gives students the opportunity to prepare for a broad range of vocational and professional involvement with flexibility to meet divergent student needs.

Studies in a variety of areas are available and include art history, theory, criticism, painting, design, drawing, printmaking, ceramics, sculpture, crafts, photography, mixed media, textiles, jewelry and weaving.

The program has a 42-hour core which stresses a high level of competence in both the theoretical and productive aspects of the discipline. Completing the 72-hour total for the major is a 30-hour block of contracted courses allowing the student to develop a concentration in art. Competency statements are developed at several stages of the program to assess individual progress.

Liberal Arts Core Curriculum	73
Major: Art	72

Core Courses—(selected with an adviser)	
Drawing Courses	6
Design Courses	6
Art History	12
A 497 Composition and Visual Theory	3
A 493 Foundation of Aesthetics Education, or	
A 496 Appreciative Aspects of Art	3
Electives in art	6
Contracted Courses	
Concentration in the area of the student's choice	30
Minor	27
Electives	20

Total Required for Degree 192 hours

BA/BS IN THE ARTS (ART, DRAMA, MUSIC)

Students who major in this program may choose to concentrate their studies in any one of the component areas—art, drama, or music. The background they build may lead to employment in public or private enterprises, to self-employment, or to 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 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.

Liberal Arts Core Curriculum	73 hours
Major: The Arts	72 hours

Lower Division	
FA 101, 102, 103 Correlated Study of the Arts	9
Area of emphasis (selected with an adviser)	12
Second area (selected with an adviser)	6
Third area (selected with an adviser)	3
Electives	6
Upper Division	
Area of emphasis (selected with an adviser)	27
Second area (selected with an adviser)	9
Minor	27 hours
Electives	20 hours

Total Required for Graduation 192 hours

Art Secondary Teaching Major

Liberal Arts Core Curriculum	73 hours
Art	64 hours

To major in Art, 27 hours of upper division work are required. In addition, an acceptable portfolio of student's art work is required before recommendation for the basic endorsement.



A 210, 211, 212, 213, 310, 311, 315, 410 Art history area (choose three)	9
A 220, 221 Design	3-6
A 222 Design: Color	3
A 230 Drawing	6-9
Choices in two dimensions selected from life drawing, advanced drawing, watercolor, painting, advanced design, printmaking or light image (photography)	15-18
Choices in three dimensions selected from crafts, ceramics, weaving, advanced design, textiles, jewelry, mixed media or sculpture	15-18
A 491, 492, 493, 494, 496 Theory	6-12
Professional Education	38 hours
Electives	17 hours
Total Hours Required For Graduation	192 hours

Art Teaching Minor

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

A 115, 116 Art appreciation area (choose one)	3
A 210, 211, 212, 213, 310, 311 or 315 (choose two)	6
A 220, 221 Design (choose one)	3
A 222 Design: Color	3
A 280, 281, 282, 285, 286, 287 Crafts or weaving (choose one)	3
A 140, 240, 241, 242 Printmaking (choose one)	3
A 265, 266 Ceramics (choose one)	3
A 250, 255 Painting (choose one)	3
A 260, 261, 370 Sculpture or Jewelry (choose one)	3
A 491, 492, 493, 494, 496 Art theory (choose one)	3
A 391 Art Education (Secondary)	3
Upper-division electives in Art	6
Total Hours in Minor	42 hours

ART EDUCATION (FIVE-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. It requires 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 for the standard general endorsements as an elementary teacher (and as a secondary teacher), as well as a standard subject matter endorsement in art.

Requirements For The First Four Years:

Liberal Arts Core Curriculum	73 hours
Teaching Specialty Core	42 hours
Professional Education Component	
Psy 225 Introduction to Developmental Psychology	3
Ed 361 and Ed 362 Learning and Instruction in the Elementary School, or Ed 363 Learning and Instruction in the Intermediate and Secondary School and Ed 362 Learning and Instruction in the Elementary School	18-20
Ed 473 Identification of Learning Problems in the Classroom	3
Ed 413 Student Teaching (Elementary)	5

ART COURSES

A 115 Art Appreciation	3 hours
A 116 The Art Idea: Visual Thinking	3 hours
A 140 Printmaking: Relief	3 hours
A 210 Art History: Prehistoric Through Greek	3 hours
A 211 Art History: Roman Through Gothic	3 hours
A 212 Art History: Renaissance Through Rococo	3 hours
A 213 Art History: Neo-Classical Through 19th Century	3 hours
A 220 Design: Two-Dimensional	3 hours
A 221 Design: Three Dimensional	3 hours
A 222 Design: Color	3 hours
A 225 Lettering	3 hours
A 230 Drawing: Linear	3 hours
A 231 Drawing: Tonal	3 hours
A 232 Drawing: Spatial	3 hours
A 235 Life Drawing I	3 hours
A 236 Life Drawing II	3 hours
A 240 Printmaking: Serigraphy	3 hours
A 241 Printmaking: Intaglio	3 hours
A 242 Printmaking: Lithography	3 hours
A 245 Light Image I	3 hours
A 246 Light Image II	3 hours
A 250 Watercolor I	3 hours
A 251 Watercolor II	3 hours
A 255 Painting I	3 hours
A 256 Painting II	3 hours
A 257 Painting III	3 hours
A 260 Sculpture: Introduction	3 hours
A 261 Sculpture: Subtractive	3 hours
A 265 Ceramics I	3 hours
A 266 Ceramics II	3 hours
A 267 Ceramics III	3 hours
A 275 Mixed Media: Introduction	3 hours
A 280 Crafts: Exterior	3 hours
A 281 Crafts: Interior	3 hours
A 282 Crafts: Personal	3 hours
A 285 Weaving: Preparation of Fibers	3 hours
A 286 Weaving: Non-Loom	3 hours
A 287 Weaving: Loom	3 hours
A 288 Textile Design	3 hours
A 295 Visual Learning and Communication	3 hours
A 310 Modern Art History: Impressionism Through Expressionism	3 hours
A 311 Modern Art History: Dada Through Abstract Expressionism	3 hours
A 315 American Art History: 17th to 19th Century	3 hours
A 320 Advanced Design: Two Dimensional	3 hours
A 321 Advanced Design: Three Dimensional	3 hours
A 325 Lettering and Layout	3 hours
A 330 Advanced Drawing	3 hours
A 331 Advanced Drawing	3 hours
A 335 Advanced Drawing: Life	3 hours
A 340 Printmaking: Relief/Serigraphy	3 hours
A 341 Printmaking: Intaglio/Lithography	3 hours
A 350 Advanced Watercolor	3 hours
A 351 Advanced Watercolor	3 hours
A 355 Advanced Painting	3 hours
A 356 Advanced Painting	3 hours
A 360 Advanced Sculpture	3 hours
A 365 Advanced Ceramics	3 hours
A 366 Advanced Ceramics	3 hours
A 370 Jewelry I	3 hours
A 371 Jewelry II	3 hours
A 375 Advanced Mixed Media	3 hours
A 380 Advanced Crafts	3 hours
A 381 Advanced Crafts	3 hours
A 385 Advanced Weaving	3 hours
A 388 Textile Design II	3 hours
A 390 Art Education: Elementary	3 hours
A 391 Art Education: Secondary	3 hours
A 397 Professional Concerns	3 hours
A 406 Special Individual Studies (g)	Terms and hours to be arranged
A 407 Seminar (g)	Terms and hours to be arranged
A 408 Workshop (g)	Terms and hours to be arranged
A 409 Practicum	1-12 hours

A 410 Modern Art History: Pop to Present (g)	3 hours
A 420 Advanced Design (g)	3 hours
A 430 Advanced Drawing (g)	3 hours
A 431 Advanced Drawing (g)	3 hours
A 435 Advanced Drawing: Life (g)	3 hours
A 440 Advanced Printmaking (g)	3 hours
A 450 Advanced Watercolor (g)	3 hours
A 455 Advanced Painting (g)	3 hours
A 460 Advanced Sculpture: Life	3 hours
A 461 Advanced Sculpture (g)	3 hours
A 465 Advanced Ceramics (g)	3 hours
A 470 Advanced Jewelry (g)	3 hours
A 475 Visual Techniques (g)	3 hours
A 480 Advanced Crafts (g)	3 hours
A 485 Advanced Weaving (g)	3 hours
A 490 Art in the Elementary School (g)	3 hours
A 491 Curriculum Theory in Art Education (g)	3 hours
A 492 The Artistic Development of the Child (g)	3 hours
A 493 Foundations of Aesthetic Education (g)	3 hours
A 494 Contemporary Problems in Art Education	
A 496 Appreciation Aspects in Art (g)	3 hours
A 497 Composition and Visual Theory (g)	3 hours
A 700 (p) In-Service Education	
FA 101, 102, 103 A Correlated Study of the Arts	3 hours each term

MUSIC

Music serves a variety of purposes on the OCE campus. For the person who wants to major in music it offers professional preparation. For students in other areas it provides a liberal arts background and offers opportunities for study of, or performance in music. Graduate study in music education can lead to a standard certification for teachers of music and a Master of Music Education degree. OCE is fully accredited by the National Association of Schools of Music. Graduate programs are strong and are scheduled heavily during the summer session.

There is a heavy demand for teachers of music in the public schools, particularly for music teachers at the elementary level. Although the largest group of students in music consists of teaching majors, from kindergarten through 12th grade, the students cannot fill all of the teaching position vacancies.

Through performance groups, recitals, and concerts, music provides great impact on the campus. Organizations such as the college band, concert choir, women's chorale, select singers, Chamber Symphony, swing choir, and jazz ensemble are open to any student regardless of major. Students are urged to attend the many musical performances held during the year. Thirty-one musical events were scheduled during the ten weeks of spring term 1978 and most musical performances carry no admission charge.

The music area has one of the strongest student chapters of the Music Educators National Conference in the nation. Mu Phi, an honorary for women in music, and Phi Mu Alpha (Sinfonia) for men, increase student involvement in music through the local and national affiliations.

Richard C. Berg, Ed.D.
Myra J. Brand, M.M.
Klement M. Hambourg, F.T.C.L.
A. Laurence Lyon, Ph.D.
Lorraine T. Miller, D.M.A.
Ruth H. Million, M.M.
Ewan H. Mitton
William J. Punke, Ph.D.
Marion D. Schrock, D.M.A.
Richard A. Sorenson, Ph.D.
David E. Wallace, Ph.D.

Ronald L. Wynn, Ph.D.

Professor
Assistant Professor
Associate Professor
Professor
Assistant Professor
Assistant Professor
Associate Professor
Associate Professor
Professor
Professor
Professor, and Director
of Summer Session and
Special Programs
Professor, and
Chairman, Department
of Creative Arts

Contract Courses:

MuP 271	Performance Studies: Piano or	
MuP 274	Performance Studies: Voice	6
MuP 471	Performance Studies: Piano or	
MuP 474	Performance Studies: Voice	6
Mus 407	Seminar: Piano Pedagogy and Literature	
or		
Mus 407	Seminar: Voice Pedagogy and Literature	6
Mus 409	Practicum: Piano Instruction or	
Mus 409	Practicum: Voice Instruction	12
Total Hours		30 hours

UNDERGRADUATE MUSIC PROGRAMS

Music Education Major

Liberal Arts Core Curriculum	73 hours
Music Education K-12 Teaching Major	74 hours

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 111, 112, 113	Musicianship I	12
Mus 211, 212, 213	Musicianship II	12
Mus 261, and 262 or 363	Music and Its Literature, History of Music	6
Mus 262, 361 or 362	Music and Its Literature, History of Music	3
MuP 171-192 or 271-292	Performance Studies	4
MuP 341-362, 371-392 or 471-492	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 347 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 237 Percussion Class; Mus 332 Upper Strings Class; Mus 333 Lower Strings Class; Mus 334 or 335 Class Guitar	3
Electives in music planned between student and adviser		14
Professional Education		38 hours
Electives		7 hours

Total Hours For Graduates 192 hours

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.

Minor		60 hours
Mus 111, 112, 113	Musicianship I	12
Mus 211, 212, 213	Musicianship II	12
Mus 261, and 262 or 363	Music and Its Literature, History of Music	6
Mus 262, 361 or 362	Music and Its Literature, History of Music	3
MuP 171-192 or 271-292	Performance Studies	4

MuP 341-362, 371-392 or 471-492	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 347 Instrumental	3
Mus 407	Seminar: Music in the Schools	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 or 335 Class Guitar	3

Standard 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 endorsement in music.

Professional Education Core	15	hours
Ed 471 The Classroom Teacher-Counselor	3	
Ed 513 Evaluation of Classroom Instruction	3	
Ed 569 Advanced Reading Instruction	3	
Ed 522 Elective Secondary School Curriculum	3	

Standard Endorsement

At least 12 hours of preparation in music selected with adviser's approval.

Electives	18 hours
Total Hours Required in Program	45 hours

Elementary Teaching Major in Music

This major prepares music specialists for grades K-9.

Liberal Arts Core Curriculum	73 hours
Teaching Major	72 hours
Mus 121, 122, 123 Basic Musicianship I	12
Mus 221, 222, 223 Basic Musicianship II	12
Mus 190 or 290 Performance Studies	4
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 358 Music in the Middle School and Junior High	3
Mus 383 Music Education (Elementary)	3
Mus 384 Choral or Mus 384 Instrumental	3
Mus 407 Seminar: Music in the Schools	3
Electives in music planned between student and adviser	12
Professional Education Core	39 hours
Electives	8 hours

Total Required For Degree 192 hours

Elementary Music Teaching Minor K-9

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

Mus 111, 112, 113	Musicianship I	12
Mus 211, 212, 213	Musicianship II	12
MuP 171-192 or 271-292	Performance Studies	4
MuP 341-362, 371-392 or 471-492	Performance Studies	4
Mus 195, 196, 197	Large Ensemble	3

BA/BS IN MUSIC

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

The new auditorium and Fine Arts Building provides ample, modern facilities for the student majoring in music.

The program includes a 42-hour core of study in musicianship. Completing the 72-hour major is a 30-hour block of contracted courses, including a minimum of 12 hours of performance studies which emphasize the student's particular interest in the field of music.

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

Liberal Arts Core Curriculum	73 hours
Major: Music	72 hours
Core Courses in Musicianship	
Mus 111, 112, 113 Musicianship I	12
Mus 211, 212, 213 Musicianship II	12
Mus 261, 262, 263 Music History I	9
Mus 361, 362, 363 History of Music II	9
Contracted Courses	
Chosen by the student and adviser (to include at least 12 hours of performance studies)	30
Minor	27 hours
Electives	20 hours
Total Required For Graduation	192 hours

Emphasis in Studio Teaching: Piano or Voice

Program Example. The student who wants to major in music and who would like to be prepared to teach private lessons in a home or professional music studio should follow the outline for the above degree and include the following as contract courses. (The 30 hours must be in either piano or voice and not a combination of both.)

Mus 395, 396, 397 Large Ensemble	3
Mus 261, and 262 or 363 Music and Its Literature and History of Music	6
Mus 320 and 321 or 324 Conducting	4
Mus 384 Choral or Mus 347 Instrumental	3
Mus 383 Music Education (Elementary)	3
Mus 407 Seminar: Music in the Schools	3
Mus 358 Seminar: Music in the Middle and Junior High School	3
TOTAL HOURS IN MINOR	60 hours

MUSIC COURSES

A maximum of 12 hours of group music participation may be counted toward graduation. Courses include Mus 195, 196, 197, 395, 396 and 397.

Mus 111, 112, 113 Musicianship I 4 hours each term	
Mus 181, 182, 183 Voice Class 1 hour each term	
Mus 192, 193, 194 Piano Class 1 hour each term	
Mus 195 Band 1 hour each term	
Mus 196 Orchestra 1 hour each term	
Mus 197 Chorus 1 hour each term	
Mus 201 Introduction to Music and Its Literature 3 hours	
Mus 211, 212, 213 Musicianship II 4 hours each term	
Mus 235 Brass Class 1 hour	
Mus 236 Woodwind Class 1 hour	
Mus 237 Percussion Class 1 hour	
Mus 261 Music History I 3 hours	
Mus 262 Music History I 3 hours	
Mus 263 Music History I 3 hours	
Mus 311 Counterpoint 3 hours	
Mus 314 Harmonic and Structural Analysis 3 hours	
Mus 320 Conducting 2 hours	
Mus 321 Instrumental Conducting 2 hours	
Mus 324 Choral Conducting 2 hours	
Mus 332 String Class 1 hour	
Mus 333 String Class 1 hour	
Mus 334 Guitar Class 1 hour	
Mus 335 Guitar in the Schools 1 hour	
Mus 336 Instrumentation and Orchestration 2 hours	
Mus 344 Brass Class II 1 hour	
Mus 345 Woodwind Class II 1 hour	
Mus 347 Instrumental Music Methods and Techniques 3 hours	
Mus 358 Music in the Middle School and Junior High School 3 hours	
Mus 361 History of Music II 3 hours	
Mus 362 History of Music II 3 hours	
Mus 363 History of Music II 3 hours	
Mus 381 Music Fundamentals 3 hours	
Mus 382 Music Fundamentals 3 hours	
Mus 383 Music Education (Elementary) 3 hours	
Mus 384 Secondary Choral Techniques 3 hours	
Mus 395 Band 1 hour each term	
Mus 396 Orchestra 1 hour each term	
Mus 397 Chorus 1 hour each term	
Mus 398 Music Theatre 2 hours	
Mus 406 Special Individual Studies Terms and hours to be arranged	
Mus 407 Seminar (g) Terms and hours to be arranged	
Mus 409 Practicum Terms and hours to be arranged	
Mus 414 Arranging (g) 2 hours	
Mus 418 Advanced Composition (g) 2 hours	
Mus 421 Introductory Electronic Music Techniques (g) 3 hours	
Mus 422 Advanced Electronic Music Techniques (g) 3 hours	
Mus 453 Appreciative Aspects in Music (g) 3 hours	

MUSIC PERFORMANCE COURSES

MuP 171-192 Performance Studies 1-2 hours each term	
MuP 271-292 Performance Studies 1-2 hours each term	
MuP 341-362 Performance Studies 1-2 hours each term	
MuP 371-392 Performance Studies 1-2 hours each term	
MuP 471-492 Performance Studies 1-2 hours each term	
FA 101, 102, 103 A Correlated Study of the Arts 3 hours each term	

THEATRE ARTS

The Theatre Arts area of the Creative Arts Department prepares students for teaching and the professional theatre. The Language Arts/Drama and Language Arts/Speech/Drama degrees certify students to teach in Oregon public schools. The 72 hour Fine Arts degree prepares students for work in professional theatre or for admission to graduate programs in theatre. Students also may make Theatre one of their interest areas in the Interdisciplinary undergraduate and graduate degrees. Graduate courses in Theatre lead to standard certification in Drama, the MS or the MAT degrees. A Theatre Arts major is in the planning stages and may soon be available.

The Theatre program is open to any students who wish to participate and credit is given for participation. Classes range from basic acting and technical theatre to design, children's theatre, and theory and theatre history. Six faculty-directed plays a year (including 3 main-stage, 1 experimental, and 1 touring Children's Theatre production) are presented, and qualified juniors and seniors may apply to design or direct studio theatre productions. Programs are designed to fulfill American Theatre Association guidelines and provide as varied a theatre experience as possible, both for future teachers and professionals and for the college and local community as well. Within an eight year span, productions have ranged from Neil Simon's *Come Blow Your Horn* to Shakespeare's *King Lear*; from Arthur Miller's *Death of a Salesman* to Fernando Arrabal's *The Architect and the Emperor of Assyria*. A well established Summer Arts Festival provides opportunity for participation in at least one major musical and two plays in repertory.

OCE also maintains the Kappa Mu Cast, local chapter of the Alpha Psi Omega National Drama Honorary Fraternity. The OCE faculty adviser is a member of the National Board of Directors of the Fraternity for the Northwestern District. The local chapter, in addition to its assistance on College plays, sponsors productions of its own and gives a drama scholarship each year.

Allen J. Adams, Ph.D.	Associate Professor
Richard A. Davis, Ph.D.	Associate Professor
Robert L. Page, M.F.A.	Assistant Professor

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 315 Approaches to Literature	3
LANGUAGE ARTS BASE	27

ENG 470 Modern American Usage, or	
ENG 492 Modern English Grammar	3
ENG 489 Literature and Media for Young Adults ...	3
SP 323 Group Discussion Processes	3
Approved Elective in Humanities	3

LANGUAGE ARTS NORM	12
SP 112 Interpersonal Speech Communication, 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
Choose from among:	6

SP 322 Persuasion	
TA 356 Theory of Acting	
TA 457 Play Production	
SP 311 Advanced Interpretation	
SP 330 Advanced Forensics	
TA 347 Stage and Scene Design	
TA 434, 435, 436 Advanced Theatre Technology and Design	
SP 411 Speech Communication in the Secondary School, or	
TA 415 Drama in the Secondary School	3
SP 412 Criticism of Public Discourse, or	
TA 464, 465, 466 Development of Dramatic Art ...	3
Approved Electives in Humanities	6

SPEECH/DRAMA	36
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Liberal Arts Core Curriculum	73
Professional Education	38 hours
Electives	3 hours

Total Required for Graduation	192 hours
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Language Arts/Drama Teaching Major

Liberal Arts Core Curriculum	73 hours
Major	66 hours
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 315 Approaches to Literature	3
LANGUAGE ARTS BASE	27

ENG 470 Modern American Usage, or	
ENG 492 Modern English Grammar	3
ENG 489 Literature and Media for Young Adults ...	3
SP 323 Group Discussion Processes	3
Approved Upper-Division Electives in Literature	6
LANGUAGE ARTS NORM	42

TA 251 Elements of Acting	3
TA 244, 245, 246 Technical Theatre (two terms) ...	4
Choose from among:	2-3
TA 434, 435, 436 Advanced Theatre Technology and Design	
TA 347 Stage and Scene Design	
TA 356 Theory of Acting	
TA 457 Play Production	
TA 364 Play Direction	3
TA 415 Drama in the Secondary School	3
TA 464, 465, 466 Development of Dramatic Art ...	6
Approved Elective in Humanities	3
Professional Education	38 hours
Electives	15 hours

Total Required for Graduation	192 hours
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Secondary Teaching Drama Minor

J 211 Introduction to Mass Communications, or	
SP 236 Contemporary Issues in American Broadcasting	3
ENG 310 Nature of the English Language	3
SP 239 Oral Interpretation, or	
TA 210 Oral Expression Through Theatre	3
WR 218 Creative Writing, or	
WR 224 The Research Paper	3
WR 414 Advanced Composition	3
ENG 107, 108, 109 World Literature	3
ENG 452 Modern English Grammar	3
ENG 489 Literature and Media for Young Adults	3
WR 440 The Teaching of Writing	3
Approved Electives in Literature	6

LANGUAGE ARTS BASE 45

TA 244, 245, 246 Technical Theatre (choose two)	4
TA 251 Elements of Acting	3
TA 364 TA Play Direction	3
TA 415 Drama in the Secondary School	3
Approved Electives in Theatre Arts	2-3
Total in Minor	60-61 hours

Elementary Teaching Drama 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 315 Approaches to Literature	3
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
Approved Drama Electives	2-3

Total Hours in Minor 42-43 hours

THEATRE ARTS COURSES

TA 210 Oral Expression Through Theatre	3 hours
TA 240 Creative Drama for Elementary Teachers	3 hours
TA 244 Technical Theatre	2 hours
TA 245 Technical Theatre	2 hours
TA 246 Technical Theatre	2 hours
TA 251 Elements of Acting	3 hours
TA 252 Makeup	1 hour
TA 253 Production Workshop	
TA 347 Stage and Scene Design	3 hours
TA 350 Play Production for Elementary and Middle School Teachers	3 hours
TA 356 Theory of Acting	3 hours
TA 364 Play Direction	3 hours
TA 406 Special Individuals Studies (g)	1-3 hours
TA 407 Seminar (g)	Hours to be arranged
TA 414 Children's Theatre (g)	3 hours
TA 415 Drama in the Secondary School (g)	3 hours
TA 434, 435, 436 Advanced Theatre Technology and Design (g)	2 hours each term
TA 444 Theory and Criticism of Theatre Arts (g)	3 hours
TA 457 Play Production (g)	3 hours
TA 464, 465, 466 Development of Dramatic Art (g)	3 hours each term
FA 101, 102, 103 A Correlated Study of the Arts	3 hours each term

PREPROFESSIONAL TRANSFER PROGRAM IN GALLERY AND MUSEUM SERVICES

Museum and Gallery Services

First Year

Wr 121 English Composition	3
Sp 111 Fundamentals of Speech	3
A 116 Visual Thinking	3
A 210, 211, 212, 213 Art History (choose three)	9
A 220, 221, 222 Design	6
A 230, 231, 232 Drawing	6
Literature courses	6
Social Science courses	6
Physical Education courses	3
Electives	6
Total	51

Second Year

Wr 222 English Composition	3
A 225 Lettering	3
A 295 Visual Communication	3
A 310, 311 Modern Art History	6
A 325 Lettering and Layout	3
Mathematics/Science courses	12
Literature course	3
Total	33

HUMANITIES

The humanities are concerned with what makes people unique and can lead to a deeper understanding of the relationship between oneself and the world at large.

Central to the study of humanity is the study of that most distinctly human creation: language. Thus, 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, and speech).

The Humanities Department offers a broad range of instruction in language, literature, and philosophy. These can be combined in various ways to fulfill the intellectual and career needs of any student.

BA/BS IN HUMANITIES

Literature and written communication, aspects of the subject of English, are part of the liberal arts background of all OCE undergraduates. Many choose additional upper-division electives to expand this base. Those who elect English as a special subject for a major or minor select one of these programs: the B.A. or B.S. degree in English; the interdisciplinary program, which combines the study of literature and language with other related areas; or the teaching major or minor, which leads to certification to teach in the public schools in grades 5-12.

English is an appropriate background for graduate study or for such careers as writing, editing, publishing, or advertising. Some students choose English as a major as preparation for professional schools which require a strong liberal arts background and highly developed skills in the

written and spoken word. Others use English as a springboard to careers in business or government.

OCE teacher preparation programs in English emphasize literature, the study of English as a language, and oral and written communication skills. Prospective teachers in the elementary schools may concentrate on the language arts. Students preparing for the secondary level often supplement their language arts specialties with other related teacher preparation programs in journalism, speech, theatre, French, Spanish, and German to enhance their opportunities for employment.

The requirement for the Bachelor's degree in Humanities 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. Each major is to be complemented by a 27-hour minor.

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

- 1) Concentrate in English as a major area of study, or
- 2) Design of a general humanities major to suit an individual set of interests and goals emphasizing philosophy and religion studies, speech, or modern language.

Liberal Arts Core Curriculum 73

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 Metaphysics and Epistemology	3

PHL 211 Problems in the Philosophy of Religion and Aesthetics	3
SP 112 Interpersonal Speech Communication	3
SP 239 Oral Interpretation	3
SP 323 Group Discussion Processes	3
ENG 327 Contemporary Literature	3
ENG 366, 367, 368 English, American, Modern Novels	9
HUM 386, 387 Studies in Eastern, Western Mythology	6
ENG 456 Traditional Forms of Poetry	3
ENG 485 Tragedy	3
PHL 311, 312, 313 Ancient, Social and Political, Modern Philosophy	9
R 460 Comparative Religion	3
SP 412 The Criticism of Public Discourse	3
WR 414 Advanced Composition	3
Minor	27 hours
Electives	20 hours

Total Required For Graduation 192 hours

OCE Council of English

Oregon College of Education Council of English has been a chartered junior affiliate of the National Council of Teachers of English since 1965. Thus far, 400 OCE students have identified with their local, state, and national professional organizations. OCE is one of two college-chartered affiliates in Oregon. Students who join the affiliate group at OCE receive a journal of their choice: *Elementary English*, *College English*, or *English Journal*, according to the student's level of interest. The OCE adviser for OCE-Council of English is a member of the NCTE Board of Directors.

Alva, Charles A., Ed.D.	Professor
Baker, Robert S., M.A.	Assistant Professor
Bellamy, John E., Ph.D.	Professor
Clarke, Gordon W., Ph.D.	Professor
Eddings, Dennis W., Ph.D.	Associate Professor
Ferte, Thomas L., M.A.	Assistant Professor
Hanson, Lloyd T., M.A.	Assistant Professor
Meyer, Richard E., M.A.	Assistant Professor
Phelps, Maurine B., Ph.D.	Assistant Professor
Sessom, Sandra L., Ph.D.	Assistant Professor
Sewell, Harold R., M.A.	Assistant Professor
Slawson, George D., M.A.	Assistant Professor
Soldati, Joseph A., Ph.D.	Associate Professor
Weiss, Donald J., M.A.	Assistant Professor

BA/BS IN ENGLISH

This program leads to the Bachelor's degree and students complete a 72-hour major in humanities. Of this total, 45 hours are in literature, writing, and language, including 33 hours in upper-division courses. Various course options are available to satisfy individual needs and interests.

The remaining 27 hours in humanities are electives, but must include an upper-division sequence.

Liberal Arts Core Curriculum	73 hours
English Major	72 hours
Eng 107, 108, 109 World Literature	9
Eng 201, 202, 203 Shakespeare (choose one)	3
Two courses from the following group	6
Eng 320 Classical Literature	
Eng 321 Medieval Literature	
Eng 322 Literature of the Renaissance	
Eng 323 Literature of the Enlightenment	
Eng 324 Literature of the Romantic Era	
Eng 325 Literature of the Realistic Era	
Eng 326 Modern Literature	
Eng 327 Contemporary Literature	
Three hours from each of the following five groups	15
Eng 365 The European Novel	
Eng 366 The English Novel	
Eng 367 The American Novel	
Eng 368 The Modern Novel	
Eng 318 The Bible as Literature	
Hum 386 Introduction to Mythology: Eastern	
Hum 387 Introduction to Mythology: Western	
Hum 385 Folklore	
Eng 436 Advanced Shakespeare	
Eng 446 Major American Writers	
Eng 447, 448 or 449 The Study of Major Figures in Literature	
Eng 451 The Short Story	
Eng 456 Traditional Forms of Poetry	
Eng 457 Modern Poetry	
Eng 460 Study of Dramatic Literature	
Eng 484 Comedy	
Eng 485 Tragedy	
Eng 486 Satire	
Eng 310 Nature of the English Language	3
Eng 315 Approaches to Literature	3
Eng 470 Modern American Usage, or	
Eng 490 Development of the English Language, or	
Eng 492 Modern English Grammar	3
Wr 414 Advanced Composition	3
Approved electives in humanities (including an upper-division sequence other than English)	27
Minor	27 hours
Electives	20 hours
Total Required for Graduation	192 hours

Language Arts Common Curriculum

The following courses comprise the common curriculum in secondary language arts programs. Courses required in specific programs (language arts teaching majors and minors) are listed after the common curriculum.	
J 211 Introductions to Mass Communications, or	
Sp 236 Contemporary Issues in American Broadcasting	3
Eng 310 Nature of the English Language	3
Wr 224 The Research Paper	3
Wr 414 Advanced Composition	3
Sp 239 Oral Interpretation, or	
TA 210 Oral Expression Through Theatre	3
Eng 107, 108, 109 World Literature	9
Eng 315 Approaches to Literature	3
Eng 492 Modern English Grammar	3
Eng 489 Literature and Media for Young Adults	3
Sp 323 Group Discussion Processes	3
Wr 440 The Teaching of Writing	3
Approved upper-division electives in literature	6
Total Hours in Basic Endorsement	45 hours

Language Arts Teaching Major

Language arts common curriculum	45
Additional upper-division electives in literature	6
Electives in language and/or writing (from Eng 210, Eng 399, Eng 479, Eng 490, Wr 218, Wr 222, Wr 323, Wr 341)	6
Approved humanities electives	6

Language Arts Teaching Minor

Language Arts Common Curriculum	45 hours
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Language Arts Speech Teaching Major

Language arts common curriculum	45
Sp 112 Interpersonal Speech Communication	3
Sp 120 Communicative Voice and Articulation	3
Sp 270 Projects in Public Speaking	3
Sp 311 Interpretive Group Performance, or	
Sp 322 Persuasion	3
Sp 321 Argumentation	3
Sp 411 Speech Communication in the Secondary School	3
Sp 412 Criticism of Public Discourse, or	
Sp 432 Rhetorical Theory, or	
Sp 439 Contemporary Speech Communication	3
Approved humanities electives	3
Total Hours in Major	69 hours

Language Arts/Speech Teaching Minor

Language arts common curriculum	45
Sp 112 Interpersonal Speech Communication, or	
Sp 121 Argumentation	3
Sp 270 Projects in Public Speaking	1
Sp 411 Speech Communication in the Secondary School	3
Approved speech electives	3
Total Hours in Minor	55 hours

Language Arts/Social Studies Teaching Major

Language arts common curriculum (but only 3 hours of electives in literature)	42
Ec 201, 202 Principles of Economics	6
Geog 105, 106 Introductory Geography	6
Hst 201, 202, 203 History of the United States	9
PS 202 State and Local Government	3
SSc 490, 491 Social Science Senior Seminar	6
World history, political science, sociology, anthropology, corrections, law enforcement (at least three areas)	12
Total Hours in Major	84 hours

Language Arts/Speech/Drama Teaching Major

Language arts common curriculum	45
Sp 112 Interpersonal Speech Communication, or	
Sp 120 Communicative Voice and Articulation	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
Choose two from: Sp 322 Persuasion, TA 356 Theory of Acting, TA 457 Play Production, Sp 311 Interpretive Group Performance, Sp 330 Advanced Forensics, TA 347 Stage and Scene Design, TA 434, 435, 436 Advanced Theatre Technology and Design	6
Sp 411 Speech Communication in the Secondary School, or	
TA 415 Drama in the Secondary School	3
Sp 412 Criticism of Public Discourse, or	
TA 464, 465, 466 Development of Dramatic Art ...	3
Approved humanities electives	6
Total Hours in Major	81 hours

Language Arts/Drama Teaching Major

Language arts common curriculum	45
TA 251 Elements of Acting	3
TA 244, 245, 246 Technical Theatre (choose two)	4
Choose from: TA 434, 435, 436 Advanced Theatre Technology and Design, TA 347 Stage and Scene Design, TA 356 Theory of Acting, TA 457 Play Production	2-3
TA 364 Play Direction	3
TA 415 Drama in the Secondary Schools	3
TA 464, 465, 466 Development of Dramatic Art ...	6
Approved humanities electives	3
Total Hours in Major	69-70 hours

Language Arts/Drama Teaching Minor

Language arts common curriculum	45
TA 244, 245, 246 Technical Theatre (choose two)	4
TA 251 Elements of Acting	3
TA 364 Play Direction	3
TA 415 Drama in the Secondary School	3
Approved Humanities Electives	3
Total Hours in Minor	60-61 hours

Language Arts/Journalism Teaching Minor

Language arts common curriculum (both J 211 and Sp 236 required in this minor)	48
J 212 Reporting	3
J 213 Copyediting and Makeup	3
J 215 Journalism Projects	3
J 455 Supervision of School Publications	3
Total Hours in Minor	60 hours

Journalism Minor

J 211 Introduction to Mass Communications, or	
Sp 236 Contemporary Issues in American Broadcasting	3
Eng 110 Introduction to Language Study, or	
Eng 310 Nature of the English Language	3
Sp 239 Oral Interpretation	3
Wr 224 The Research Paper	3
Wr 414 Advanced Composition	3
Eng 107, 108, 109 World Literature	9
Eng 315 Approaches to Literature	3
Eng 492 Modern English Grammar	3
Eng 480 Children's Literature, or	
Eng 489 Literature and Media for Young Adults	3
Sp 323 Group Discussion Processes	3
Wr 440 The Teaching of Writing	3

Approved upper-division electives in literature	6
Sp 321 Argumentation	3
Sp 322 Persuasion	3
Sp 413 Developing Oral Communication Skills in Children	3
Sp 271 Projects in Public Speaking	2-3
Total Hours in Minor	56-57 hours

HUMANITIES COURSES

Hum 306 Special Studies in Humanities	3 hours
Hum 375 Studies in Ethnic Literature	3 hours
Hum 385 Folklore	3 hours
Hum 386 Studies in Eastern Mythology	3 hours
Hum 387 Studies in Western Mythology	3 hours
Hum 406 Special Individual Studies (g) Terms and hours to be arranged	
Hum 407 Seminar (g) Hours to be arranged	
Hum 408 Workshop (g) 2-3 hours	
Hum 423 The Literature of the Native American (g) 3 hours	
Hum 456 Form and Meaning in Film (g) 3 hours	

WRITING COURSES

Wr 121 English Composition	3 hours
Wr 218 Creative Writing	3 hours
Wr 222 English Composition	3 hours
Wr 224 The Research Paper	3 hours
Wr 323 English Composition	3 hours
Wr 341 Advanced Creative Writing	3 hours
Wr 414 Advanced Composition (g) 3 hours	
Wr 440 Teaching of Writing (g) 3 hours	

ENGLISH COURSES

Eng 104, 105, 106 Introduction to Literature	3 hours each term
Eng 107, 108, 109 World Literature	3 hours each term
Eng 110 Introduction to Language Study	3 hours
Eng 201, 202, 203 Shakespeare	3 hours each term
Eng 204, 205, 206 Survey of English Literature	3 hours each term
Eng 210 The Vocabulary of English	3 hours
Eng 253, 254, 255 Survey of American Literature	3 hours each term
Eng 310 Nature of the English Language	3 hours
Eng 315 Approaches to Literature	3 hours
Eng 318 The Bible as Literature	3 hours
Eng 320 Classical Literature	3 hours
Eng 321 Medieval Literature	3 hours
Eng 322 Literature of the Renaissance	3 hours
Eng 323 Literature of the Enlightenment	3 hours
Eng 324 Literature of the Romantic Era	3 hours
Eng 325 Literature of the Realistic Era	3 hours
Eng 326 Modern Literature	3 hours
Eng 327 Contemporary Literature	3 hours
Eng 365 The European Novel	3 hours
Eng 366 The English Novel	3 hours
Eng 367 The American Novel	3 hours
Eng 399 The Teaching of English as a Second Language	3 hours
Eng 406 Special Individual Studies (g) Terms and hours to be arranged	
Eng 407 Seminar Terms and hours to be arranged	
Eng 436 Advanced Shakespeare (g) 3 hours	
Eng 446 Major American Writers (g) 3 hours	
Eng 447, 448, 449 The Study of Major Figures in Literature (g) 3 hours each term Maximum credit 9 hours	
Eng 451 The Short Story (g) 3 hours	
Eng 456 Traditional Forms of Poetry (g) 3 hours	
Eng 457 Modern Poetry (g) 3 hours	
Eng 460 Study of Dramatic Literature (g) 3 hours	
Eng 470 Modern American Usage (g) 3 hours	
Eng 480 (Lib 480) Children's Literature (g) 3 hours	
Eng 484 Comedy (g) 3 hours	
Eng 485 Tragedy (g) 3 hours	
Eng 486 Satire (g) 3 hours	
Eng 489 (Lib 489) Literature and Media for Young Adults (g) 3 hours	

Eng 490 Development of the English Language (g) 3 hours	
Eng 492 Modern English Grammar (g) 3 hours	

JOURNALISM COURSES

J 211 Introduction to Mass Communications	3 hours
J 212 Reporting	3 hours
J 213 Copy Editing and Makeup	3 hours
J 215 Journalism Projects	1 hour each term Maximum of 6 hours
J 455 Supervision of School Publications	3 hours

PREPROFESSIONAL TRANSFER PROGRAM IN JOURNALISM

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 Civilization, or Hst 201, 202, 203 United States History	9
Literature sequence	9
Bi 101, 102 General Biology	8
Physical education	3
Electives	12
Total	47

Second Year

Wr 222 English Composition	3
J 211 Introduction to Mass Communications	3
J 212 Reporting	3
J 213 Copy Editing 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
Humanities sequence	9
GS 201, 202, 203 Foundations of Physical Science	12
Total	51

MODERN LANGUAGES

The Modern Language Division offers course work in German, French, and Spanish leading to the B.A. degree and a teaching major or minor, as well as an additional minor in Bilingual and Cross-Cultural studies in Spanish and English. All programs are designed to prepare quality elementary and secondary teachers and as preparation for graduate work.

Each of the three languages offers both introductory work and extensive upper division work in literature, culture and civilization, composition and conversation, grammar and syntax, linguistics, and phonetics. In addition, the Bilingual program offers courses in Spanish For The Native Speaker, Children's Literature, and English As a Second Language.

The Modern Language Division is interested in developing new directions in career education, such as: Spanish for Law

Enforcement Personnel; Spanish for Business Personnel; and Medical Spanish. The Division hopes that acquaintance with the Spanish language—as it is spoken in the local community—will not only encourage communication, but help develop mutual respect in the social and working relations between societal components.

In addition to the curricula, students are encouraged to participate in foreign language club activities, as they emphasize the culture of the country under study and help students achieve fluency. An additional activity is the annual Summer Study Abroad program in Austria and Germany.

Frank H. Balke, M.A.	Assistant Professor
Socorro Martinez, M.A.	Assistant Professor
Ruth E. Thurston, M.A.	Assistant Professor
Edward B. Waggoner, Ph.D.	Assistant Professor

SECONDARY EDUCATION TEACHING MAJORS AND MINORS

French Major

Liberal Arts Core Curriculum	73 hours
Major	62 hours
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 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
Professional Education	38 hours
Electives	19 hours

Total Hours Required For Graduation 192 hours

French 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 French Culture and Civilization	3
RL 331 French Pronunciation and Phonetics	3
Electives in French	24
Total Hours in Minor	45 hours

Spanish Major

Liberal Arts Core Curriculum	73 hours
Major	62 hours
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
Professional Education	38 hours
Electives	19 hours

Total Hours Required For Graduation 192 hours

Spanish 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 hours

Bilingual (Spanish) Cross-Cultural Teaching Minor

Hst 309	Minority Groups in American History	3
Soc 432	Race Relations	3
Anth 312	Cultural Anthropology	3
Anth 471	Personality and Culture	3
Anth 494	The Indian in American Culture	3
Anth 497	Mexican-American Culture	3
SOCIO/CULTURAL BASE		18 hours
RL 217, 218, 219	Spanish for the Native Speaker	9
RL 318	Children's Literature-Spanish	3
RL 347, 348, 349	Intermediate Composition and Conversation	9
RL 350	Spanish Pronunciation and Phonetics	3
RL 412	Applied Linguistics-Spanish	3
SPANISH LANGUAGE BASE		27 hours
Eng 399	Teaching English as a Second Language	3
Total in Minor		48 hours

German Teaching Major

Liberal Arts Core Curriculum	73 hours
Major	62 hours

Students who plan to complete requirements for the German teaching major are urged to fulfill the requirements for a teaching minor in another subject area.

GL 310, 311, 312	Introduction to German Literature	6
GL 334, 335, 336	German Composition and Conversation	9
GL 340, 341	German Culture and Civilization	6
GL 411	Applied Linguistics: German	3
RL 416	Language Laboratory: Practicum	2
	Electives in German	33
	Professional Education	38 hours
	Electives	19 hours
Total required for Graduation		192 hours

German Elementary 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 in Minor		45 hours

French Elementary 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	3
	Electives in French	24
Total in Minor		45 hours

Spanish Elementary 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 in Minor		45 hours

MODERN LANGUAGE: GERMANIC COURSES

GL 101, 102, 103	First Year German	4 hours each term
GL 201, 202, 203	Second Year German	4 hours each term
GL 310, 311, 312	Introduction to German Literature	3 hours each term
GL 331	German Pronunciation and Phonetics	3 hours
GL 334, 335, 336	German Composition and Conversation	3 hours each term
GL 340	Survey of German Culture and Civilization	3 hours
GL 341	Survey of German Culture and Civilization	3 hours
GL 406	Special Individual Studies	Terms and hours to be arranged
GL 407	Seminar	1-6 hours
GL 411	Applied Linguistics: German	3 hours
GL 416	Language Laboratory: Practicum	2 hours each term. Maximum of 6 hours
GL 423	Studies in German Language and Literature	2-6 hours

MODERN LANGUAGE: ROMANCE COURSES

RL 101, 102, 103	First Year French	4 hours each term
RL 107, 108, 109	First Year Spanish	4 hours each term
RL 201, 202, 203	Second Year French	4 hours each term
RL 207, 208, 209	Second Year Spanish	4 hours each term
RL 217, 218, 219	Spanish for Native Speakers	3 hours each term
RL 311, 312, 313	French Literary Genres	3 hours each term
RL 314, 315, 316	Intermediate French Composition and Conversation	3 hours each term
RL 318	Children's Literature in Spanish	3 hours
RL 331	French Pronunciation and Phonetics	3 hours
RL 338	Hispanic Culture and Civilization: Spain	3 hours
RL 339	Hispanic Culture and Civilization: Latin American	3 hours
RL 341, 342, 343	Literary Genres of Spain	3 hours each term
RL 347, 348, 349	Intermediate Spanish Composition and Conversation	3 hours each term
RL 350	Spanish Pronunciation and Phonetics	3 hours
RL 405	Reading and Conference	Hours to be arranged. Maximum of 6 hours
RL 407	Seminar	1-6 hours; 6 hours maximum toward degree requirements
RL 411	Applied Linguistics: French	3 hours
RL 412	Applied Linguistics: Spanish	3 hours
RL 416	Language Laboratory: Practicum	2 hours each term. Maximum of 6 hours
RL 423, 424, 425	Twentieth Century French Literature	3 hours each term
RL 429, 430	French Culture and Civilization	3 hours each term
RL 441, 442, 443	Modern Spanish-American Literature	3 hours each term

RL 461, 462, 463	Advanced Spanish Composition and Conversation	3 hours each term
RL 467, 468, 469	Advanced French Composition and Conversation	3 hours each term

PHILOSOPHY AND RELIGIOUS STUDIES

The Division of Philosophy and Religious Studies concerns itself directly with perhaps the most basic questions of human life: what makes life genuinely human or humane, how can we distinguish knowledge from opinion, valid argument from propaganda, right from wrong, what are the different religions about, what is their point? Around such questions as these the curricula of Philosophy and Religious Studies are centered. In all courses a student will be encouraged to develop powers of independent thought, critical reflection, and reasoned judgment.

Course work in the Division is important to every student, regardless of vocational interest. The Division particularly wishes to encourage secondary school teachers who might consider teaching philosophy and religious studies at the secondary level.

Study in Philosophy and Religious Studies may be taken as part of a combined Humanities major; as a Humanities minor in both liberal arts and secondary teaching programs; or as part of an interdisciplinary degree program at either undergraduate or graduate levels.

The Philosophy Club sponsors many intellectually challenging events featuring visiting lecturers and panel discussions.

Dale Cannon, Ph.D.	Assistant Professor
John W. Moore, M.A.	Assistant Professor
Robert R. Tompkins, Ph.D.	Professor, and Chairman Department of Humanities

PHILOSOPHY COURSES

Phl 201	Introduction to Philosophy: Being & Knowing	3 hours
Phl 211	Introduction to Philosophy: Art & Religion	3 hours
Phl 221	Introduction to Philosophy: Personal Morality & Social Justice	3 hours
Phl 231	Introduction to Logic	3 hours
Phl 281	Elementary Ethics	3 hours
Phl 282	Philosophy of Art	3 hours
Phl 283	Philosophy of Religion	3 hours
Phl 284	Philosophy of Science	3 hours
Phl 311	Early Greek Philosophy	3 hours
Phl 312	Later Greek & Roman Philosophy	3 hours
Phl 313	Medieval & Renaissance Philosophy	3 hours
Phl 314	European Philosophy in the 16th, 17th, and 18th Centuries	3 hours
Phl 315	Contemporary Anglo-American Philosophy	3 hours
Phl 316	Contemporary European Philosophy	3 hours
Phl 333	Contemporary Philosophy	3 hours
Phl 335	Social and Political Philosophy	3 hours
Phl 341	Symbolic Logic	3 hours
Phl 406	Special Individual Studies	
Phl 407	Seminar	

RELIGION COURSES

- R 201 Introduction to the World's Religions: Eastern 3 hours
 R 204 Introduction to the World's Religions: Western 3 hours
 R 215 Interpreting Religious Phenomena: Problems & Perspectives 3 hours
 R 460 Comparative Religion 3 hours

SPEECH COMMUNICATION

(For Speech Majors, see also *Theatre Arts and Humanities*)

The Speech Communication Division of the OCE Humanities Department offers a full range of courses in interpersonal communication, public speaking, oral interpretation of literature, speech criticism, group discussion and leadership, and persuasion and argumentation.

By majoring in speech/language arts, students can obtain certification to teach speech in Oregon's public schools. By combining a speech minor with other academic programs, students can prepare for careers in business, government, and media. The demand for people who can clearly and persuasively communicate is increasing, and OCE's speech classes are designed to provide practical experience in building valuable communication skills and appreciation.

In addition to 20 academic speech classes, OCE offers every student the opportunity to participate on the competitive speech team and on the Student Speakers Bureau. In 1977-78, the OCE speech team compiled a winning record against college and university teams from Oregon, Washington, Idaho, California, Nevada and Montana. Since 1973, the Student Speakers Bureau has presented programs of public interest to more than 120 audiences in Oregon.

Speech Communication students can gain valuable on-the-job experience through speech internships—programs in which students receive academic credit for working and learning in a communication-related job. OCE students have completed internships with Oregon Public Television and with a Salem AM/FM radio station.

Judith A. Conkey, M.S. Assistant Professor
 Robert F. Martin, Ph.D. Associate Professor
 Marion O. Rossi, M.A. Assistant Professor

Language Arts/Speech Teaching Major

Language Arts Common Curriculum	45	hours
Sp 112 Interpersonal Speech Communication	3	
Sp 120 Communicative Voice and Articulation	3	
Sp 270 Projects in Public Speaking	3	
Sp 311 Interpretive Group Performance, or		
Sp 322 Persuasion	3	
Sp 321 Argumentation	3	
Sp 411 Speech Communication in the Secondary School	3	
Sp 412 Criticism of Public Discourse, or		
Sp 432 Rhetorical Theory, or		
Sp 439 Contemporary Speech Communication	3	
Approved Humanities Electives	3	
Total in Major	69	hours

Language Arts/Speech Teaching Minor

Language Arts Common Curriculum	45	hours
Sp 112 Interpersonal Speech Communication, or		
Sp 321 Argumentation	3	
Sp 270 Projects in Public Speaking	1	
Sp 411 Speech Communication in the Secondary School	3	
Approved Speech Electives	3	
Total in Minor	55	hours

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 315 Approaches to Literature	3	

Language Arts Base

Sp 321 Argumentation	3
Sp 322 Persuasion	3
Sp 323 Group Discussion Processes	3
Sp 270 Projects in Public Speaking	1
Sp 411 Speech Communication in the Secondary School	3
Approved electives in speech	2-3

Total in Minor

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 315 Approaches to Literature	3	

Language Arts Base

J 212	Reporting	3
J 213	Copy Editing and Makeup	3
J 211	Introduction to Mass Communications, or	
Sp 236	Survey of Broadcasting	3
J 455	Supervision of School Publications	3
J 215	Journalism Projects	3
Total in Minor		42 hours

Speech Elementary 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 315 Approaches to Literature	3	

Language Arts Base

Sp 321	Argumentation	3
Sp 322	Persuasion	3
Sp 323	Group Discussion Processes	3
Sp 270	Projects in Public Speaking	1
Sp 411	Speech Communication in the Secondary School	3
	Approved Speech Electives	2-3
Total in Minor		42-43 hours

SPEECH COURSES

Sp 111 Fundamentals of Speech	3	hours
Sp 112 Interpersonal Speech Communication	3	hours
Sp 120 Communicative Voice and Articulation	3	hours
Sp 236 Contemporary Issues in American Broadcasting	3	hours
Sp 239 Oral Interpretation	3	hours
Sp 270 Principles of Forensics	1-6	hours
Sp 271 Speech Communications Projects	1-3	hours
Sp 311 Interpretive Group Performance	3	hours
Sp 321 Argumentation	3	hours
Sp 322 Persuasion	3	hours
Sp 323 Group Discussion Processes	3	hours
Sp 330 Advanced Forensics	1-3	hours
Sp 331 Nonverbal Communication	3	hours
Sp 407 Seminar	3	hours
Sp 411 Speech Communication in the Secondary School (g)	3	hours
Sp 412 The Criticism of Public Discourse (g)	3	hours
Sp 413 Developing Oral Communication Skills in Children (g)	3	hours
Sp 432 Rhetorical Theory (g)	3	hours
Sp 439 Contemporary Speech Communication (g)	3	hours

NATURAL SCIENCE AND MATHEMATICS

The Natural Sciences and Mathematics Department excels in teacher education, as well as educating the liberal arts and sciences students. The Department is involved with students in programs of preprofessional education which vary from specialized areas to those leading to a bachelor's degree in natural sciences.

The Department has three major faculty groups: the biological sciences; the physical sciences; and mathematics. Each of these is comprised of faculty whose primary concern and interest is working with students. In addition, nearly all have an involvement in their respective fields through participation in professional organizations and research. The faculty is keenly aware of the great opportunities of the geographical setting of Oregon and enrich their instruction with numerous field trips and local illustrations. Faculty and students make frequent use of the Malheur Field Station near Burns as a center for field activities. Biology and mathematics clubs bring students and faculty together in both formal and informal settings.

The information explosion in the scientific fields raises the question of what is "basic." The faculty believes its primary function is to acquaint students with the foundations and principles which will enable them to become scientifically and mathematically literate. In addition, students should understand the contributions of science to the welfare of humankind.

NATURAL SCIENCES AND MATHEMATICS: TEACHER EDUCATION

In addition to BA/BS majors in specific discipline, the Department of Natural Sciences and Mathematics offers a full range of programs for prospective teachers in the areas of Biology, Integrated Science, Physical Science, and Mathematics. Elementary Education majors may elect a teaching specialty in one of these areas to enhance their basic program. A strong undergraduate major or minor program also is available for the individual working for certification at the secondary level. Through careful planning, the student may use free electives to achieve certification in more than one teaching area.

The College utilizes diverse areas of the state as teaching laboratories in geology and biology. On the OCE campus the natural science courses are conducted in a modern science building that features up-to-date equipment. A Mathematics Resource Center is an integral part of the facility for teacher training at both the secondary and elementary level. The entire Teacher Education program emphasizes recent developments in the application of learning theory to actual classroom practice.

Teaching Major

BASIC BIOLOGY (5-12)	
Liberal Arts Core Curriculum	73 hours
Teaching Major	70 hours
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 371 Structure of Seed Plants, or	
Z 324 Comparative Vertebrate Anatomy	4
Z 434 Animal Physiology, or	
Bot 331 Plant Physiology	4
Ch 104, 105, 106 General Chemistry, or	
Ch 204, 205, 206 General Chemistry	12
G 351 Elements of Geology	3
Elective in physical science (physics or organic chemistry)	3-4
Mth 101 College Algebra	4
Professional Education	38 hours
Electives	11 hours
TOTAL REQUIRED FOR GRADUATION	192 hours

Biology Teaching Minor

Bi 101, 102 General Biology, or	
Bi 211, 212, 213	8-13
Bi 221 Introductory Microbiology	4
Bi 341 Genetics	3
Bi 446 Evolution	3
Bi 460 Preparation of Biological Materials	4
Bi 370 Man and the Ecosystem, or	
Bi 441 Ecology of the Northwest	3
Bot 371 Structure of Seed Plants, or	
Z 334 Human Anatomy and Physiology (students who take Z 334 must also take Z 335)	3-4
Z 434 Animal Physiology, or	
Bot 331 Plant Physiology, or	
Z 335 (students who take Z 334 must also take Z 335)	3-4
Ch 104, 105, 106 General Chemistry, or	
Ch 204, 205, 206 General Chemistry	12
G 351 Elements of Geology	
Elective in physical science (physics or organic chemistry)	3-4
Total in Minor	49 hours

Basic Integrated Science (5-12)

(Valid for teaching integrated science, earth science, and general science)

Liberal Arts Core Curriculum	73 hours
Teaching Major	64 hours
GS 331 Oceanography	3
G 351 Elements of Geology	3
Ph 390 Meteorology	3
GS 351 Astronomy	3
Electives in Earth Science	15
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
Electives in science or mathematics (Ecology recommended)	0-8
Professional Education	38 hours
Electives	17 hours
Total Required for Graduation	192 hours

Integrated Science Teaching Minor

GS 331 Oceanography	3
G 351 Elements of Geology	3
Ph 390 Meteorology	3
GS 351 Astronomy	3
Electives in earth science	15
Bi 101, 102 General Biology	8
Ch 104, 105 General Chemistry	8
Ph 101 Essentials of Physics, or	
GS 106 Foundations of Physical Science	4
Total	46

Basic Physical Science (5-12)

(Valid for teaching chemistry, physics, and general science.)

Liberal Arts Core Curriculum	73 hours
Teaching Major	65 hours
Ch 204, 205, 206 General Chemistry	12
Ch 312, 313 Quantitative Analysis	8
Ch 331, 332 Organic Chemistry, or	
Ch 334, 335, 336 Organic Chemistry	6-12
Ch 340 Physical Chemistry	4
Ph 201, 202, 203 General Physics	12
Ph 311, 312 Modern Physics	8
Upper division electives in physics	7
Mathematics through Mth 200	4-8
Elective in Science	4
Professional Education	38 hours
Electives	16 hours
Total Required for Graduation	192 hours

Physical Science Teaching Minor

Ch 204, 205, 206 General Chemistry	12
Ph 201, 202, 203 General Physics	12
(Choose either the Chemistry or Physics option as a supplement in the Minor.)	

Chemistry Option

Ch 331, 332 Organic Chemistry, or	
Ch 334, 335, 336 Organic Chemistry	6-12
Ch 340 Physical Chemistry	4
Upper division chemistry	0-5
Upper division elective in physics	6

Physics Option

Ph 311, 312 Modern Physics	8
Upper division electives in physics	7
Upper division electives in chemistry	6
Total Hours in Minor	45 hours

The Mathematics Resource Center in Room 308 of Arnold Arms is designed primarily for prospective teachers. It houses most of the materials of the *Creative Publications* catalog and the *Cuisenaire* catalog. In addition, it has calculators, books, and state adoptive textbooks. All materials may be checked out.

Mathematics (5-12) Teaching Major

Liberal Arts Core Curriculum	73 hours
Mathematics	64 hours
Mth through Mth 203	16-20
Mth 349 Introduction to Linear Algebra	3
Mth 347, 348 Abstract Algebra	6
Mth 344, 345 Geometry	6
Mth 324 Probability Theory, or	
Mth 426 Introduction to Statistics	3
Mth 151 Computer Coding	3
Mth 492 Mathematics for Secondary Teachers	3
Ph 201, 202, 203 General Physics	12
Upper division electives in mathematics	8-12
Professional Education	38 hours
Electives	17 hours
Total Required for Graduation	192 hours

Mathematics (5-12) Teaching Minor

This program prepares the student for the basic advanced mathematics endorsement.

Mth through 203	16-20
Mth 349 Introduction to Linear Algebra	3
Mth 347, 348 Algebraic Structure	6
Mth 344, 345 Fundamentals of Geometry	6
Mth 324 Probability Theory, or	
Mth 426 Introduction to Statistics	3
Mth 151 Computer Coding	3
Mth 492 Mathematics for Secondary Teachers	3
Upper division electives in mathematics	0-4
Total in Minor	44 hours

Basic Mathematics—Combined Endorsement

Either of the following programs prepares students for a basic endorsement in Basic Mathematics. There is no standard endorsement at this level, and the programs do not provide the prerequisite for work leading to an advanced mathematics standard endorsement.

Option A

Mth 101, 102 College Algebra, Trigonometry	8
Mth 163/200-201 Mathematics for the Biological, Management and Social Sciences/Differential and Integral Calculus	4-8
Mth 151 Computer Coding	3
Mth 344 Geometry	3
Mth 343 or 347 Theory of Numbers/Algebraic Structure	3
Total	21-25 hours

Mth 491, 492 Innovations in General Mathematics Education/Mathematics for Secondary Teachers	6
Total	27-31 hours

Option B

Mth 161, 162, 163 Mathematics for the Biological, Management and Social Sciences	12
Mth 101 College Algebra	4
Mth 151 Computer Coding	3
Mth 344 Fundamentals of Geometry	3
Mth 343 or 347 Theory of Numbers/Algebraic Structure	3
Total	21-25 hours
Mth 491, 492 Innovations in General Mathematics Education/Mathematics for Secondary Teachers	6
Total	27-31 hours

Electives such as ED 488 or accounting would be valuable to those students wishing to teach courses as personal finance or consumer mathematics.

Basic Mathematics Elementary Education

Mth 121-123 or 121h, 122h Essentials of Mathematics	6-9
Mth 101 College Algebra	4
Mth 151 Computer Coding	3
Mth 163 Mathematics for the Biological, Management and Social Sciences, or	
Mth 200, 201 Differential and Integral Calculus	4-8
Mth 344 Fundamentals of Geometry	3
Mth 343 Theory of Numbers, or	
Mth 347 Algebraic Structure	3
Mth 311 Mathematics for Elementary Teachers	3
Mth 492 Mathematics for Secondary Teachers	3
Total in Minor	29-36 hours

GENERAL SCIENCE COURSES

GS 104, 105, 106 Foundations of Physical Science 4 hours each term	
GS 107 Seminar 1-3 hours	
GS 311 Biological Science for Elementary Schools 3 hours	
GS 312 Physical Science for Elementary Schools 3 hours	
GS 313 Earth Science for Elementary Schools 3 hours	
GS 321 Musical Acoustics 4 hours	
GS 331 Introduction to Oceanography 3 hours	
GS 351 Elements of Astronomy 3 hours	
GS 361 Energy and Resources in Perspective 3 hours	
GS 401 Research (g) Hours to be arranged	
GS 406 Special Individual Studies (g) Terms and hours to be arranged	
GS 407 Seminar (g) Terms and hours to be arranged	
GS 408 Workshop (g) Terms and hours to be arranged	
GS 409 Practicum 1-9 hours	
GS 411 History of Science (g) 3 hours	
GS 412 History of Science (g) 3 hours	
GS 413 History of Science (g) 3 hours	
GS 420 Selected Field Investigations 1-6 hours, credit to be announced	
GS 421 Classics of Science (g) 2 hours	
GS 424 Astronomy (g) 3 hours	
GS 431 Science and Society (g) 3 hours	

BA/BS IN BIOLOGY

The undergraduate program in Biology leads to the Bachelor's degree which prepares students for jobs as laboratory or field technicians in such areas as pollution abatement, environmental monitoring, and natural resources management. Some students use the program as a foundation for professional study in the health sciences or for graduate study in the biological sciences.

Students who plan to enter fields 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.

Neal R. Bandick, Ed.D.	Associate Professor
Ronald C. Coolbaugh, Ph.D.	Professor, Dean of Arts and Sciences
Dorothy L. Corey, M.A.	Assistant Professor
J. Morris Johnson, Ph.D.	Professor
David V. McCorkle, Ph.D.	Professor
Robert D. Novak, Ph.D.	Professor
Lewis A. Pennock, Ph.D.	Professor
Lowell W. Spring, Ph.D.	Professor
Leona E. Todd, Ph.D.	Professor
Kenneth M. Walker, Ph.D.	Professor

Biology Major

Liberal Arts Core Curriculum	73 hours
Major	72 hours
Bi 211, 212, 213 Principles of Biology	13
Bi 221 Introductory Microbiology	4
Bi 341 Genetics	3
Bi 446 Evolution	3
Bi 370 Man and the Ecosystem	3
Electives in upper division biology	18
Mth 161, 162 Mathematics for the Biological, Management and Social Sciences, or	
Mth 425, 426 Elements of Statistical Methods, or	
Mth 151, 425 Computer Coding, Elements of Statistical Methods	4-8
Ch 204, 205, 206 General Chemistry	12
Ch 331, 332, 450 Elements of Organic Chemistry, Biochemistry, or	
Ch 334, 335, 336 Organic Chemistry	9-12
Electives in earth science, physics, or math	3-4
Minor	27 hours
Electives	20 hours
Total Required for Graduation	192 hours

Biology Minor

The minor in Biology is prepared by the student with an adviser. Courses are selected to care for specific student needs.

BIOLOGY COURSES

Bi 101, 102 General Biology 4 hours each term	
Bi 107 Seminar: Biology and Contemporary Problems 1 hour	
Bi 211, 212, 213 Principles of Biology 4, 4, 5 hours	
Bi 218 Elements of Microbiology 3 hours	
Bi 221 Introductory Microbiology 4 hours	
Bi 341 Genetics 3 hours	
Bi 370 Man and the Ecosystem 3 hours	
Bi 374, 375, 376 Natural History of Oregon 3 hours each term	
Bi 412 Pathogenic Microbiology (g) 4 hours	
Bi 424 Cytology (g) 4 hours	
Bi 432 Immunobiology (g) 4 hours	
Bi 441 Ecology of the Northwest (g) 3 hours	
Bi 446 Evolution (g) 3 hours	
Bi 458 Field Biology (g) 3-4 hours	
Bi 460 Preparation of Biological Materials (g) 4 hours	
Bi 463 Parasitology (g) 4 hours	
Bi 464 Cell Physiology (g) 4 hours. Offered alternate years	

Botany

Bot 205 Field Botany 4 hours	
Bot 311 Plant Growth and Propagation 3 hours	
Bot 331 Plant Physiology 4 hours	
Bot 371 Structure of Seed Plants 3 hours	
Bot 411 Morphology of Non-Vascular Plants (g) 3 hours	
Bot 412 Morphology of Vascular Plants (g) 3 hours	
Bot 465 Natural History of the Mushrooms (g) 3 hours	

Zoology

Z 312 Animal Behavior 3 hours	
Z 324, 325 Comparative Vertebrate Anatomy 4 hours each term	
Z 326 Vertebrate Embryology 4 hours	
Z 334, 335 Human Anatomy and Physiology 3 hours each term	
Z 361 Marine Biology: Invertebrate Animals of the Ocean Shore 4 hours	
Z 434 Animal Physiology (g) 4-6 hours	
Z 451 Invertebrate Zoology (g) 4 hours	
Z 474 Entomology (g) 4 hours	

BA/BS IN MATHEMATICS

The Bachelor's Degree in Mathematics provides students with a general background. A number of elective courses supplement the required curriculum so each student can design a program to his or her specific needs. OCE mathematics majors have completed advanced graduate work and teach in universities, colleges and community colleges. Some are in such diverse fields as optometry, medical technology and actuarial science. Many employers seek out graduates with an interdisciplinary preparation and a mathematics emphasis, a program combination available at OCE.

James A. Barnard, Ph.D.	Associate Professor
Cynthia A. Clarke, Ph.D.	Assistant Professor
D. Thomas Eastham, M.A.	Assistant Professor
Beryl M. Green, Ph.D.	Professor
Vern D. Hiebert, M.S.	Assistant Professor
Robert V. Main, Ph.D.	Professor
Ronald Morgali, M.S.	Assistant Professor
Norman N. Nelson, Ed.D.	Assistant Professor
Anna Penk, Ph.D.	Associate Professor
Dennis D. Williams, M.A.	Assistant Professor

Mathematics Major

Liberal Arts Core Curriculum	73 hours
Major	72 hours
Mth 200, 201, 202, 203 Differential and Integral Calculus	16
Mth 347, 348 Algebraic Structure	6
Mth 349 Introduction to Linear Algebra	3
Three courses from MTH 301, 494, 495, 496	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	27 hours
Electives	20 hours
Total Required for Graduation	192 hours

Mathematics Minor

The minor in Mathematics is prepared by the student with an adviser. Courses are selected to care for specific student needs.

MATHEMATICS COURSES

Mth 95 Intermediate Algebra 4 hours	
Mth 101 College Algebra 4 hours	
Mth 121, 122, 123 Essentials of Mathematics 3 hours each term	
Mth 151 Computer Coding 3 hours	
Mth 161 Mathematics for the Biological, Management and Social Sciences 4 hours	
Mth 162 Mathematics for the Biological, Management and Social Sciences 4 hours	

Mth 163	Mathematics for the Biological, Management and Social Sciences	4 hours
Mth 200, 201, 202, 203	Differential and Integral Calculus	4 hours each term
Mth 237, 238	Mathematics in Western Culture	4 hours each term
Mth 301	Calculus of Several Variables	3 hours
Mth 311	Mathematics for Elementary Teachers	3 hours
Mth 312	Mathematics Models for Children (Grades K-3)	3 hours
Mth 313	Mathematics Models for Children (Grades 4-8)	3 hours
Mth 321	Differential Equations	3 hours
Mth 324	Probability Theory	3 hours
Mth 325, 326	Introduction to Statistics	3 hours each term
Mth 343	Theory of Numbers	3 hours
Mth 344, 345	Fundamentals of Geometry	3 hours each term
Mth 347, 348	Algebraic Structure	3 hours each term
Mth 349	Introduction to Linear Algebra	3 hours
Mth 361	Mathematical Modeling in the Biological, Management and Social Sciences	3 hours
Mth 363	Linear Programming	3 hours
Mth 406	Independent Study (g)	Terms and hours to be arranged
Mth 407	Seminar (g)	Terms and hours to be arranged
Mth 410	Foundations of Mathematics (g)	3 hours
Mth 415	Modern Geometry (g)	3 hours
Mth 416	Analytic Function Theory (g)	3 hours
Mth 425, 426	Elements of Statistical Methods (g)	3 hours each term
Mth 438	Introduction to Topology (g)	3 hours
Mth 441	Linear Algebra and Matrix Theory (g)	3 hours
Mth 442	Logic and Boolean Algebra (g)	3 hours
Mth 491	Innovations in General Mathematics Education (g)	3 hours
Mth 492	Mathematics for Secondary Teachers (g)	3 hours
Mth 493	Evaluation in School Mathematics (g)	3 hours
Mth 494, 495, 496	Analysis (g)	3 hours each term

BA/BS NATURAL SCIENCE

The requirements for the Bachelor's degree in natural sciences are 72 credit hours in natural science and mathematics, with at least 36 hours in upper division courses. The major must be accompanied by a 27 hour minor.

Courses are selected with the help of an adviser. Programs can be planned to combine biological, physical, earth sciences, and mathematics to provide background for professional employment or graduate education.

Ray A. Brodersen, Ph.D.	Professor, Chairman, Department of Natural Science and Mathematics
Ernie Cummins, Ed.D.	Professor
Jay F. Evett, Ph.D.	Professor
M. Mohammed Jaffer, M.S.E.	Assistant Professor
C. David Jennings, Ph.D.	Professor
James D. Liedtke, Ph.D.	Associate Professor
Anton Postl, Ph.D.	Professor
Guy H. Rooth, Ph.D.	Associate Professor
Donald H. White, Ph.D.	Professor

BA/BS Natural Science/ Physical Science Concentration

The Bachelor's degree in natural sciences may include a concentration of study in chemistry or a combination of chemistry and physics.

Liberal Arts Core Curriculum	73	hours
Major	72	hours
Core Courses		
Ch 204, 205, 206 Chemistry	12	
Ph 201, 202, 203 Physics	12	
Upper Division Chemistry Sequence	12	
Ph 311, 312 Modern Physics	8	
GS 406 Special Individual Studies	1	
Approved department courses	27	
Liberal Arts Minor	27	hours
Electives	20	hours
Total Required for Graduation	192	hours

BA/BS Natural Science— Earth Science Concentration

The Bachelor's degree in natural science can include a concentration (not a major) of courses in earth sciences—geology, meteorology, astronomy, and oceanography. The curriculum includes supporting basic science sequences, mathematics, and elective hours. Students concentrating in the earth sciences are advised to choose carefully a strong supporting academic minor such as geography, economics, biology, chemistry or mathematics.

Liberal Arts Core Curriculum	73	hours
Earth Science Concentration (Not a minor)	72	hours
G 201, 202, 203 Geology	12	
G 450 Rocks and Minerals	3	
GS 351 Astronomy	3	
Ph 390 Meteorology	3	
GS 331 Oceanography	3	
Upper division electives in Earth Science	11-12	
Bi 101, 102 Biology	8	
Ph 101, 102, 103 (or PH 201, 202, 203) Physics ...	9	
Ph 104, 105, 106 (or CH 204, 205, 206) Chemis- try	12	
Mathematics	5-8	
Mth 102 Trigonometry, MTH 151 Computer Cod- ing or Statistics	3	
Total Required For Graduation	192	hours

CHEMISTRY COURSES

Ch 104, 105, 106	General Chemistry	4 hours each term
Ch 204, 205, 206	General Chemistry	4 hours each term
Ch 312, 313	Quantitative Analysis	4 hours each term
Ch 331, 332	Elements of Organic Chemistry	3 hours each term
Ch 334, 335, 336	Organic Chemistry	4 hours each term
Ch 340	Elementary Physical Chemistry	4 hours
Ch 419	Radiochemistry (g)	3 hours
Ch 423	Chemical Preparations (g)	1-2 hours each term
Ch 440, 441, 442	Physical Chemistry	4 hours each term
Ch 450 (g)		3 hours

GEOLOGY COURSES

G 201, 202, 203	Geology	4 hours each term
G 321	Structural Geology	3 hours
G 322	Geomorphology	3 hours
G 351	Elements of Geology	3 hours
G 444, 445	Geologic History of Life (g)	4 hours each term
G 450	Rocks and Minerals (g)	3 hours
G 453	Geology of the Pacific Northwest (g)	3 hours
G 454	Geology of North America (g)	3 hours
G 460	Geology of Mineral Resources (g)	3 hours

PHYSICS COURSES

Ph 101, 102, 103	Essentials of Physics	3 hours each term
Ph 161	Photography	2 hours
Ph 201, 202, 203	General Physics	4 hours each term
Ph 311, 312	Introduction to Modern Physics	4 hours each term

Ph 390	Basic Meteorology	3 hours
Ph 424	Mechanics (g)	3 hours
Ph 431	Electricity and Magnetism (g)	3 hours
Ph 437	Electronics (g)	3 hours
Ph 454	Optics (g)	3 hours
PH 470	Selected Topics in Physics (g)	1-3 hours

MEDICAL SERVICE PROGRAMS

The College offers preprofessional studies in the health sciences and graduate programs in certain clinic-related professions.

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, physical therapy, occupational therapy, and podiatry. Students in prepodiatry should follow the three year curriculum listed under the premedicine program.

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

PREMEDICINE

Admission to the University of Oregon Medical School is based upon (1) good character, proper attitude, and sincere interest in the study of medicine, and (2) intellectual ability to understand satisfactorily the study of medicine as demonstrated by the premedical academic record and scores on the Medical College Admissions Test. Because admission to Medical School is highly competitive, students should contact the school of their choice as early as possible.

The premedical program at OCE includes scientific preparation and a broad education leading to human and societal understanding. It is strongly recommended that students earn a bachelor's degree before entering Medical School—very few students are accepted at the end of 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 at OCE.

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

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
TOTAL	49 hours

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
TOTAL	48 hours

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
TOTAL	48-51 hours

PREDENTISTRY

The University of Oregon Dental School requires its students to have completed a minimum of 135 credit hours (normally three years) prior to registration. As admission to dental schools is highly competitive, students should contact the school of their choice as early as possible.

OCE students who plan to enter Dental School before receiving their bachelor's degree should arrange their courses so that they may qualify for the OCE bachelor's degree in natural sciences after they are already in dental school. This can be accomplished if the three year pre-dental program includes at least 144 credit hours and meets all degree requirements except for upper division science courses. These can be transferred from the Dental School to OCE to fulfill 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. 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
TOTAL	49 hours

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
Electives	5
TOTAL	48 hours

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
TOTAL	45-60 hours

PREVETERINARY MEDICINE

Oregon residents are eligible for admission to the new and unique tri-state school of veterinary medicine for which Oregon, Idaho, and Washington jointly provide facilities and financing.

Although some students are admitted to a veterinary school at the end of three years, most are not admitted until the end of the senior year. For this reason, students should plan their professional program in conjunction with the requirements for their Bachelor's degree. At OCE, a major in natural sciences or biology is appropriate for preveterinary students.

Regardless of major, certain courses are required or strongly recommended for admission to veterinary school and are included in the following three year curriculum.

First Year

Wr 121 English Composition	3
Ch 204, 205, 206 General Chemistry	12
Bi 211, 212, 213 Principles of Biology	13
Approved Courses in Mathematics	8
Literature Sequence	9
Physical Education Activity Courses	3
TOTAL	48 hours

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
Approved Social Science Sequence	9
Physical Education Activity Courses	3
TOTAL	46-49 hours

Third Year

AnS 311 and 313 are offered by Oregon State University and may be taken by OCE students through concurrent registration.	
AnS 311 Animal Nutrition	3

AnS 313 Ration Formulation and Feed Processing	4
Wr 323 English Composition	3
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
Bi 370 Man and the Ecosystem	3
Approved Electives in Art, Music, Social Science and Humanities	9
Electives	6
TOTAL	49-50 hours

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 the major and then, if accepted by the University of Oregon Medical School, 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 number, 28 hours constitute 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 with the American Society of Clinical Pathologists. Students should be in early contact with the University of Oregon Medical School because admission is highly competitive.

The following courses are to be taken at OCE before a student is admitted to the Medical School's medical technology program. 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 Pathogenic 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
TOTAL	79 hours

Dental Hygiene

This four year program is offered in cooperation with the University of Oregon Dental School. Students take their first two years at OCE and complete the lower division courses required for the

Bachelor's degree in dental hygiene. The degree is granted by the University of Oregon upon completion of the last two years of the program at the University's Health Sciences Center in Portland.

Admission to the dental hygiene program at the Health Sciences Center is highly competitive. Students should be in early contact with the school.

The following courses meet the requirements indicated above. Additional information is in the dental school's catalog. Students must complete a minimum of 93 term hours before matriculating in the dental hygiene program.

First Year

Wr 121 English Composition	3
Bi 211, 212, 213 Principles of Biology, or Bi 101, 102 General Biology and GS 107 Seminar	9-13
Ch 104, 105, 106 General Chemistry	12
Sp 111 Fundamentals of Speech	3
Psy 201, 202, 203 General Psychology	9
Physical Education Activity Courses	3
Electives	6
TOTAL	45-49 hours

Second Year

Wr 222 English Composition	3
Soc 213 Principles of Sociology	3
HE 515 Personal Health	3
HE 325 Nutrition	3
Humanities Courses	6
Electives to complete 93 term hours	23-27
TOTAL	27-30 hours

Prenursing

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 (which must be taken for admission to the Nursing School) is taken while at OCE.

Admission to schools of nursing is highly competitive, so students should be in very early contact with schools of their choice.

The University of Oregon Nursing School requires completion of 45 credit hours of college level work for admission. The student begins Nursing School 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
TOTAL	45 hours

Baccalaureate Degree in Nursing for Registered Nurses

Programs for registered nurses wishing to obtain baccalaureate degrees in nursing are now available at the University of Oregon Health Science Center School of Nursing, Southern Oregon State College and the University of Portland. Admission is on a competitive basis. Prescribed courses in the liberal arts and basic sciences may be taken at OCE and transferred to the institution of choice. Minimum requirements for admission to the University of Oregon Health Science Center School of Nursing are completion of 45 quarter hours of transferable credit. Specific course requirements are the same as outlined in the first year prenursing program.

OCE also offers courses in the arts and sciences which are transferable to Southern Oregon State College and the University of Portland. Interested students should consult the prenursing adviser for further information.

Prepharmacy

Completion of this curriculum prepares a student to apply for admission to the junior class of the Oregon State School of Pharmacy. The junior class enrollment is limited and applications should be completed during spring term of the sophomore year.

To obtain a bachelor's degree in pharmacy, a student must complete five academic years (240 credit hours). The last three years of this curriculum are devoted mainly to professional courses taught at the OSU School of Pharmacy.

Prepharmacy students are advised to earn at least 96 credit hours at OCE to avoid the necessity of registering for more than 16 hours per term during the three years at OSU. Students should enroll in mathematics at the level indicated by placement test scores.

Specific information on the prepharmacy program and application procedure for the pharmacy school can be obtained through the prepharmacy adviser in the OCE Department of Natural Sciences and Mathematics.

First Year

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

Second Year

Ch 334, 335, 336 Organic Chemistry	12
Ph 101, 102, 103 Essentials of Physics	9
Wr 222 English Composition	3
Bi 221 Introductory Microbiology	4

First and/or Second Year

(Distribution at student's discretion)	
Bi 211, 212, 213 Principles of Biology	13
Mth 200 Differential and Integral Calculus	4
Ec 201, 202, 203 Principles of Economics	9
Soc 213 Principles of Sociology	3
Soc 214 Social Problems	3
HE 151 Personal Health	3
Psy 201, 202 General Psychology	6

Sp 111 Fundamentals of Speech	3
Physical Education Courses	3
Electives (human or vertebrate anatomy, computer science or statistics recommended)	6
TOTAL	96 hours

Physical Therapy

A two year program at OCE meets the requirements for transfer into a Bachelor's degree program at other institutions. The two years of courses listed below also allow a student to continue at OCE for a Bachelor's degree in natural sciences for later transfer to another institution in 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, 212 Principles of Biology	8
Physical Education Activity Courses	3
Bi 221 Introductory Microbiology	4
GS 409 Practicum	3
TOTAL	45 hours

Second Year

Wr 222 English Composition	3
Ph 101, 102, 103 Essentials of Physics	9
Z 334, 335 Human Anatomy and Physiology	6
Physical Education Activity Courses	3
Psy 201, 202, 203 General Psychology	9
HE 434 Communicable, Degenerative and Chronic Diseases	3
HE 427 Introduction to Community and Public Health	2
Z 434 Animal Physiology	4
Elective	6
TOTAL	45 hours

OTHER PREPROFESSIONAL AND TRANSFER PROGRAMS

The programs described below provide one to three years of education at OCE to students planning to transfer to a university or professional school. Faculty advisers from the department work closely with students to develop programs recommended by the appropriate professional schools.

Agriculture First Year

Wr 121 English Composition	3
Mth 101 College Algebra	4
Sp 111 Fundamentals of Speech	3
J 211 Introduction to Mass Communication	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
TOTAL	50 hours

Fisheries

First Year

Wr 121 English Composition	3
Mth 101 College Algebra	4
Sp 111 Fundamentals of Speech	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
TOTAL	47 hours

Food Science and Technology

First Year

Wr 121 English Composition	3
Sp 111 Fundamentals of Speech	3
Mth 101, 102, 200 Algebra, Trigonometry, Calculus, or	
Mth 102, 200, 201 Trigonometry, Calculus	12
Bi 211, 212, 213 Principles of Biology	13
Ec 201, 202, 203 Principles of Economics	9
Physical Education Courses	3
Electives	6
TOTAL	49 hours

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
TOTAL	52 hours

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
TOTAL	49 hours

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 Pathogenic Microbiology	4
Bi 341 Genetics	3
Electives	6
TOTAL	48 hours

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
TOTAL	50 hours

Atmospheric Science

First Year

Mth 200, 201, 202 Differential and Integral Calculus	12
Foreign language	12
Ch 204, 205, 206 General Chemistry	12
Wr 121 English Composition	3
HE 151 Personal Health	3
Physical Education Courses	3
Electives	3
TOTAL	48 hours

Second Year

Mth 203 Differential and Integral Calculus	4
Mth 301 Calculus of Several Variables	3
Mth 321 Differential Equations	3
Ph 201, 202, 203 General Physics	12
Bi 101, 102 General Biology, or	
Bi 211, 212, 213 Principles of Biology	8-13
Wr 222 English Composition	3
Sp 111 Fundamentals of Speech	3
Electives	6-11
TOTAL	47 hours

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
TOTAL	51 hours

Second Year

G 321 Structural Geology	3
G 322 Geomorphology	3
G 450 Rocks and Minerals	3

Biochemistry and Biophysics

First Year

Ch 204, 205, 206 General Chemistry	12
Mth 200, 201, 202 Differential and Integral Calculus	12
Wr 121 English Composition	3
HE 151 Personal Health	3
Sp 111 Fundamentals of Speech	3
Physical Education Courses	3
Electives	10
TOTAL	46 hours

Second Year

Bi 211, 212, 213 Principles of Biology	13
Ch 331, 335, 336 Organic Chemistry	12
Mth 203 Differential and Integral Calculus	4
Mth 301 Calculus of Several Variables	3
Mth 321 Differential Equations	3
Ph 201, 202, 203 General Physics	12
TOTAL	47 hours

Chemistry

Some upper division courses in chemistry are taken concurrently at Oregon State University in the third year.

First Year

Ch 204, 205, 206 General Chemistry	12
Mth 200, 201, 202 Differential and Integral Calculus	12
Wr 121 English Composition	3
Humanities, Social Science, Foreign Language Courses	18
Physical Education Courses	3
TOTAL	48 hours

Second Year

Ch 334, 335, 336 Organic Chemistry	12
Mth 203 Differential and Integral Calculus	4
Mth 301 Calculus of Several Variables	3
Mth 321 Differential Equations	3
Ph 201, 202, 203 General Physics	12
HE 151 Personal Health	3
Wr 222 English Composition	3
Sp 111 Fundamentals of Speech	3
Humanities, Social Science, Foreign Language Courses	6
TOTAL	49 hours

Third Year

Ch 312, 313 Quantitative Analysis	8
Ph 311, 312 Introduction to Modern Physics	8
Wr 323 English Composition	3
Ch 440, 441, 442 Physical Chemistry	12
Liberal Arts Requirements	6
Upper Division Chemistry (concurrent at OSU)	6
TOTAL	43 hours

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
TOTAL	51 hours

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
TOTAL	47 hours

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
TOTAL	50 hours

Computer Science

First Year

Mth 151 Computer Coding	3
Mth 200, 201, 202 Differential and Integral Calculus	12
Bi 101, 102 General Geology, or	
Bi 211, 212, 213 Principles of Biology	8-13
Wr 121 English Composition	3
HE 151 Personal Health	3

SOCIAL SCIENCE

SOCIAL SCIENCE PROGRAMS

The Social Science Department is a cluster of anthropology, corrections, economics, geography, history, law enforcement, political science, and sociology. Students investigate the characteristics and interactions of people in their social and/or physical settings.

The Department offers several programs of study leading to undergraduate and graduate degrees and cooperates with other departments of the College in providing many special programs to prepare students for a variety of academic and professional careers.

BA/BS IN SOCIAL SCIENCE

SSc 101, 102, 103	Introduction to the Social Sciences	3 hours each term
SSc 301, 302, 303, 304	Social Science for the Elementary Schools	3 hours each term
SSc 401	Research (g)	3-6 hours
SSc 403	Field Study (g)	Maximum of 6 hours (Not a practicum)
SSc 406	Special Individual Studies (g)	Terms and hours to be arranged
SSc 407	Seminar (g)	Terms and hours to be arranged
SSc 408	Workshop (g)	Terms and hours to be arranged
SSc 409	Practicum	3-12 hours
SSc 411	Special Methods	3 hours
SSc 444	Adult Education Programs for the Disadvantaged (g)	3 hours
SSc 448	Prevocational and Vocational Education Programs for the Disadvantaged (g)	3 hours
SSc 490, 491	Senior Social Science Seminar	6 hours

BA/BS programs in Social Science are found in specific disciplines: Corrections, Economics, Geography, History and Law Enforcement. In the general area of Social Science, however, there are various teaching programs for students to pursue.

Social Science Teaching Major

Liberal Arts Core Curriculum	73
MAJOR:	72
At least 30 hours must be upper division.	
American History	12
World History	9
Geography 105, 106, 107	9
Econ 201, 202	6
PS 202 and PS 424 or 490	6
Soc 213	3
Anth 214	3
SSc 490, 491 Senior Social Science Seminar	6
Electives in social science to be chosen from Anthropology, Corrections, Economics, Geography, History, Law Enforcement, Political Science, Sociology	
	18
PROFESSIONAL EDUCATION CORE	38
ELECTIVES	9
TOTAL REQUIRED FOR GRADUATION	192 hours

Social Studies Teaching Minor

At least 18 hours must be upper-division courses	
American History	12
Econ 201, 202	6
World History	9
Geography 105, 106, 107	9
PS 202 and PS 424 or 490	6
SSc 490, 491 Senior Social Science Seminar	6
Electives	6
TOTAL HOURS IN MINOR	54 hours

LANGUAGE ARTS/SOCIAL STUDIES COMBINED TEACHING MAJOR (See Language Arts)

Bilingual (Spanish) Cross-Cultural Teaching Minor

Hst 309	Minority Groups in American History	3
Soc 423	Race Relations	3
Anth 312	Cultural Anthropology	3
Anth 471	Personality and Culture	3
Anth 494	The Indian in American Culture	3
RL 217, 218, 219	Spanish for the Native Speaker	9
RL 318	Children's Literature—Spanish	3
RL 347, 348, 349	Intermediate Composition and Conversation	9
RL 350	Spanish Pronunciation and Phonetics	3
RL 412	Applied Linguistics—Spanish	3
Eng 399	Teaching English as a Second Language	3
TOTAL HOURS IN MINOR		45 hours

Social Studies Elementary 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, and Anthropology/Sociology	21
SSc 490, 491 Senior Social Science Seminar	6
TOTAL HOURS IN MINOR	54 hours

Albert Redsun, M.A.T., Assistant Professor

ANTHROPOLOGY

Anthropology is the systematic investigation of the nature of human beings. It is divided into four main subfields: physical anthropology, which deals with human and other primate biology; archaeology, the study of the physical remains (both skeletal and cultural) left by human beings; linguistics, the study of language; and cultural anthropology, which deals with the social organizations and cultural systems of human groups.

At OCE, Anthropology is a principal component of bilingual programs, problems of cultural variation as they related to poverty and welfare, and crime and criminal justice.

Dennis Crawford, Ph.D., Associate Professor
Kenneth Jensen, Ph.D., Assistant Professor

ANTHROPOLOGY COURSES

Anth 214, 215, 216	Anthropology	3 hours each term
Anth 311	Physical Anthropology	3 hours

Anth 312	Cultural Anthropology	3 hours
Anth 313	Early Man in the New World	3 hours
Anth 461	Urban Anthropology (g)	3 hours
Anth 462	Cultural Transformation (g)	3 hours
Anth 463	Culture and Education (g)	3 hours
Anth 471	Personality and Culture (g)	3 hours
Anth 494	Northwest Indian Cultures (g)	3 hours
Anth 496	The Indian in American Culture (g)	3 hours
Anth 497	Mexican-American Culture (g)	3 hours

CORRECTIONS AND CORRECTIONAL ADMINISTRATION

The undergraduate Corrections program leads to the Bachelor's degree in Social Science and prepares the student with theory and practice in the study of crime, delinquency, and corrections. Students are readied for employment as correctional officers/counselors, and as parole and probation counselors/officers at the juvenile and adult level. The degree also is applicable for employment in various other related social services positions.

Ernest M. Ogard, Jr., Ed.D., Professor
Ernest C. Timpani, J.D., Professor
Jack Wiseman, M.S., Assistant Professor

BA/BS DEGREE IN CORRECTIONS

Liberal Arts Core Curriculum	73
MAJOR: CORRECTIONS	
SSc 211 Introduction to Careers in Criminal Justice	3
SSc 450 Criminology and Delinquency	3
SSc 451 Juvenile Delinquency and the Juvenile Training School (Institution Based)	3
SSc 452 Juvenile Delinquency and the Juvenile Justice System (Community Based)	3
SSc 453 Adult Corrections Programs (Institution Based)	3
SSc 454 Adult Criminal Justice System (Community Based)	3
One term block placement in correctional or correctional-related social service agency	12
SSc 407 Seminar: Corrections	3
SSc 409 Practicum: Corrections	3
ELECTIVES IN SOCIAL SCIENCE (6 hours must be upper-division)	
	36 hours

Corrections Minor

PSYCHOLOGY (Required of Corrections Majors)	27
Psy 201, 202, 203 General Psychology	9
Psy 311 Developmental Psychology	6
Psy 423 Interviewing and Case Study Procedures	3
Psy 435 Theories of Personality	3
Psy 450 Abnormal Psychology	3
Psy 472 Psychological Assessment	3
Electives	20 hours

TOTAL REQUIRED FOR GRADUATION ... 192 hours

NOTE: Students must complete a minimum of 62 hours of upper division work. If the above format is followed, the student will have completed 54 hours of upper division courses (36 minimum upper division hours required in the major and the 18 hours required in the minor). Eight additional hours of upper division work may be taken either in the major or as electives.

CORRECTIONS COURSES

SSc 211	Introduction to Careers in Criminal Justice	3
SSc 407	Seminar: Corrections	3 hours
SSc 409	Practicum: Corrections	12 hours
SSc 450	Criminology and Delinquency (g)	3 hours
SSc 451	Juvenile Delinquency and the Juvenile Training School (Institution Based) (g)	3 hours
SSc 452	Juvenile Delinquency and the Juvenile Justice System (Community Based) (g)	3 hours
SSc 453	Adult Correctional Programs (Institution Based) (g)	3 hours
SSc 454	Adult Criminal Justice System (Community Based) (g)	3 hours

ECONOMICS

Economics is concerned with such topics as production, distribution, consumption, income, poverty, collective bargaining, foreign trade, unemployment, inflation, competition, prices, market, capitalism, monopoly, advertising, consumerism, and government regulation of business.

The OCE Economics program teaches students a variety of management skills. Minors in Business Administration, Planning, and Public Administration are specifically designed to complement the BA/BS degree program in Economics.

Graduates in Economics find job opportunities in business, government, and in graduate programs of other universities. OCE economics majors seek entry-level jobs as middle managers, contractors, economic analysts, planners, and sales managers.

The OCE Center for Economic Education provides a public service on local and statewide needs for educators in the schools and for the business community. The Center operates cooperatively with private and public organizations to develop seminars, workshops, institutes, conferences, and lectures. These programs may be broad-based or developed to meet the needs of a special interest group. Participants include many sectors of the community—business, labor, agriculture, education, the professions, and public service.

Ronald D. Finster, Ph.D., Associate Professor
Ajmer Singh, Ph.D., Professor
George Wyatt, Ph.D., Associate Professor

BA/BS ECONOMICS

LIBERAL ARTS CORE CURRICULUM 73 hours

MAJOR: 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
Ec 487	Technology and American Economic History, or	
Ec 395	Managerial Economics	3
Ec 444	Human Resource Economics	3
Ec 436	Environmental Economics and Public Policy, or	
Ec 488	Consumer Economics	3
Ec 440	International Economics	3
	Electives in Economics	9

Related electives in Social Science (Students are encouraged to see an Economics adviser)	27
MINOR	27 hours
COLLEGE ELECTIVES	20 hours

TOTAL REQUIRED FOR GRADUATION ... 192 hours

Economics Minor

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
	Electives in Economics	3

ECONOMICS COURSES

Ec 201, 202, 203	Principles of Economics	3 hours each term
Ec 318	Money and Banking	3 hours
Ec 319, 320	Public Finance	3 hours each term
Ec 395	Managerial Economics	3 hours
Ec 407	Seminar	
Ec 417	Problems of Economic Development of Nations (g)	3 hours
Ec 422, 423, 424	The American Economic System: Theory and Description (g)	3 hours each term
Ec 432	Urban Economics (g)	3 hours
Ec 436	Environmental Economics and Public Policy (g)	3 hours
Ec 440	Introduction to International Economics (g)	3 hours
Ec 444	Introduction to Human Resource Economics (g)	3 hours
Ec 445	Organized Human Resource (g)	3 hours
Ec 450	Contemporary Economic Systems (g)	3 hours
Ec 451	Contemporary Economic Systems (g)	3 hours
Ec 457, 458	Economic Theory and Policy (g)	3 hours each term
Ec 470, 471	History of Economic Thought	3 hours each term
Ec 480	Introduction to Mathematical Economics (g)	3 hours
Ec 487	Technology and American Economic History (g)	3 hours
Ec 488	Introduction to Consumer Economics (g)	3 hours

BUSINESS ADMINISTRATION

Students minoring in business administration will need 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.

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.

Ronald D. Finster, Ph.D., Associate Professor of Economics

John N. Sparks, B.S., Assistant Professor and Director of Business Affairs

BUSINESS ADMINISTRATION COURSES

BA 211, 212, 213	Fundamentals of Accounting	3 hours each term
BA 310	Markets and Marketing	3 hours
BA 340	Business Fluctuations and Forecasting	3 hours
BA 370	Business and Society	3 hours

BA/BS IN FIRE SERVICES ADMINISTRATION

The Fire Services Administration program is offered jointly by Oregon College of Education, Eastern Oregon State College and Southern Oregon State College.

It provides a baccalaureate degree with professional coursework appropriate to administrators in various fire services. The requirements provide for an upper-division major built upon a lower-division professional core.

Persons prepared in Fire Services Administration are employable as administrators and supervisors in fire departments, forest service fire departments and private agencies. Experienced firemen with academic credentials are also employable as instructors in fire protection programs in community colleges.

LIBERAL ARTS CORE CURRICULUM 73

FIRE SERVICES ADMINISTRATION MAJOR 72

Lower Division Professional Core 24

Upper Division Professional Core 21

Social Science/Business Courses 27

ELECTIVES 47

The major consists of 72 hours (36 in upper division courses) and includes 45 hours of required professional lower division technical courses in fire protection and fire services administration. (Twenty-one hours will be Fire Services Administration courses and the balance of 15 hours in general courses included in the major.)

Lower Division Professional Core

These courses are to be completed at a community college.

Fundamentals of Fire Protection	3
Hazardous Materials I	3
Hazardous Materials II	3
Building Construction for Fire Suppression	3
Fire Protection Systems and Extinguishers	3
Fire Codes and Ordinances	3
Fire Investigation	3
Fire Department Organization and Management	3
TOTAL	24 hours

Upper Division Professional Core 21

18 Required Hours 18

Electives 3

FIRE SERVICE COURSES

FSA 311	Principles of Fire Protection Management	2 hours
FSA 312	Principles of Fire Protection Management Field Project	1 hour
FSA 313	Fire Personnel Management	2 hours
FSA 314	Fire Personnel Management Field Study	1 hour
FSA 315	Organization for Fire Protection	2 hours
FSA 316	Organization for Fire Protection Field Study	1 hour
FSA 317	Fiscal Management in Fire Protection	2 hours
FSA 318	Fiscal Management in Fire Protection Field Study	1 hour
FSA 319	Legal Aspects of Fire Protection	2 hours

FSA 320	Legal Aspects of Fire Protection Field Study	1 hour
FSA 321	Fire Protection Master Planning	2 hours
FSA 322	Fire Protection Master Planning Field Study	1 hour
Professional Course Elective		3 credit hours
Non-professional related courses in Social Science and/or Business		27 credit hours
(To be selected in consultation with adviser.)		

MINOR 27

Area of Concentration. To be made up of one or more course areas not in the major with at least 12 upper division credit hours.

Students who enter the program in EOSC or SOSC must meet Liberal Arts Core Curriculum requirements in those institutions. Elective hours are adjusted appropriately.

EOSC 50 hours Writing proficiency test required.

OCE 73 hours

SOSC 63 hours

18 hours in Social Science

18 hours in Science-Mathematics

18 hours in Humanities

6 hours in Writing

3 hours in Speech

Other Degree Requirements

- Upper division credit—60 credit hours
- Residence requirement: A minimum of 45 of the last 60 credit hours is to be completed on one or more of the participating state college campuses.
- Grade point average: Minimum of 2.50 GPA in the 72 credit hour major; and a minimum of 2.00 (C) in all college work (including a minimum of 2.00 in all work completed in residence at EOSC, OCE, and SOSC).
- Total hours required for graduation—186 credit hours

Admission Requirements

Admission to the program will be limited to persons who (1) have been awarded the Firefighter II certificate (or equivalent) by the Fire Standards and Accreditation Board, and (2) have completed 24 hours of required professional coursework at the community college level.

Enrollment in the program will be limited by spaces available in upper division fire services administration professional core course sections. Priorities for admission will be determined by a Screening Committee which will consider the nature and duration of fire service experience and potential for success in the program.

GEOGRAPHY

The questions geographers ask have two things in common: they focus on discovery and analysis of the characteristics of *places*; and they focus on *processes*, or spatial relationships in and between places. In the study of place, geographers analyze settlement patterns, language, technology, land use, architecture, government, and the like and then explain how these are interrelated and result in the personalities of places.

The study of spatial processes includes the relationships between places and focuses on such topics as exchange, transportation, migration of people and ideas, and how changes in one place are expressed in changes in other places.

In geography, students are stimulated to a better understanding of the earth and its people. It is through understanding that improvement is accomplished.

L. Carl Brandhorst, Ph.D., Associate Professor
 Ronald L. Chatham, Ph.D., Professor
 James W. Gallagher, Ph.D., Professor
 Peter V. Greco, Ed.D., Professor
 Paul F. Griffin, Ph.D., Professor, Chairman, Department of Social Science
 Denis M. Moran, Ph.D., Associate Professor
 Jay B. Vanderford, M.S., Assistant Professor
 Wayne R. White, Ph.D., Associate Professor

BA/BS IN GEOGRAPHY

This undergraduate program leads to the Bachelor's degree in Geography. Students are prepared for employment in public and private agencies as planners, geographers, and cartographers. The curriculum is also an appropriate foundation for graduate study.

Students must complete 45 credit hours in geography, including 27 in upper division, in their total of 72 hours in Social Science.

Liberal Arts Core Curriculum	73
MAJOR	72
Geog 105, 106, 107 Introductory Geography	9
Geog 221 Field Geography	3
Geog 222 The World in Maps, or	
Geog 240 Cartography	3
A physical systematic course (choose from Geog 390, 392, 393, 490, 492)	3
A cultural systematic course (choose from Geog 200, 311, 318, 411, 412, 413, 416, 417, 418, 425, or 433)	3
A regional course (choose from Geog 313, 314, 426, 427, 429, 432, 450, 461, 463)	3
Geog 407 Senior Colloquium in Geography	3
Electives in Geography	18
Electives in Social Science, including one upper division 9-hour sequence	27
MINOR	27 hours
ELECTIVES	20 hours

TOTAL REQUIRED FOR GRADUATION ... 192 hours

Minor in Geography

Geog 105, 106, 107 Introductory Geography	9
A technique course (choose from 221, 222, 240)	3
A physical systematic course (choose from 390, 392, 393, 490, or 492)	3
A cultural systematic course (choose from 200, 311, 318, 411, 412, 413, 416, 417, 418, 425, or 433)	3
A regional course (choose from 313, 314, 426, 427, 429, 432, 450, 461, 463)	3
Electives in Geography	6
	27 hours

Planning Minor (Geography)

Geog 104, 106 Introductory Geography	6
Geog 221 Field Geography	3
Geog 413 Urban Geography	3
Geog 417 or 418 Economic Geography	3
Geog 407 Seminar: Land Use Problems	3
Electives in Geography, including 3 hours upper division (cartography recommended)	9
TOTAL IN MINOR	27 hours

GEOGRAPHY COURSES

Introduction to Geography, Geog 105, 106, 107	3 hours
each term	
Geog 200 World Affairs	3 hours
Geog 206 Area Studies	3 hours
Geog 221 Field Geography	3 hours
Geog 222 The World in Maps	3 hours
Geog 240 Cartography	3 hours
Geog 311 Exploration	3 hours
Geog 313 The Pacific Northwest	3 hours
Geog 314 The Pacific Basin	3 hours
Geog 318 Religion	3 hours
Geog 340 Intermediate Cartography	3 hours
Geog 390 Introductory Meteorology	3 hours
Geog 392 Physical Geography	3 hours
Geog 392 Soils	3 hours
Geog 407a Seminar	
Geog 407 Colloquium: History and Philosophy of Geography	3 hours
Geog 411 Cultural Geography (g)	3 hours
Geog 412 Cultural Geography (g)	3 hours
Geog 413 Urban Geography (g)	3 hours
Geog 414 Geographic Backgrounds of American History (g)	3 hours
Geog 416 Agriculture (g)	3 hours
Geog 417 Manufacturing (g)	3 hours
Geog 418 Trade and Transportation (g)	3 hours
Geog 425 Environmental Issues and Survival Strategies (g)	3 hours
Geog 426 Europe (g)	3 hours
Geog 427 The Soviet Union (g)	3 hours
Geog 429 North America (g)	3 hours
Geog 432 Africa (g)	3 hours
Geog 433 Political Geography (g)	3 hours
Geog 440 Advanced Cartography	3 hours
Geog 450 Asia (g)	3 hours
Geog 461 South America (g)	3 hours
Geog 463 Middle America (g)	3 hours
Geog 480 Geography in the School Curriculum (g)	3 hours
Geog 490 Climatology (g)	3 hours
Geog 492 Regional Physiography of North America (g)	3 hours

HISTORY

History attempts to recapture what man has taught, felt and done. It seeks to entertain and to satisfy human curiosity, not merely to prepare one for a job. And, in an age of rapid and confusing change, history searches for the presence of those patterns of human experience which rest solidly beneath the surface. By its devotion to an accurate and imaginative reproduction of the past and to a careful evaluation of what is perceived to have happened, history deepens one's understanding of the present and brings clarity to thought and maturity to judgment.

History has traditionally formed a major area of emphasis in the social studies and occupies a large part of the curriculum of the public schools. Therefore, history is important in the preparation of elementary teachers and of secondary education majors and minors in social science. Furthermore, for those who wish to specialize in the discipline, OCE offers a bachelor's degree in history.

In addition, training in history is recognized as an excellent preparation in law and journalism, for state and federal government service, in archival, library, and museum positions, and in the world of domestic and global commerce. In fact,

almost any profession which sees broad training in the liberal arts as worthwhile is quick to recognize the value of a history graduate.

G. Joanne Amspoker, Ph.D., Professor
Samuel K. Anderson, Ph.D., Professor
H. Jack Bergman, Ph.D., Professor
Ross C. Cotroneo, Ph.D., Professor
Erhard K. Dortmund, M.A., Assistant Professor
Kenneth L. Holmes, Ph.D., Professor
Gary L. Huxford, Ph.D., Professor

BA/BS IN HISTORY

This undergraduate program leads to the Bachelor's degree and 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.

Liberal Arts Core Curriculum	73 hours
MAJOR: HISTORY	72 hours
Hst 101, 102, 103 History of Civilization	9
Hst 201, 202, 203 United States History	9
Hst 420 Historiography	3
Upper division history courses, including 9 hours of World or European and 9 hours United States History	24
Electives in Social Science, including an upper division sequence of 9 hours	27
Minor	27 hours
Electives	20 hours
TOTAL REQUIRED FOR GRADUATION	192 hours

History Minor

Hst 201, 202, 203 United States History	9
Hst 480, 481, 482 The United States in the 20th Century	9
Electives in History including 3 hours of upper division courses	9
TOTAL IN MINOR	27 hours

HISTORY COURSES

Hst 101, 102, 103 History of Civilization	3 hours each term
Hst 201, 202, 203 History of the United States	3 hours each term
Hst 304, 305, 306 English History	3 hours each term
Hst 307 History of American Protest Movements	3 hours
Hst 309, 310, 311 Minority Groups in American History	3 hours each term
Hst 350 Pre-Columbian and Colonial Latin America	3 hours
Hst 351 Mexico and the Caribbean Since Independence	3 hours
Hst 352 South America Since Independence	3 hours
Hst 391, 392, 393 History of the Far East	3 hours each term
Hst 407 Seminar	Terms and hours to be arranged
Hst 420 Historiography (g)	3 hours
Hst 421 The Middle Ages (g)	3 hours
Hst 424 Renaissance and Reformation (g)	3 hours
Hst 425 Early Modern Europe (g)	3 hours
Hst 442 Revolutionary Europe (g)	3 hours
Hst 443 Europe in Ascendancy (g)	3 hours
Hst 444, 445 20th Century Europe (g)	3 hours each term
Hst 446 The Near East in the 20th Century (g)	3 hours
Hst 447, 448 History of Russia (g)	3 hours each term
Hst 449 History of the Soviet Union (g)	3 hours
Hst 457 The Jacksonian Era (g)	3 hours
Hst 458 Civil War and Reconstruction (g)	3 hours
Hst 459 Industrial America (g)	3 hours
Hst 460, 461, 462 American Social and Intellectual History (g)	3 hours each term
Hst 463 History of Canada (g)	3 hours
Hst 465 The Modern British Empire and the Commonwealth (g)	3 hours

Hst 476, 477 History of the West (g)	3 hours each term
Hst 478 History of the Pacific Northwest (g)	3 hours
Hst 479 Urban American History (g)	3 hours
Hst 480, 481, 482 The United States in the 20th Century (g)	3 hours each term
Hst 483 Colonial America (g)	3 hours
Hst 484 The New Nation (g)	3 hours
Hst 490 20th Century Latin America (g)	3 hours
Hst 491 History of Inter-American Relations (g)	3 hours
Hst 492 World Problems (g)	3 hours

LAW ENFORCEMENT

The OCE program in law enforcement is an upper division program designed primarily for students who have completed 24 credit hours of lower division professional course work in Law Enforcement or Administration or Justice at an accredited four-year college, university, or community college.

Graduates of the program are prepared for employment in municipal, county, state and federal law enforcement agencies, and for occupations related to law enforcement.

BA/BS IN LAW ENFORCEMENT

Liberal Arts Core Curriculum	73 hours
MAJOR: (36 hours upper division required)	72 hours
LOWER DIVISION PROFESSIONAL CORE	24 hours
These courses are to be completed at another institution (four-year or community college) with a program in Law Enforcement or the Administration of Justice.	
UPPER DIVISION PROFESSIONAL CORE	12
(taken at OCE)	0-9
PROFESSIONAL COURSE ELECTIVES	0-9
Non-Professional Social Science Course	
Electives	27-36 hours
Minor	27 hours
Electives	20 hours
TOTAL REQUIRED FOR GRADUATION	192 hours

LAW ENFORCEMENT COURSES

LE 331 Police and the Community	3 hours
LE 351 Police Organization and Administration	3 hours
LE 407 Seminar in Police Problems and Practices	3 hours
LE 423 Middle Management for Law Enforcement (g)	3 hours
LE 424 Law Enforcement Planning (g)	3 hours
LE 425 Personal Management in Law Enforcement (g)	3 hours
LE 450 Legal Aspects of Law Enforcement	3 hours

POLITICAL SCIENCE

Political Science is the study of the political dimensions of social life and considers governments of all types in the past, present and future. It is the study of how these governments came about, the political views of their people and their patterns of political behavior. Political Science professes to be a "science" to the extent that it attempts to classify political behavior and to develop hypotheses and predictive models with regard to this behavior.

Youngie P. Ghim, M.A., Assistant Professor
Leland E. Hess, Ph.D., Professor

Public Administration (Political Science) Minor

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
TOTAL	27 hours

POLITICAL SCIENCE COURSES

PS 106 Introduction to Political Science	3 hours
PS 201 American National Government	3 hours
PS 202 State and Local Government	3 hours
PS 303 European Government	3 hours
PS 306 Introduction to International Relations	3 hours
PS 351 Introduction to Public Administration	3 hours
PS 352 Constitutional Law	3 hours
PS 414 Political Parties and Pressure Groups (g)	3 hours
PS 415 Public Opinion and Political Behavior (g)	3 hours
PS 418 Functions and Policies of National Government	3 hours
PS 424 Problems of State Government	3 hours
PS 430 Political Issues: General Theory	3 hours
PS 460 The Governments and Politics of Asia	3 hours
PS 463 The Government and Politics of Developing Nations	3 hours
PS 490 Community Politics	3 hours
PS 492 Ideologies of the Twentieth Century (g)	3 hours
PS 493 International Organizations (g)	3 hours
PS 497 American Foreign Relations (g)	3 hours

SOCIOLOGY

Sociology is the study of social life and the social causes and consequences of human behavior. Sociology's contexts vary from the intimate family to the hostile mob; from crime to religion; from the divisions of race and social class to the shared beliefs of a common culture; from work to sport.

At OCE, Sociology is a principal component of the undergraduate programs for students interested in problems of poverty and welfare, crime and criminal justice, bilingual studies and community health care work. In addition, Sociology is excellent preparation for students planning futures in such professions as law, business, education, social work, and public administration.

David L. Allen, M.A., Assistant Professor
Helen M. Redbird, Ed.D., Professor

SOCIOLOGY COURSES

Soc 213 Principles of Sociology	3 hours
Soc 214 Social Problems	3 hours
Soc 215 World-Population and Social Structure	3 hours
Soc 309 American Society	3 hours
Soc 310 Community Organizations	3 hours
Soc 311 The Family as a Social Institution	3 hours
Soc 334 Social Psychology	3 hours
Soc 338 Marriage and the Family	3 hours
Soc 420 Sociology of Complex Organizations	3 hours
Soc 422 The Socially and Educationally Different (g)	3 hours
Soc 437 Sociology of Race Relations (g)	3 hours
Soc 443 The Field of Social Work (g)	3 hours
Soc 450 Social Structure of Groups (g)	3 hours
Soc 454 Sociology of Deviant Behavior (g)	3 hours
Soc 458 Sociology of Maturity and Aging (g)	3 hours
Soc 472 Contemporary Sociological Theory (g)	3 hours
Soc 477 The Black in American Society (g)	3 hours
Soc 490 Educational Sociology (g)	3 hours

NON-DEGREE GRADUATE-LEVEL CERTIFICATION PROGRAMS

PREPROFESSIONAL AND TRANSFER PROGRAMS IN SOCIAL SCIENCE

Law: Four Year Preparation

The minimum requirement for admission to a recognized law school is a bachelor's degree. Most law schools prefer intellectual maturity and a broad educational background rather than narrow specialization. Thorough training and understanding in some broad cultural field of the social sciences or literature usually is favored.

Study in these and other areas 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 should 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. Information is available from the Educational Testing Service, Box 944, Princeton, New Jersey 08540.

Anthropology

First Year

Wr 121 English Composition	3
Sp 111 Fundamentals of Speech	3
Anth 214, 215, 216 Anthropology	9
Bi 101, 102 General Biology	8
Soc 213 Principles of Sociology	3
Soc 214 Social Problems	3
Soc 215 World Population and Social Structure	3
Phl 205 Philosophy of Science	3
A 210 Art History	3
Hst 101, 102, 103 History of Western Civilization	9
Physical education courses	3

Total 50

Second Year

Wr 222 English Composition	3
Anth 311 Physical Anthropology	3
Anth 312 Cultural Anthropology	3
Anth 313 Early Man in the New World	3
Eng 107, 108, 109 World Literature	9
Hst 309, 310, 311 Minority Groups in American History	9
Psy 201, 202, 203 General Psychology	9
Physical education courses	3
Electives (sociology recommended)	9

Total 51

Business Administration

First Year

Wr 121 English Composition	3
Literature courses	6
Mth 161, 162, 163 Mathematics for the Biological, Management, and Social Sciences	12
Social Science sequence	9
Physical Education	3
Electives	15

Total 48

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

Total 48

Business Administration and Technology

First Year

Wr 121 English Composition	3
Science Sequence	9-12
Mth 161, 162, 163 Mathematics for the Biological, Management, and Social Sciences	12
Ec 201, 202, 203 Principles of Economics	9
Physical Education	3
Electives (social sciences recommended)	9-12

Total 48

Second Year

Sequence in science	9-12
BA 211, 212, 213 Fundamentals of Accounting	9
HE 151 Personal Health	3
Electives (social sciences recommended)	24-27

Total 48

Sociology

First Year

Wr 121 English Composition	3
Sp 111 Fundamentals of Speech	3
Soc 213 Principles of Sociology	3
Soc 214 Social Problems	3
Soc 215 World Population and Social Structure	3
Anth 214, 215, 216 Anthropology	9
Phl 205 Philosophy of Science	3
Bi 101, 102 General Biology	6

Total 33

Second Year

Wr 222 English Composition	3
Soc 309 American Society	3
Soc 310 Community Organizations	3
Soc 311 The Family as a Social Institution	3
Psy 201, 202, 203 General Psychology	9
Anth 311 Physical Anthropology	3
Anth 312 Cultural Anthropology	3
Anth 313 Early Man in the New World	3
Literature sequence	9
Physical Education courses	3
Electives (philosophy recommended)	9

Total 51

Non-degree graduate-level programs in teacher education are designed to meet the needs of those who plan to complete standard certification, as well as those who already have earned a bachelor's degree and plan to add basic certification.

All persons interested in enrolling at OCE to study at the post-baccalaureate level must file two completed Application for Admission forms and pay the required fee (unless the fee has been waived). In addition, official transcripts which validate all undergraduate and graduate credits and degrees earned, must be filed. Also required are an unofficial photocopy of any current teaching certificate held, and a health report. Admission to specific programs also may be required.

BASIC CERTIFICATION PROGRAMS

Basic certification programs are designed to meet individuals' specific needs in satisfying the requirements of the College's approved elementary or secondary teacher education programs. Students who have completed a bachelor's degree and now plan to complete the requirements of basic certification through a non-degree program should complete admissions procedures as a graduate student. The Registrar's Office will evaluate students' credentials and forward them to departmental advisers for review. Prior to student teaching or internship, students must complete at least one full term of full-time enrollment at OCE excluding summer session. 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.

Contact the Coordinator of Teacher Education for information on procedures or clarification of program requirements and confirm that the approved program is filed with the Registrar's Office. Upon completion of the program requirements, initiate certification procedures through the Registrar's Office.

STANDARD CERTIFICATION PROGRAMS

Fifth-year non-degree programs may be planned by those who have completed basic certification requirements and intend to meet the requirements for standard certification. Teachers planning to accomplish standard certification through a non-degree program should complete admissions procedures as a graduate-level student. A certification program is planned with an adviser and the approved program is filed with the Graduate Office. (At least 24 credit hours of the official program must be completed subsequent to approval of the 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 in academic areas must be a part of the program. 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.

Approved courses completed within a period of five years before the actual completion of the program will apply toward degree requirements. This includes all residence and transfer credit. However, credit earned between five and seven years before completion of the program will be evaluated for approval or denial by the Director of Graduate Programs.

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

ELEMENTARY EDUCATION STANDARD CERTIFICATION

The standard elementary certificate requires completion of a planned fifth year program to include a minimum of 45 quarter hours of upper division or graduate credit. The program is to be individually planned with an adviser and to include:

- At least fifteen quarter hours of preparation in the following areas:
 - diagnostic, prescriptive and evaluative techniques
 - research
 - education of the exceptional child
 - guidance and counseling
 - practicum or field study
- At least twelve quarter hours of graduate-level preparation in an academic area.

CERTIFICATION IN READING (K-12)

Students seeking standard certification in reading must complete or have completed requirements for a standard teaching certificate in a subject area other than reading. Reading is to be a supporting area to the teacher's subject area of competence.

Until August 31, 1978, the courses of the basic endorsement in reading may be included as part of a planned program of study leading to the Master of Science degree in Education. Beginning in September, 1981, the course work for the basic endorsement will not be accepted as graduate-level course work.

Basic Endorsement:

(READING K-12)	18 hours
Eng 310 Nature of the English Language, or SPA 450G Normal Development of Speech and Language	3
Ed 437C Teaching Reading in Primary Grades, or Ed 438G Teaching Reading in the Intermediate Grades	3
Ed 456 Curriculum Designs in Reading	3
Ed 468G Diagnostic and Remedial Techniques in Reading	3
Ed 509 Practicum: Reading	3
Approved electives	3

Standard Endorsement:

(READING K-12)	18 hours
Ed 522 Secondary School Curriculum, or Ed 553 Elementary School Curriculum, or Ed 569 Advanced Reading Instruction	3
Ed 597 Psychology of Reading	3
Ed 410G Field Study in Reading Programs	3
Approved electives	9

STANDARD 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 standard certification.

AREAS OF PROFESSIONAL COMPETENCE	15 hours
Ed 471 The Classroom Teacher-Counselor	3
Ed 513 Evaluation of Classroom Instruction	3
Ed 569 Advanced Reading Instruction	3
Ed 522 Secondary School Curriculum	3
Practicum or Field Study Electives	3
SUBJECT AREA COMPETENCE	12-24 hours

SECONDARY ENDORSEMENT (Grades 5-12)

Refer to appropriate academic area for standard norm requirement.

ELECTIVES	6-18 hours
TOTAL REQUIRED FOR DEGREE	45 hours

LEARNING DISABILITIES—HANDICAPPED LEARNER

BASIC ENDORSEMENT COURSES	27 hours
Ed 470 Education of the Exceptional Child	3
Ed 421 Diagnosis and Prescription in Reading for the Handicapped Learner	5

Ed 422 Diagnosis and Prescription in Basic Skills for the Handicapped Learner	4
Ed 423 G Managing Programs for Handicapped Learners	3
Ed 472 Instructional Materials and Methods in Reading and Basic Skills for the Handicapped Learner	3
Ed 489G Alternative Curriculum and Organizational Patterns	3
Ed 539 Student Teaching: Handicapped Learner	6
STANDARD ENDORSEMENT COURSES	21 hours

The Handicapped Learner Basic Endorsement allows a person to act as a Special Education Teacher. However, the Handicapped Learner Standard Endorsement is required to continue in that assignment.

Ed 585 Administration of Special Education	3
Ed 516 Diagnosis of Learning Problems: Case Study	3
Ed 517 Prescriptions for Learning Problems	3
Ed 518 Managing Classroom Behavior of Handicapped Learners	3
Psy 523 Individual Intelligence Testing	3
Psy 524 Individual Intelligence Testing	3
Ed 509 Practicum: Handicapped Learners in Field Settings	3

MULTIHANDICAPPED—SEVERELY HANDICAPPED LEARNER

BASIC ENDORSEMENT COURSES

Ed 470 Education of the Exceptional Child (g)	3
SPA 450 Normal Language and Speech Development (g)	3
Ed 464 Introduction to Mental Retardation (g)	3
Ed 447 The Exceptional Parent (g)	3
Ed 448 Classroom and Behavioral Management (1 hour) taken concurrently with Ed 409 or Ed 509 Practicum: Classroom and Behavioral Management (2 hours) (g)	3
Ed 446 Community Resources for the Handicapped (g)	3
Ed 449 Curriculum for the Severely Handicapped (g)	3
Ed 445 Nature and Needs of the Severely Handicapped (g)	3
Ed 451 Programming for the Physically Handicapped (2 hours) taken concurrently with Ed 409 or Ed 509 Practicum: The Physically Handicapped (1 hour) (g)	3
Ed 450 Managing Communication Systems (g)	3
Ed 444 Medical Aspects in Special Education (g)	3
Ed 413 or Ed 539 Student Teaching: Severely Handicapped Learner	12
STANDARD ENDORSEMENT COURSES	12 hours

Other courses in special education not included in the basic endorsement level are approved by the area adviser. The following list is an example of courses available.

Ed 585 Administration of Special Education	3
SPA 440 Introduction to Speech Pathology and Audiology (g)	3
Ed 584 Orientation to the Deaf and Hard of Hearing	3
Ed 491G Communication with the Deaf	3
Ed 545 Programming for the Visually Impaired (2 hours) taken concurrently with Ed 509 Practicum: Visually Impaired (1 hour)	3
Ed 451G Programming for the Physically Handicapped (2 hours) taken concurrently with Ed 509 Practicum: Physically Handicapped (1 hour)	3
Ed 544G Programming for the Severely Emotionally Disturbed (2 hours) taken concurrently with Ed 509 Practicum: Severely Emotionally Disturbed (1 hour)	3
Ed 509 Practicum: Severely Handicapped	3

SPEECH PATHOLOGY AND AUDIOLOGY

The basic and standard endorsements may be pursued within the framework of a non-degree, fifth-year program. The basic endorsement will be recommended upon completion of the courses listed below plus a full term of student teaching, with at least one-half in speech correction.

Students are urged to complete requirements for American Speech and Hearing Association certification and eligibility for licensure in Oregon. To provide this opportunity, several electives are offered annually, in alternate years, or on a demand basis. These courses usually carry an SPA 507G or SPA 507 course number and include subjects such as stuttering, aphasia, language disorders in children, voice disorders, cleft palate, psycholinguistics, neuromuscular disorders, advanced audiology, pediatric audiology, and impedance audiometry.

Basic Endorsement:

SPEECH IMPAIRED

SPA 370	Phonetics	3
SPA 371	Speech Science	3
SPA 440G	Introduction to Speech Pathology and Audiology	3
SPA 474G	Speech, Language, & Hearing in the Schools	3
SPA 450G	Normal Speech and Language Development	3
SPA 478G	Diagnostic Methods in Speech and Language Pathology	3
SPA 481G	Articulation Disorders	3
SPA 496G	Language Disorders	3
SPA 484G	Introduction to Clinical Speech Therapy	2
SPA 485G, 486G	Clinical Speech Therapy	4
SPA 488G	Audiology: Hearing Testing	3
SPA 489G	Aural Rehabilitation	4
Ed 413/539	Student Teaching: Speech Handicapped	6
TOTAL HOURS IN PROGRAM		43

Standard Endorsement:

SPEECH IMPAIRED

SPA 582	Voice and Organic Disorders	3
SPA 530	Educational Audiology	3
SAP 587	Advanced Speech Science	3
SPA 583	Speech Pathology: Stuttering	3
SPA 509	Practicum: Speech Pathology	2
SPA 509	Practicum: Audiology	2
Ed 444G	Medical Aspects in Special Education, or	
Ed 470G	Education of the Exceptional Child	3
TOTAL HOURS IN PROGRAM		19

STANDARD ART CERTIFICATION

The planned program consists of a minimum of 45 credit hours of upper division or graduate level courses designed to meet the requirements for a standard teaching certificate with a standard endorsement in art.

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

AREAS OF PROFESSIONAL COMPETENCE 15 hours

Ed 471
Ed 513
Ed 569
Ed 522
Electives

STANDARD ENDORSEMENT IN ART 22 hours

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, basic design and theory as determined by an analysis of the candidate's background, skills, knowledge, and interest.

ELECTIVES 9 hours

TOTAL REQUIRED IN PROGRAM 46 hours

STANDARD MUSIC 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 15 hours

Ed 471
Ed 513
Ed 569
Ed 522
Electives

STANDARD ENDORSEMENT IN MUSIC 12 hours

At least 12 hours of preparation in music selected with adviser's approval

ELECTIVES 18 hours

TOTAL REQUIRED IN PROGRAM 45 hours

STANDARD HUMANITIES CERTIFICATION

Language Arts

The planner program consists of a minimum of 45 credits of upper division or graduate credit to meet requirements for a standard teaching certificate with a standard endorsement in language arts.

AREAS OF PROFESSIONAL COMPETENCE 15 hours

Ed 471
Ed 513
Ed 569
Ed 522
Electives



STANDARD ENDORSEMENT IN**LANGUAGE ARTS** 12 hours

Language Arts: 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.

Language Arts/Speech: At least 12 credit hours of upper division or graduate preparation in language arts and 9 hours of upper division or graduate preparation in speech. At least 6 hours must be at the 500 level.

Language Arts/Drama: At least 12 credit hours of upper division or graduate preparation in language arts and 9 hours of upper division or graduate preparation in theatre arts. At least 6 hours must be at the 500 level.

ELECTIVES 18 hours

TOTAL REQUIRED IN PROGRAM 45 hours

Language Arts/Social Science**AREAS OF PROFESSIONAL COMPETENCE** 15 hours

Ed 471
Ed 513
Ed 569
Ed 522
Electives

COMBINED ENDORSEMENT IN LANGUAGE**ARTS/SOCIAL STUDIES** 24 hours

At least 24 hours of upper division or graduate preparation, with a minimum of 12 hours in language arts and 12 hours in social science. Courses including at least 6 hours of language arts at the 500 level are selected with the approval of an adviser.

ELECTIVES 6 hours

TOTAL REQUIRED IN PROGRAM 45 hours

STANDARD SCIENCE 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 endorsement in science.

Area of Professional Competence (See page 00) 15 hours

Standard Endorsement in Science 15 hours

Biology 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 hours

TOTAL REQUIRED IN PROGRAM 45 hours

STANDARD CERTIFICATION IN ADVANCED MATHEMATICS

The program will include at least 18 hours of upper division or graduate preparation in mathematics in addition to hours required for a basic endorsement, and will be planned to complement the student's undergraduate preparation. The program must be worked out in consultation with an adviser and will include the following if not taken as part of an undergraduate program:

Mth 410g Foundations of Mathematics 3
Mth 494g Analysis 3

STANDARD SOCIAL SCIENCE CERTIFICATION

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

Language Arts/Social Science**AREAS OF PROFESSIONAL COMPETENCE** 15 hours

Ed 471
Ed 513
Ed 569
Ed 522
Electives

COMBINED ENDORSEMENT IN LANGUAGE**ARTS/SOCIAL STUDIES** 24 hours

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. Courses, including at least 6 hours in language arts at the 500 level, are to be selected with the approval of an adviser.

ELECTIVES 6 hours

TOTAL REQUIRED IN PROGRAM 45 hours

Social Science**AREA OF PROFESSIONAL COMPETENCE** 15 hours

Ed 471
Ed 513
Ed 569
Ed 522
Electives

STANDARD ENDORSEMENT IN**SOCIAL SCIENCE** 12 hours

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

ELECTIVES 18 hours

TOTAL REQUIRED IN PROGRAM 45 hours

INSTRUCTIONAL SUPPORT SERVICES**Educational Media Graduate Programs**

State endorsement requirements for media specialists are available in the educational media program which develops competence in curriculum, research design, evaluation of media techniques, and preparation of media materials. Opportunities exist 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.

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

PROFESSIONAL EDUCATION CORE 9 hours
BASIC ENDORSEMENT 21 hours

Ed 435G Educational Media and Materials is a prerequisite to the program but is not a part of the endorsement.

Ed 433G Organization and Preservation of Instructional materials 3

Lib 411g Cataloguing and Classification of Educational Materials 3

Lib 421g Reference Sources and Services for Educational Media Centers 3

Ed 442g Selection of Materials for Educational Media Centers 3

Ed 436G Preparation of Educational Materials 3

Ed 409 Practicum: Educational Media 1-5

Electives 3-5

STANDARD ENDORSEMENT 15 hours

At least 15 hours from the following:

Ed 564 Self-Instructional Systems and Learning Packages 3

Ed 521 Administration of Media Services 3

Ed 523 Evaluation and Selection of Instructional Equipment 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 hours

SUPERVISION

This program provides for the completion of both basic and standard endorsements. State competency requirements in practicum or field experience, philosophy and techniques of supervision, improvement and evaluation of instruction, group processes, and research skills are met within the program.

The Basic Endorsement may be completed as part of a graduate degree program. At least nine of the fifteen hours required for the Standard Endorsement must be completed subsequent to a Master's program. For both endorsements the applicant must hold a current Oregon Standard Teaching Certificate.

Candidates will ordinarily follow the listed program for the Basic and Standard Norms. Exceptions may be approved by the Program Director.

BASIC ENDORSEMENT IN SUPERVISION 9 hours

ED 509 Practicum: Supervision 3

One of the following:

ED 522 Secondary Curriculum 3

ED 553 Elementary Curriculum 3

ED 489G Alternative Curriculum and Organizational Patterns 3

ED 574 School Supervision 3

STANDARD ENDORSEMENT IN

SUPERVISION 15 hours

Candidates will select either the Personnel Specialty or Program Development/Evaluation track.

Personnel Specialty

ED 471 The Classroom Teacher/Counselor G 3

ED 510 Skills and Techniques of Supervision 3

ED 506 SIS: Supervision 3

ED 512 Research Procedures in Education 3

ED 559 Evaluation of School Programs 3

Program Development/Evaluation

Ed 471G The Classroom Teacher/Counselor 3

Ed 506 SIS: Program Development/Evaluation 3

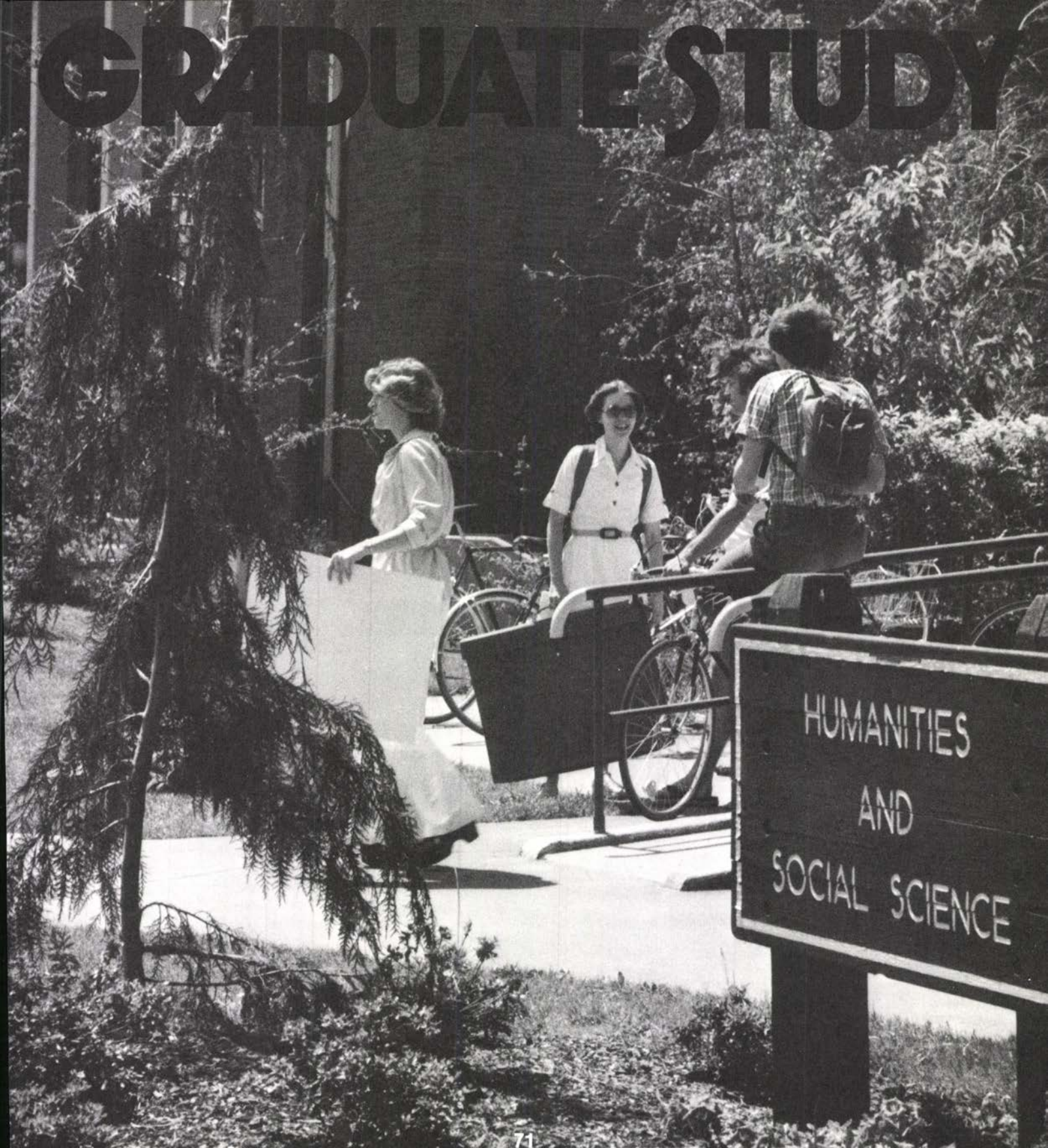
Ed 512 Research Procedures in Education 3

Ed 573 Public School Administration, or

Ed 585 Administration of Special Education 3

Ed 559 Evaluation of School Programs 3

GRADUATE STUDY



GRADUATE DEGREE PROGRAMS

OCE offers study beyond the bachelor's degree leading to the following degrees: 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 various graduate level programs, each with appropriate admissions standards and designated graduate faculty. Campus-wide standards for operating policies and final examinations are established in accordance with recommendations by the Committee on Graduate Programs.

OCE graduate students are expected to meet objectives pertinent to specific graduate programs. Students are expected to demonstrate competence in the mastery of concepts, principles, systems and practices in the context of their specialty.

They must show competence in reading, interpreting, and applying the research and literature of the professional studies component of their graduate program.

They also should develop awareness and understanding of ethical, philosophical and cultural issues that apply to the professional component of their program. Finally, graduate students need to demonstrate competence 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
Secondary Education

Humanities
Natural Sciences-Mathematics
Social Science

Educational Specialists

Counseling
Teaching the Deaf
Rehabilitation Counseling with the Deaf
Speech Pathology and Audiology
Learning Disabilities
Multi-handicapped
Socially and Educationally Different
Educational Media

Master of Science in Counseling (joint degree, Oregon College of Education and Oregon State University)

MASTER OF ARTS IN TEACHING

Elementary Education
Secondary Education

Creative Arts
Natural Sciences-Mathematics
Social Science
Geography
History

Master of Music Education

Master of Arts and Master of Science in Correctional Administration

Master of Arts and Master of Science in Interdisciplinary Studies

THE GRADUATE PROCESS

ADMISSION TO THE COLLEGE

- Application for admission and transcripts must be filed with the Director of Admissions.
- A copy of the teaching certificate or petition for waiver, when applicable, must be included.
- A health history report must be filed with the Director of Admissions.

ENROLLMENT IN GRADUATE-LEVEL PROGRAMS

- Departmental and program entrance requirements must be satisfied, as applicable.
- A program adviser must be chosen through the 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

- At least 12 hours of the approved program, including 9 concurrent hours, must be completed on campus before applications are considered.
- The application for candidacy form must be filed with the Graduate Office.
- References from three faculty members are required.
- Miller Analogies Test or Graduate Record Examination report must be filed with the Graduate Office, when available.
- 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.

ADMISSION PROCEDURES

All persons desiring to enroll at OCE at the graduate (post-baccalaureate) level must 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.

To apply for admission to OCE's graduate program, students must complete the following steps.

1. Submit two completed Application for Admission forms along with the nonrefundable and nontransferable \$10.00 application fee.
2. Supply official transcripts from the institution granting the bachelor's degree and from each graduate institution attended, including The Division of Continuing Education.
3. Present one unofficial photocopy of the current teaching certificate held, if the application is for a professional education program. For those students desiring a master's degree in specialization not requiring a teaching certificate, a waiver petition for the teaching certificate requirement must be attached.
4. Performance on the Miller Analogies Test or Graduate Record Examination (verbal/quantitative scores) should be recorded. If neither test has been taken, one must be taken the first time it is presented after the student's initial registration on campus.
5. A health history report which is required of all new students (and those returning to OCE after an absence of two years or more) must be filed. The report form is mailed to students who are accepted for admission and must be completed and returned to the OCE Student Health Service. Delay in providing the report could delay the student's registration.

Application forms and health report forms may be obtained from the Registrar's Office. All documents become the property of the College and are nonreturnable. The College reserves the right to deny credit for course work completed before a student is officially admitted for graduate study.

Evening and Summer Session Students

Students who begin working toward a planned program of graduate study on campus during the evening programs (including work in the Division of Continuing Education) or in the summer session 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 OCE for the course work completed.

ADMISSION AND CLASSIFICATION

The Director of Admissions admits and classifies eligible students on the basis of their undergraduate grade-point average and declaration of intent in the Application for Admission.

Qualified students seeking a degree are classified either as Regular or Probationary graduate students. Qualified students who declare that their intent is to complete only requirements for teacher certification at OCE through a planned non-degree graduate program are classed as Special graduate students. All other

eligible graduate students are designated Unclassified graduate students. All students must be classified as Regular before being admitted to degree candidacy.

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

GENERAL REGULATIONS

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.

Courses numbered 400-499 (g) or G and 500-599 may be taken for graduate credit. It is the student's responsibility to make certain the (g) or G is included on registration materials. Students seeking graduate credit in 400-499 (g) or G courses are expected to perform at a level of academic competence above that expected of undergraduates, both in quality of work and in the volume of knowledge related to the course. They are also expected to seek additional conferences with their instructors early in the term to determine the specific requirements and standards to which they will be held. The regular procedures and deadlines for course changes apply to students seeking or withdrawing from graduate credit.

Credit earned in workshops may not apply unless previously approved by a college 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. Courses which have a prefix of 506 or 509 may not exceed more than 18 hours in an individual's program. Neither course may total more than 9 hours.

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.

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.

A student within 12 credit hours of completing all requirements for the bachelor's degree, but not including student teaching, may petition to enroll in approved courses to be reserved for later consideration in a master's degree program. Not more than a total of 12 hours recorded as excess credits may be applied in a program.

In addition to the published charge for tuition, graduate students pay the regular \$10 fee with the Application for Admission and the \$7.50 fee for the graduate qualifying examination.

MASTER'S DEGREE REGULATIONS

During the first term of full-time enrollment, each student must apply to the Director of Graduate Programs for consideration as a candidate in a particular degree program.

A minimum of 30 credit hours of the official master's degree program must be earned in residence with at least nine taken concurrently. The nine concurrent hours must be taken prior to application for admission to candidacy. Courses completed on the OCE campus through the Division of Continuing Education and validated by official transcript apply as resident credit.

Every student who has been admitted to candidacy for the master's degree must complete at least 18 credit hours of the official program subsequent to the quarter in which all requirements for admission to candidacy were satisfactorily completed.

MINIMUM GPA REQUIREMENT

In order to be admitted and/or retained in the graduate degree program, a candidate must earn and maintain a grade-point average of 3.00 at all times. A student accumulating nine hours of C grades or lower will be dropped as a candidate for the master's degree. A grade of D is not applicable to the program and requires special attention by the Graduate Study Committee to determine the candidate's future status. At least one-half of the courses in a planned program must be on the 500 level.

TIME LIMIT

Only those courses and requirements completed within a period of five years prior to the completion of the program will apply, including all residence credit, all applicable transfer credit, and required final evaluation. If a thesis or field study is involved, it is to be accepted within the five-year limit. Upon petition, credit earned between five and seven years prior to the completion of the program may be approved by action of the Graduate Study Committee.

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 procedures to be followed.

FINAL EVALUATION PROCEDURES

Each candidate must complete satisfactorily all evaluation procedures established for the program. Normally, a candidate will not be permitted to complete final evaluation until after the term in which all requirements are completed for admission to candidacy for the master's degree. The evaluation 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 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 April 1 for the spring evaluation, and before July 1 for the summer evaluation. A candidate choosing to write a thesis may be examined on both research and course work. The examination may be written, oral, 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 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 following year. However, a certificate indicating successful completion of the master's degree program will be sent to the student.

All incompletes from previous terms must be completed and the grades filed with the Registrar's Office before the end of the term in which requirements are expected to be completed, or graduation will be delayed until a later term. Incompletes received in the final term must be made up and the grades recorded in the Registrar's Office within three weeks after the end of the final term, or graduation will be delayed.

MA/MS IN INTERDISCIPLINARY STUDIES

The master's degree program in Interdisciplinary Studies serves the needs of individuals interested in continuing their education toward a personal goal at the graduate level. While the goal usually is career-oriented, some students pursue a program simply to enrich their lives through advanced study in the liberal arts and sciences.

Since each person's program varies based on differing needs, there are no named majors. The program is a planned combination of courses from various subject areas which the candidate and adviser agree will lead to the student's personal goal.

Candidates for the degree meet general graduate program requirements. 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.

The planned program must include 45 hours of credit in at least three, but no more than five, subject areas as defined by course prefix number. Each subject area will include at least nine but no more than 21 hours of credit. A thesis may be required.

MASTER OF SCIENCE IN EDUCATION

The program for the Master of Science in Education degree in secondary teaching consists of several curricula.

Each curriculum consists of 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, and a selected teaching area of from 21 to 27 credit hours as approved by a designated adviser.

Candidates seeking both this degree and advanced certification in Oregon must complete a study of professional competence as outlined in the statement on advanced certification.

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 Advanced Developmental Psychology, or 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.	
TOTAL REQUIRED FOR DEGREE	45

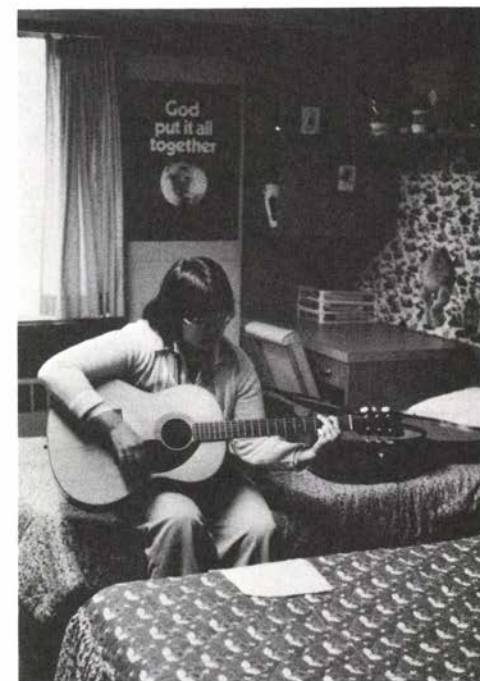
MASTER OF ARTS IN TEACHING

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 areas the college is authorized to offer.

Candidates seeking both this degree and advanced certification in Oregon must complete a study area of professional competence as outlined in the statement on advanced certification.

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 program must be designated as graduate credits. It is to be approved by a designated adviser as relevant to 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 Advanced Developmental Psychology, or Psy 520 Psychology of Learning	3
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



ELEMENTARY EDUCATION GRADUATE PROGRAMS

OCE offers two 45 hour graduate programs for students interested in advanced preparation in elementary education: an M.S. degree in Education and an advanced certification program leading to a standard certificate as an elementary teacher. Through judicious planning with an adviser, a student can meet the requirements of both within a 45 hour graduate program.

While the master's degree is the traditional program, standard certification provides the general background in elementary education, some work in an academic area, and possibilities for practical application.

Many students, particularly those in the standard certification program, use their elective hours to earn a norm in areas such as reading, counseling, or educational media. Some students in elementary education graduate programs select the M.A.T. program as a third alternative to complete their graduate studies.

MASTER OF SCIENCE IN EARLY CHILDHOOD EDUCATION

The graduate level curriculum in Early Childhood Education satisfies the needs of professional personnel for specific skills in teaching, planning, implementing, and evaluating programs for young children (to 8 years).

The program generally attracts teachers desiring skills in working with pre-school or primary children, or candidates preparing for leadership roles in the administration of child care, or early childhood programs. Candidates who wish to work with preschool handicapped children may use as electives course work in learning disabilities (handicapped learner) or multi-handicapped (severely handicapped learner).

A student in the program with basic elementary certification may qualify concurrently for further basic or advanced certification.

PROFESSIONAL EDUCATION CORE	9 hours
Ed 512 Research Procedures in Education	3
Ed 546 Philosophy of Education	3
Psy 460G Advanced Developmental Psychology, or	
Ed 520 Psychology of Learning	3
EARLY CHILDHOOD CORE	24 hours
Psy 522 Learning: Motor and Perceptual	3
Psy 540 Learning: Linguistic and Cognitive	3
Psy 547 Learning: Social	3
Ed 528 Educational Diagnosis and Prescription:	
Preacademic	3
Ed 519 Contemporary Developments in Early Childhood Education	3
Ed 580 Parent, Teacher, Child, Community Relations	3
Ed 506 Individual Study, or	
Ed 509 Practicum	6
ELECTIVES (Ed 459G recommended)	12 hours
TOTAL REQUIRED FOR DEGREE	45 hours

MASTER OF SCIENCE IN EDUCATION— ELEMENTARY EDUCATION

The elementary education program for a Master of Science degree allows a student to extend competency in teaching skills, education, and an academic area of specialization. The student must hold a basic elementary certificate in Oregon (or its equivalent) for admission to the program. One year of classroom experience is recommended. By including appropriate courses in the degree program, and upon recommendation of the College, the student may complete all academic requirements for the standard Oregon teaching certificate.

Candidates seeking both this degree and advanced certification in Oregon must complete an area of professional competence as outlined in the statement on advanced certification.

FOUNDATION CORE	12 hours
Ed 546 Philosophy of Education	3
Ed 520 Psychology of Learning, or	
Ed 460G Advanced Developmental Psychology ...	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	12 hours
The teaching area enables the candidate to extend his capability in a specialty (e.g., reading, learning disabilities, early childhood elementary school counseling, or selected subject matter methodology). Courses are approved by the appropriate academic or elementary adviser.	
ELECTIVE AREA	9 hours
TOTAL REQUIRED FOR DEGREE	45 hours

MASTER OF ARTS IN TEACHING— ELEMENTARY EDUCATION

The Master of Arts in Teaching degree at OCE is designed primarily for secondary teachers. Its objective is the development of exceptional competence in classroom teaching in a subject field.

Candidates 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 upon the candidate's previous preparation, background, and experience. Candidates seeking this degree plus advanced certification in Oregon must complete an area of professional competence as outlined in the statement on advanced certification.

PROFESSIONAL EDUCATION CORE	9 hours
Ed 512 Research Procedures in Education	3
Ed 546 Philosophy of Education	3
Choose one: Psy 460G Advanced Developmental Psychology, or	
Psy 520 Psychology of Learning	3

PLANNED PROGRAM (IN ONE AREA OF CONCENTRATION)

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.

ELECTIVES 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

EDUCATION GRADUATE COURSES

Ed 503 Thesis or Field Study	3-9 hours
Ed 506 Special Individual Studies	Terms and hours to be arranged
Ed 507 Seminar	Terms and hours to be arranged
Ed 508 Workshop	Terms and hours to be arranged
Ed 509 Practicum	Hours to be arranged 1-15 hours
Ed 510 Skills and Techniques of Supervision	3 hours
Ed 512 Research Procedures in Education	3 hours
Ed 513 Evaluation of Classroom Instruction	3 hours
Ed 515 Identification of Handicapped Learners	3 hours
Ed 516 Diagnosis of Learning Problems: Case Study Procedures	3 hours
Ed 517 Prescription of Learning Problems	3 hours
Ed 518 Managing Classroom Behavior of Handicapped Learners	3 hours
Ed 519 Contemporary Developments in Early Childhood Education	3 hours
Ed 522 Secondary School Curriculum	3 hours
Ed 523 Evaluation and Selection of Instruction Equipment	
Ed 524 Communication Theory and Instruction Systems	3 hours

Ed 525	Instructional Uses of Television	3 hours
Ed 526	Systematic Development of Instructional Materials	3 hours
Ed 528	Educational Diagnosis and Prescription: Preacademic	3 hours
Ed 529	Introduction to the Multihandicapped	2-3 hours
Ed 530	Curriculum for the Severely Handicapped	3 hours
Ed 539	Student Teaching	3-15 hours
Ed 541	Teaching School Subjects to the Deaf	3 hours
Ed 542	Teaching Elementary School Subjects to the Deaf	3 hours
Ed 544	Programming for the Severely Emotionally Disturbed	2 hours
Ed 545	Programming for the Visually Impaired	2 hours
Ed 546	Philosophy of Education	3 hours
Ed 551	Curriculum for the Deaf	3 hours
Ed 553	Elementary School Curriculum	3 hours
Ed 556	Teaching Language and Communication to the Deaf	3-5 hours
Ed 557	Teaching Language to the Elementary Deaf Child	3-4 hours
Ed 559	Evaluation of School Programs	3 hours
Ed 560	Teaching Language to the Secondary Deaf Student	3-4 hours
Ed 564	Self-Instruction Systems and Learning Packages	3 hours
Ed 566	Curriculum Construction	3 hours
Ed 567	Curriculum Materials	3 hours
Ed 569	Advanced Reading Instruction	3 hours
Ed 571	Junior High School Curriculum	3 hours
Ed 572	Instructional Materials for the Extreme Learning Problem Specialist	3 hours
Ed 573	Public School Administration	3 hours
Ed 574	School Supervision	3 hours
Ed 578	Teaching Speech to the Elementary Deaf Child	4 hours
Ed 579	Teaching Speech to the Secondary Deaf Student	4 hours
Ed 580	Parent, Teacher, Child, Community Relations	3 hours
Ed 583	The Preschool Deaf Child	3 hours
Ed 584	Orientation to the Deaf and Hard of Hearing	3 hours
Ed 585	Administration of Special Education	3 hours
Ed 590	Rehabilitation Counseling With The Deaf	3 hours
Ed 597	Psychology of Reading Instruction	3 hours
Ed 700	(p) In-Service Education	

LIBRARY SCIENCE GRADUATE COURSES

Lib 561	Specialized Systems for Librarians and Media Centers	3 hours
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MASTER OF SCIENCE IN COUNSELING

Oregon College of Education/Oregon State University Joint Master of Science Degree in Counseling utilizes a competency-based approach in preparing counselors for professional services in social, educational, personal, and career development, etc. Preparation consists of a sequential program which integrates academic knowledge and theory with closely supervised counseling practice and field work experience.

The program consists of a minimum of 57 credit hours of course work. The final evaluation will include a comprehensive examination. A thesis is optional and determined in each case by the department and major adviser. The minimal prerequisite for the program is a Bachelor's degree; however, persons holding Master's degrees are eligible to apply for non-degree status training or a second Master's degree.

Admission to the program is by application to the program coordinator. Screening procedures include personal interview in which the prospective student's educational goals, experience and employment status are reviewed. Each candidate will be evaluated with respect to academic background, personal and emotional suitability, and educational and professional goals before admission is granted.

Students may enroll in this program at either OCE or Oregon State University. Although administration of the degree will be by the institution in which the student enrolls, course work may be taken at either school. Faculty of both institutions share the teaching on each campus, and transfer of credit between institutions for the approved courses is unlimited.

Merlin D. Darby, Ed.D., Professor
Reese M. House, Ed.D., Professor
Carol F. Sisson, Ph.D., Assistant Professor

Students in counseling need preparation in the following seven areas: the helping relationship; groups; life style and career development; appraisal of the individual; research and evaluation; professional orientation; and, environmental and specialized studies. In addition, 12 hours of practicum experience is necessary. Courses which meet the area and practicum requirements follow:

COUNS 577	Group Procedures	3
COUNS 581	Pre-Practicum in Counseling	3
COUNS 582	Interpersonal Comm. Processes	1
COUNS 585	Principles & Practices of Guidance Services	3
COUNS 586	Education & Occupational Info	3
COUNS 587	Counseling Techniques	3
COUNS 526	Theories of Counseling	3
COUNS 532	Tests and Measurements	3
COUNS 595	Issues in Counseling	3
COUNS 509I	Practicum: Individual Counseling	3
COUNS 509II	Practicum: On-site Counseling	3
COUNS 509	Advanced Practicum	6
COUNS 589	Organization & Administration of Guidance Services, or	
COUNS 591	Family Counseling	3
Psy 472G	Psychological Assessment, or	
Ed 512	Research Procedures in Education	3
REQUIRED		43 hours
ELECTIVES		15 hours
TOTAL		58 hours

ELECTIVES

Elective courses may be selected from the areas of counseling, psychology, education, social science and family life. Electives may be used to meet areas of interest or to meet specific requirements of school counselors and those specializing in rehabilitation counseling with the deaf.

SCHOOL COUNSELORS

Courses required for basic and standard endorsements in public school counseling follow. Twelve additional hours of electives will meet degree requirements.

BASIC ENDORSEMENT

Coun 581	Pre-Practicum in Counseling	3
Coun 582	Interpersonal Communication Process	1
Coun 577	Group Procedures	3
Coun 585	Principles and Practices of Guidance Service	3
Coun 586	Education Occupation Information	3
Coun 587	Counseling Techniques	3
Coun 509	Practicum I: Individual Counseling	3
Coun 509	Practicum II: On Site Counseling	3
Psy 472G	Psychological Assessment	3
Ed 512	Research Procedures in Education	3

STANDARD ENDORSEMENT

Coun 526	Theories of Counseling	3
Coun 595	Issues in Counseling	3
Coun 589	Organization & Administration of Guidance Service	3
Coun 509	Advanced Practicum in Counseling	6
Coun 532	Tests and Measurements	3

REQUIRED	46 hours
ELECTIVES	12 hours

TOTAL	58 hours
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REHABILITATION COUNSELING WITH THE DEAF

Candidates for this program will meet degree and program requirements with the following modified course of study. Separate program application and acceptance is required.

COUNSELING CORE

COUN 585	Principals and Practices Guidance Services	3
COUN 587	Counseling Techniques	3
COUN 509	Practicum II, On-site	3
COUN 582	Interpersonal Communication Process	1
COUN 586	Occupational and Education Information	3
COUN 562	Psychosocial Assessment of the Deaf: II Beginning	3
COUN 562	Psychosocial Assessment of the Deaf: I Research & Statistics	3
COUN 590	Professional Issues: Rehabilitation Counseling with the Deaf	3
COUN 563	Field Experience with the Deaf/Internship	12
COUN 561	Psychological and Sociological Aspects of Disability	3
		37

REHABILITATION COUNSELING WITH THE DEAF CORE

COUN 562	Psychosocial Assessment of the Deaf: III Advanced	3
COUN 509	Pre-Practicum in Counseling	3
COUN 509	Practicum I: Individual Counseling	3
COUN 564	Introduction to Rehabilitation Process: Deaf	3
COUN 565	Placement & Use Community Resources with the Deaf	1
COUN 566	Caseload Management and Plan Formulation with Deaf Clients	1
ED 44G	Medical Aspects of Disability	3
ED 49aG	Communication with the Deaf	1-9
SPA 580	Introduction to Speech Pathology and Audiology	3
ED 509	Interpreting for the RCD	1

ELECTIVES	22-30
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REQUIRED	37
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TOTAL	59-67
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Students who have little or no undergraduate work in their selected field may be required to complete additional hours. Each curriculum requires completion of a professional education core consisting of 9 credit hours of required courses, as follows:

PROFESSIONAL EDUCATION CORE	9 hours
Ed 512 Research Procedures in Education	
Ed 546 Philosophy of Education	
Choose one: Psy 460 G Advanced Developmental Psychology, or	
Psy 520 Psychology of Learning	

A specialized core consists of not less than 36 credit hours in a selected area. Each candidate's program is designed with the help of a designated adviser in terms of the student's needs, interests and certification requirements.

**MASTER OF SCIENCE
IN EDUCATION—
LEARNING
DISABILITIES
(HANDICAPPED
LEARNER)**

Teachers who complete this program will be prepared to teach children who are mentally retarded, emotionally disturbed, physically handicapped, or who have learning disabilities. The basic endorsement prepares a regular classroom teacher to meet the needs of children who have some learning problems, to manage a self-contained classroom of handicapped learners, or to manage a resource room. The standard endorsement also prepares teachers to work in a diagnostic-prescriptive clinic or to act as a resource consultant to regular classroom teachers.

A candidate in this area must have met the requirements for the basic elementary or basic secondary endorsement, 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. In addition to admission to the College, admission to the specialty must be approved by the Program Admission Committee. An application and recommendations are required prior to approval.

PROFESSIONAL EDUCATION CORE	9 hours
Ed 512 Research Procedures in Education	
Ed 546 Philosophy of Education	
Choose one: Psy 460G Advanced Developmental Psychology, or	
Psy 520 Psychology of Learning	

BASIC ENDORSEMENT COURSES	27 hours
Ed 470 Education of the Exceptional Child G	3
Ed 421 Diagnosis and Prescription in Reading for the Handicapped Learner G	5
Ed 422 Diagnosis and Prescription in Basic Skills for the Handicapped Learner G	4
Ed 423 Managing Programs for Handicapped Learners	3
Ed 472 Instructional Materials and Methods in Reading and Basic Skills for the Handicapped Learner G	3
Ed 539 Student Teaching: Handicapped Learner	6

ELECTIVES FROM COURSES IN STANDARD ENDORSEMENT	9 hours
STANDARD ENDORSEMENT COURSES	

The Handicapped Learner Basic Endorsement allows a person to act as a Special Education Teacher. However, The Handicapped Learner Standard Endorsement is required to continue in that assignment.

Ed 516 Diagnosis of Learning Problems: Case Study	3
Ed 517 Prescriptions for Learning Problems	3
Ed 518 Managing Classroom Behavior of Handicapped Learners	3
Psy 523 Individual Intelligence Testing	3
Psy 524 Individual Intelligence Testing	3
Ed 509 Practicum: Handicapped Learners in Field Settings	3
TOTAL REQUIRED FOR DEGREE	45 hours

**MASTER OF SCIENCE
IN EDUCATION:
MULTIHANDICAPPED
(SEVERELY HANDI-
CAPPED LEARNER)**

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

The program may be completed as part of a Master of Science in education degree or as a non-degree certification-only plan.

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

The Master's degree program consists of at least 45 credit hours. Prerequisite to the multihandicapped Master's program are 21 credit hours or competencies to include: education of exceptional children, community resources for the handicapped, the exceptional parent, normal development of speech and language, introduction to mental retardation, curriculum for the severely handicapped and classroom and behavior management with practicum.

PROFESSIONAL EDUCATION CORE	9 hours
Ed 512 Research Procedures in Education	
Ed 546 Philosophy of Education	
Choose one: Psy 460G Advanced Developmental Psychology, or	
Psy 520 Psychology of Learning	

BASIC ENDORSEMENT COURSES	24 hours
Ed 445 Nature and Needs of the Severely Handicapped G	3
Ed 450 Managing Communications Systems for the Severely Handicapped G	3
Ed 444 Medical Aspects in Special Education G	3
Three hours from the following:	
Ed 544 Programming for the Severely Emotionally Disturbed (2 hours) taken concurrently with Ed 509 Practicum: Severely Emotionally Disturbed (1 hour), or Ed 451 Programming for the Physically	

Handicapped G (2 hours) taken concurrently with Ed 509 Practicum: Physically Handicapped (1 hour), or	
Ed 545 Programming for the Visually Impaired (2 hours) Taken concurrently with Ed 509 Practicum: Visually impaired (1 hour), or	
Ed 491 Communication with the Deaf G (3 hours)	
Ed 539 Student Teaching: Severely Handicapped	12

STANDARD ENDORSEMENT COURSES 12 hours
Other courses in special education not included in the basic endorsement level as approved by the area adviser. The following course list is an example of courses available.

Ed 585 Administration of Special Education	3
SPA 440 Introduction to Speech Pathology and Audiology (g)	3
Ed 584 Orientation to the Deaf and Hard of Hearing	3
Ed 491 Communication with the Deaf G	3
Ed 545 Programming for the Visually Impaired (2 hours) taken concurrently with Ed 509 Practicum: Visually Impaired (1 hour)	3
Ed 451 Programming for the Physically Handicapped G (2 hours) taken concurrently with Ed 509 Practicum: Physically Handicapped (1 hour)	3
Ed 544 Programming for the Severely Emotionally Disturbed (2 hours) taken concurrently with Ed 509 Practicum: Severely Emotionally Disturbed (1 hour)	3
Ed 509 Practicum: Severely Handicapped	3
TOTAL REQUIRED FOR DEGREE	45 hours

**COMMUNICATIONS
DISORDERS
PROGRAMS**

OCE has many years experience in preparing persons to serve as speech therapists and teachers of the deaf. Programs include: Teaching the Deaf; Speech Pathology and Audiology; and Rehabilitation Counseling the Deaf.

On-campus clinics have been organized to take advantage of staff members' specialized knowledge and skills. A well-rounded approach to solving communications disorders through instruction and clinical services has evolved.

Clinical services are offered through the OCE Speech and Hearing Center and the Regional Resource Center for the Deaf and Hearing Impaired.

SPEECH IMPAIRED STANDARD ENDORSEMENT	
SPA 582 Voice and Organic Disorders	3
SPA 530 Educational Audiology	3
SPA 587 Advanced Speech Science	3
SPA 583 Speech Pathology: Stuttering	3
SPA 509 Practicum: Speech Pathology	2
SPA 509 Practicum: Audiology	2
Ed 444 Medical Aspects in Special Education G, or	
Ed 470 Education of the Exceptional Child G	3
TOTAL HOURS IN PROGRAM	19

Speech Pathology and Audiology Courses	
SPA 507 Seminar Hours to be arranged	
SPA 509 Practicum: Speech Pathology 1-9 Hours	
SPA 509 Practicum: Audiology 1-9 hours	
SPA 530 Educational Audiology 3 hours	
SPA 582 Voice and Organic Disorders 3 hours	
SPA 583 Speech Pathology: Stuttering 3 hours	
SPA 587 Advanced Speech Science 3 hours	

MASTER OF SCIENCE IN EDUCATION— TEACHING THE DEAF

Graduate students wishing to become certified as teachers of the deaf must complete a program of at least 45 credit hours course and practicum work, as required by the Council on the Education of the Deaf and the State of Oregon. Candidates who currently hold (or are eligible) for a state teaching certificate are given priority.

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, and may choose, in addition, to prepare to teach pre-primary or multi-handicapped children.

After being notified of admission to the College, the student must apply for acceptance to the program by contacting the Teaching the Deaf program director.

PROFESSIONAL EDUCATION CORE 9 hours

Ed 512 Research Procedures in Education

Ed 546 Philosophy of Education

Choose one: Psy 460 G Advanced Developmental Psychology, or

Psy 520 Psychology of Learning

SPECIALIZED PROFESSIONAL CORE 46-46 hours

Ed 584 Orientation to the Deaf and Hard of

Hearing 3

Ed 509 Practicum: Directed Observation of the

Deaf 3

Ed 556 Teaching Language and Communication to

the Deaf 3

Ed 541 Teaching School Subjects to the Deaf 3

Ed 542 Teaching Elementary School Subjects to the

Deaf, or

Ed 543 Teaching Secondary School Subjects to the

Deaf 3

Ed 557 Teaching Language to the Elementary Deaf

Pupil, or

Ed 560 Teaching Language to the Secondary Deaf

Student 3-4

Ed 578 Teaching Speech to the Elementary Deaf

Child, or

Ed 579 Teaching Speech to the Advanced Deaf

Student 4

Ed 551 Curriculum for the Deaf 3

Ed 539 Student Teaching: The Deaf 9-12

SPA 488g Audiology: Hearing Testing 3

SPA 489g Aural Rehabilitation 4

Ed 491g Communication with the Deaf 3-9

SPA 507 Seminar: Anatomy and Physiology of the

Ear 1

Psy 507 Seminar: Psychological and Social Adjust-

ment of the Deaf 1

Psy 507 Seminar: Psychological and Social Assess-

ment of the Deaf 1

Total Required For degree 55-65 hours

MASTER OF SCIENCE IN EDUCATION— REHABILITATION COUNSELING WITH THE DEAF

This graduate program is designed to prepare students as counselors for various public and private agencies to serve deaf and hearing-impaired persons.

The primary objective is to teach each student the communication skills, special techniques, and necessary professional preparation to specialize in deaf counseling.

The program is multi-disciplinary in nature and provides a mixture of required and elective courses within the minimum 45 credit hour curriculum.

Before completing the program, each student must be able to demonstrate an advanced level of competency in manual communication.

Varied opportunities for supervised individual counseling practicum, field work experiences, and special instruction are included in the sequential training program.

Full-time students are expected to complete the coursework in a minimum of four terms, with the final term as an on-site internship. Students usually begin the program in the fall, but summer enrollment also can be arranged.

COUNSELING CORE

Coun. 585 Princip. & Pract. Guidance Serv. 3

Coun. 587 Counseling Techniques 3

Coun. 509 Practicum II, On-site 3

Coun. 582 Interpersonal Communic. Process

(group) 1

Psy. 562 Psychosocial Assess. of Deaf: I Res. &

Stat. Methods 3

Psy. 562 Psychosocial Assess. of Deaf: II Testing ...

Coun. 590 Prof. Issues: Rehab. Couns. Deaf 3

Coun. 563 Field Exper. w/Deaf (Internship) 12

Psy. 561 Psychological & Sociol. Aspects of Dis-

ability 3

Coun. 586 Occ. & Ed. Information 3

Hours

3

3

3

1

3

3

3

12

3

3

37

REHABILITATION COUNSELING WITH DEAF CORE

Psy. 562 Psychosocial Assess. of Deaf III:

Advanced Evaluation 3

Coun. 509 Pre-Practicum in Counseling 3

Coun. 509 Pract. I: Individual Counseling 3

Coun. 564 Intro. Rehab. Process: Deaf 3

Coun. 565 Placement & Use Community Res.

w/Deaf 1

Coun. 566 Caseload Mgt. & Plan Formulation

w/Deaf Clients 1

Ed. 444G Medical Aspects of Disability 3

Ed. 491G Communication with the Deaf 1-9

SPA 488G Audiology: Hearing Testing 3

Ed. 509 Interpreting for the RCD 1

Ed. 484G Orientation to Deaf & Hard of Hear-

ing 3

25-33

37

Total 62-70

MASTER OF SCIENCE IN EDUCATION— SPEECH PATHOLOGY AND AUDIOLOGY

The Master of Science degree in education requires completion of the nine hour Professional Education core and a minimum of 36 hours of courses in speech pathology and audiology.

The Master of Science degree in Interdisciplinary Studies is available to students who wish to meet Oregon licensure or American Speech and Hearing Association requirements without public school certification. At least one-half of the 45 credit hours required for either of these degrees should be at the 500 level.

Students in this program who wish to become certified in speech correction must currently hold (or be eligible for) an Oregon basic teaching certificate or its equivalent. For waiver of this requirement, a petition must be approved as outlined in the Admission Procedure. The requirements for the teaching certificate may be pursued concurrently with the courses listed below.

PROFESSIONAL EDUCATION CORE 9 hours

Ed 572 Research Procedures in Education

Ed 546 Philosophy of Education

Choose one: Psy 460 G Advanced Developmental Psychol-

ogy, or Psy 520 Psychology of Learning

BASIC ENDORSEMENT: SPEECH IMPAIRED 43 hours

SPA 370 Phonetics 3

SPA 371 Speech Science 3

SPA 440 Introduction to Speech Pathology and

Audiology G 3

SPA 474 Speech, Language and Hearing in the

Schools G 3

SPA 450 Normal Language and Speech Develop-

ment G 3

SPA 478 Diagnostic Methods in Speech and Lan-

guage Pathology G 3

SPA 481 Articulation Disorders G 3

SPA 496 Language Disorders G 3

SPA 484 Introduction to Clinical Speech Therapy

G 2

SPA 485, 486 Clinical Speech Therapy G 4

SPA 488 Audiology: Hearing Testing G 3

SPA 489 Aural Rehabilitation G 4

Ed 413 Student Teaching: Speech Handicapped, or

Ed 539 Student Teaching: Speech Handicapped ...

6

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

Standard Endorsement:

Speech Impaired 19 hours

SPA 582 Voice and Organic Disorders 3

SPA 530 Educational Audiology 3

SPA 587 Advanced Speech Science 3

SPA 583 Speech Pathology: Stuttering 3

SPA 509 Practicum: Speech Pathology 2

SPA 509 Practicum: Audiology 2

Ed 444 Medical Aspects in Special Education G, or

Ed 470 Education of the Exceptional Child G 3

Total required for a degree 45-52 hours

PSYCHOLOGY GRADUATE COURSES

Psy 507	Seminar	Terms and hours to be arranged
Psy 508	Workshop	3 hours maximum
Psy 519	Research Studies in Child Development	3 hours
Psy 520	Psychology of Learning	3 hours
Psy 522	Learning: Motor and Perceptual	3 hours
Psy 523	Individual Intelligence Testing	3 hours
Psy 524	Individual Intelligence Testing	3 hours
Psy 525	Individual Intelligence Testing	3 hours
Psy 532	Advanced Behavior Modification	3 hours
Psy 533	Group Psychology Testing	3 hours
Psy 540	Learning: Linguistic and Cognitive	3 hours
Psy 547	Learning: Social	3 hours
Psy 562	Psychosocial Assessment of the Deaf	3 hours
Psy 594	Psychology of Communication	3 hours

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 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 synthesis of the graduate program.

Special interviews in the Creative Arts Department are necessary prior to admission to the program.

GENERAL PROFESSIONAL CORE		21 hours
Ed 512	Research Procedures in Education	3
Ed 513	Evaluation of Classroom Instruction	3
Ed 546	Philosophy of Education	3
Choose one: Psy 460G Advanced Developmental Psychology, or		
Psy 520	Psychology of Learning	3
Ed 471G	The Classroom Teacher-Counselor	3
Ed 522	Secondary School Curriculum	3
Ed 569	Advanced Reading Instruction	3
MUSIC EDUCATION		13 hours
Mus 524	Contemporary Developments in Music Education (Elementary)	3
Mus 525	Contemporary Developments in Instrumental Music Education, or	
Mus 526	Advanced Secondary Choral Techniques	3
Mus 543	Philosophical Concepts in Music Education	1
Mus 503	Thesis or Field Study	6
MUSICIANSHIP		14 hours
MuP 541-562	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 521 Music History		2
Total required for degree		48 hours

MUSIC GRADUATE COURSES

MuP 541-462	Performance Studies	1-2 hours each
Mus 503	Thesis or Field Study	9 hours
Mus 507	Seminar	Terms and hours to be arranged
Mus 514, 515	Arranging	2 hours each term
Mus 520, 521	Analytical and Compositional Studies	2 hours each term
Mus 524	Contemporary Developments in Music Education (Elementary)	3 hours
Mus 525	Contemporary Developments in Instrumental Music Education	3 hours

Mus 526	Advanced Secondary Choral Techniques	3 hours
Mus 537	Administration of School Music	2 hours
Mus 543	Philosophical Concepts in Music Education	1 hour
Mus 550, 551	Music History and Literature	2-4 hours each term
Mus 570, 571	Conducting	2 hours each term
Mus 700 (p)	In-Service Education	

MASTER OF ARTS IN TEACHING—HUMANITIES

PROFESSIONAL EDUCATION CORE		9 hours
Ed 512	Research Procedures in Education	3
Ed 546	Philosophy of Education	3
Choose one: Psy 460 G Advanced Developmental Psychology, or Psy 520 Psychology of Learning		3

TEACHING AREA

LANGUAGE ARTS		39 hours
Course in criticism		3
Courses in language		3-9
Courses in writing		3-9
Courses in literature		3-18
LANGUAGE ARTS/DRAMA		30 hours
Language Arts (criticism, language, writing, literature)		21
Theatre Arts		9
LANGUAGE ARTS/SPEECH		30 hours
Language arts (criticism, language, writing, literature)		21
Speech		9

ELECTIVES 6 hours

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 hours

HUMANITIES GRADUATE COURSE

Wr 510	Forms of Expository Prose	3 hours
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THEATRE ARTS GRADUATE COURSES

TA 506	Special Individual Studies	1-3 hours
TA 507	Seminar	Hours to be arranged

MASTER OF SCIENCE IN EDUCATION—HUMANITIES

PROFESSIONAL EDUCATION CORE		18-24 hours
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 Advanced Developmental Psychology, or Psy 520 Psychology of Learning		3
Education and Psychology courses as approved		6-12
TEACHING AREA		21-27 hours
Total must include at least 6 credit hours at the 500 level.		
LANGUAGE ARTS		
Course in criticism		3
Courses in language		3-9
Courses in writing		3-9
Courses in literature		3-18



LANGUAGE ARTS/DRAMA	21-27 hours
Language arts (criticism, language, writing, literature)	12-21
Theatre arts	9
LANGUAGE ARTS/SPEECH	21-27 hours
Language arts (criticism, language, writing, literature)	12-21
Speech courses	9
LANGUAGE ARTS/SOCIAL SCIENCE	21-27 hours
Students who do not meet the language arts/social science basic norm requirements may need additional hours beyond the degree program.	

Total Required for Degree 45 hours

HUMANITIES GRADUATE COURSES

Hum 503 Thesis	3-9 hours
Hum 506 Special Individual Studies	Terms and hours to be arranged
Hum 507 Seminar	Hours to be arranged
Hum 508 Workshop	2-3 hours
Hum 511 Philosophy and Literature	3 hours
Hum 513 Language of the Mass Media	3 hours

ENGLISH GRADUATE COURSES

Eng 510 Recent Developments in Language Study	3 hours
Eng 515 Applied Linguistics for Teachers	3 hours
Eng 523 Studies in British Literature to 1660	3 hours
Eng 524 Studies in British Literature Since 1660	3 hours
Eng 526 Studies in American Literature	3 hours
Eng 528 Studies in Continental Literature through the Renaissance	3 hours
Eng 531 Major Theories of Literary Criticism	3 hours

SPEECH GRADUATE COURSES

Sp 507 Seminar	Hours to be arranged
Sp 511 Speech Education: History and Philosophy	3 hours

MASTER OF SCIENCE IN EDUCATION—BIOLOGY, INTEGRATED SCIENCE, PHYSICAL SCIENCE

A program of graduate courses (400g or 500) to include at least 18 credit hours of appropriate courses in the academic area—Biology, Integrated Science, or Physical Science—plus from three to nine hours of approved electives in science or mathematics. The 18 hour academic area of Integrated Science is to include courses in chemistry and physics with an emphasis appropriate to the interests of the student. In each case, the program is coordinated by the student and an adviser to complement the student's undergraduate preparation and in consideration of the student's needs

Education and Psychology Courses	18-24
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Total Required for Degree 45 hours

MASTER OF ARTS IN TEACHING—BIOLOGY, INTEGRATED SCIENCE, PHYSICAL SCIENCE

A program of graduate courses (400g or 500) to include at least 18 credit hours of appropriate courses in the academic area—Biology, Integrated Science or Physical Science—plus 12 credit hours of approved electives in science or mathematics. The 18 hour academic area of Integrated Science is to be comprised of a balance of courses in chemistry and physics with an emphasis appropriate to the

interests of the student. In each case, the program is coordinated by the student and an adviser to complement the student's undergraduate preparation and in consideration of the student's needs

Education and Psychology Courses 15

Total Required for Degree 45 hours

SCIENCE GRADUATE COURSES

GS 501 Research	Hours to be arranged
GS 502 Thesis or Field Study	3-9 hours
GS 506 Special Individual Studies	Terms and hours to be arranged
GS 507 Seminar	Terms and hours to be arranged
GS 508 Workshop	Terms and hours to be arranged
GS 541 Bioecology	3 hours
GS 491 Physical Oceanography for Teachers	3 hours
GS 592 Geological Oceanography for Teachers	3 hours
GS 700 (p) In-Service Education	

GRADUATE COURSES—BIOLOGY

Bi 521 Biosystematics 3 hours

GRADUATE COURSES—CHEMISTRY

Ch 520 Advanced Analytical Chemistry	3 hours
Ch 530 Advanced Organic Chemistry	3 hours
Ch 539 Selected Topics in Chemistry	1-3 hours in each term. Maximum 6 hours
Ch 561 Advanced Inorganic Chemistry	3 hours

GRADUATE COURSES—PHYSICS

Ph 581, 582 Modern Physics 3 hours each term

MASTER OF SCIENCE IN EDUCATION—MATHEMATICS

PROFESSIONAL EDUCATION CORE 18-24 hours

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 Advanced Developmental Psychology, or Psy 520 Psychology of Learning	3
Education and Psychology courses as approved	6-12

ADVANCED MATHEMATICS 21-27 hours

Mth 410g Foundations of Mathematics*	3
Mth 415g Modern Geometry*	3
Mth 494g Analysis*	3
Mth 542 Modern Algebra	3
Electives (At least 6 hours in mathematics)	9-15

*Required if not taken as part of an undergraduate program.

MASTER OF ARTS IN TEACHING—MATHEMATICS

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 the College is authorized to offer.

Candidates for this degree who plan to complete advanced certification simultaneously should learn the 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 hours

Ed 512 Research Procedures in Education	3
Ed 546 Philosophy of Education	3
Choose one: Psy 460G Advanced Developmental Psychology, or Psy 520 Psychology of Learning	3

ADVANCED MATHEMATICS 30 hours

Mth 410 Foundations of Mathematics (g)	3
Mth 415 Modern Geometry (g)	3
Mth 494 Analysis (g)	3
Mth 541 or Mth 542 Modern Algebra	3
Electives (at least 6 hours in mathematics)	18

ELECTIVES 6 hours

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 hours

MATHEMATICS GRADUATE COURSES

Mth 506 Special Individual Studies	1-3 hours; 3 hours maximum toward degree requirements
Mth 507 Seminar	1-3 hours; 3 hours maximum toward degree requirements
Mth 541 Modern Algebra	3 hours
Mth 542 Modern Algebra	3 hours
Mth 700 (p) In-Service Education	

MASTER OF SCIENCE IN EDUCATION—SOCIAL SCIENCE

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 18-24 hours in the professional education core. A minimum of 45 hours is required in the program.

Students who plan to complete degree and advanced certification requirements should be working with an adviser to determine which professional education courses will meet both requirements.

PROFESSIONAL EDUCATION CORE 18-24 hours

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 Advanced Developmental Psychology, or Psy 520 Psychology of Learning	3
Electives in education/psychology	6-12

TEACHING AREA

Select one from among the following:

AMERICAN HISTORY	21-27 hours
Hst 420g Historiography	3
Hst 407g Seminar: American History	3
Courses in American History	15-21

WORLD HISTORY 21-27 hours

Hst 420g Historiography	3
Hst 407g Seminar: World History	3
Courses in World History	15-21

GEOGRAPHY 21-27 hours

Geog 518 Modern Viewpoints, Methods and Materials	3
Geog 407g Seminar: Geography	3-9
Courses in geography	9-21

ECONOMICS 21-27 hours

Courses in economic theory	6
Courses in economics	15-21

POLITICAL SCIENCE	21-27	hours
SSc 507 Seminar: Political Science	3	
Courses in Political Science	18-24	
SOCIOLOGY	21-27	hours
SSc 507 Seminar: Sociology	3	
Courses in sociology and anthropology	18-24	
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	
Total Required for Degree	45	hours

MASTER OF ARTS IN TEACHING— SOCIAL SCIENCE

PROFESSIONAL EDUCATION CORE	9	hours
Ed 512 Research Procedures in Education	3	
Ed 546 Philosophy of Education	3	
Choose one: Psy 460G Advanced Developmental Psychology, or Psy 520 Psychology of Learning	3	
TEACHING AREA		
Select one from among the following:		
AMERICAN HISTORY	30	hours
Hst 420g Historiography	3	
Hst 407g Seminar: American History	3	
Courses in American History	24	
WORLD HISTORY	30	hours
Hst 420g Historiography	3	
Hst 407g Seminar: World History	3	
Courses in World History	24	
GEOGRAPHY	30	hours
Geog 518 Modern Viewpoints, Methods and Materials	3	
Geog 407g Seminar: Geography	3-9	
Courses in Geography	18-24	
ECONOMICS	30	hours
Courses in economic theory	6	
Courses in economics	24	
POLITICAL SCIENCE	30	hours
PS 430 Political Issues: General Theory	3	
SSc 507 Seminar: Political Science	3	
Courses in Political Science	24	
SOCIOLOGY	30	hours
SSc 507 Seminar: Sociology	3	
Courses in Sociology and Anthropology	27	
ELECTIVES	6	hours
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	hours

SOCIAL SCIENCES GRADUATE COURSES

SSc 511 Contemporary Developments in the Social Sciences	3	hours
SSc 512 Contemporary Developments in the Social Sciences	3	hours
SSc 513 Social Problems in American Democracy	3	hours
SSc 515 Political Problems in American Democracy	3	hours
SSc 700 (p) In-Service Education		
Geog 515 Geographic Background of European History	3	hours
Geog 518 Modern Viewpoints, Methods and Materials in Geography	3	hours
Geog 519 Cartography for Teachers	3	hours
Geog 520 Physical Geography and Field Methods for Teachers	3	hours

MASTER OF SCIENCE IN EDUCATION— SOCIALLY AND EDUCATIONALLY DIFFERENT

This graduate program is designed to provide specialized preparation for teachers who wish to extend their professional competence through greater study of the socially and educationally different person.

In addition, specific coursework is offered for professionals whose work objective does not require certification as a teacher but does require knowledge about the socially and educationally different. Program applicants must petition the Graduate Study Committee for waiver of the teaching certificate requirement. Students should prepare their programs with an adviser from the Department of Social Science.

PROFESSIONAL EDUCATION CORE	9	hours
APPROVED COURSES		
Social science	12	
Courses in the study of the socially and culturally different	12	
Education and Psychology	12	
Total Required for Degree	45	hours

MASTER OF SCIENCE AND EDUCATION IN CORRECTIONAL ADMINISTRATION

The MA/MS degree in Correctional Administration prepares graduates for advanced professional roles in correctional administration. Employment opportunities exist for individuals in correctional administration with private and governmental agencies that are responsible for supervision and treatment of juvenile and adult law offenders. Examples of some correctional programs are probation, adult penal institutions, facilities, youth and child care centers.

It is anticipated that prospective students will have an appropriate BA/BS degree, with a concentration in corrections and social or behavioral science equivalent to the OCE BA/BS degree in Social Science-Corrections. The applicant who does not possess an adequate undergraduate background may be expected to complete more than the required 45 credit hours to achieve the desired competency. Students will choose their degree program from one of the two areas—Professional Studies or Academic Studies.

Professional Studies Emphasis

PROFESSIONAL CORE	21	hours
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 Offenders	9	
OPTION 1	9	hours
SSc 501 Social Science Research Procedures	3	
SSc 503 Thesis or Field Study	6	
OPTION 2	9	hours
SSc 501 Social Science Research Procedures	3	
SSc 503 Thesis	3	
On-site management experience		
SUPPORTING COURSES	15	
Choose from social science (Anthropology, Economics, Geography, History, Law Enforcement, Political Science, or Sociology), and Education and Psychology in consultation with adviser.		
Total Required for Degree	45	hours

Academic Study Emphasis— Professional Core

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 Offenders	3	
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 areas differing from first area.		
Total Required for Degree	45	

CORRECTIONS GRADUATE COURSES

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

GEOGRAPHY GRADUATE COURSES

Geog 515 Geographic Background of European History	3	hours
Geog 518 Modern Viewpoints, Methods and Materials in Geography	3	hours
Geog 519 Cartography for teachers	3	hours
Geog 520 Physical Geography and Field Methods for Teachers	3	hours

OTHER SOCIAL SCIENCE GRADUATE COURSES

SSc 501 Research	3-9	hours
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 508 Workshop	Terms and hours to be arranged	
SSc 511 Contemporary Developments in the Social Sciences	3	hours
SSc 512 Contemporary Developments in the Social Sciences	3	hours
SSc 513 Social Problems in American Democracy	3	hours
SSc 515 Political problems in American Democracy	3	hours
SSc 700 (p) In-service Education		

PUBLIC SERVICES



CAMPUS ELEMENTARY SCHOOL

The Campus Elementary School, part of the Central School District of Monmouth-Independence, has served as an OCE laboratory school since 1917. All of its teachers hold academic rank in the OCE Elementary and Secondary Education Department. Through careful selection of outstanding public school educators, a staff of elementary classroom master teachers has been acquired.

The school is integrated into the OCE teacher education program, as new ideas are initiated, tested and revised as pilot projects at CES. The specialized knowledge and skills of CES faculty members are valuable as role models for OCE students preparing for teaching careers. Easily-accessible practicum experience is provided to OCE students at CES.

Through careful planning, CES has been developed into a model for selected programs. It is ungraded, multi-age grouped, and organized through teacher teams directly involved in school decision-making.

Many innovative programs now used in elementary education programs across the state were originally developed as CES. Some of them are: the annual outdoor resident school program for grades 1-6; learning centers for instruction; developing effective relationships with children; developing elementary counseling skills and procedures for the classroom teacher; use of bibliotherapy; and interest area approaches in music and physical education.

The school is open to visitors. Arrangements may be made by writing the Campus Elementary School.

TEACHING RESEARCH DIVISION

Teaching Research originated in 1960 as a part of OCE. In 1965 it was incorporated into the Chancellor's Office as a division of the Oregon State System of Higher Education. Thus, although physically located on the OCE campus, the Division is directly responsible to the Vice Chancellor for academic affairs, whose offices are in Eugene.

The organization of Teaching Research consists of a director, two associate directors, and four departments with their respective chairpersons. The departments that support Teaching Research's activities are: (1) the Higher Education Department, (2) the Teacher Education Department, (3) the Evaluation/Development Department, and (4) the Exceptional Child Department. All professional members at Teaching Research have an academic appointment and accompanying rank, but do not normally have teaching responsibilities. Instead, staff are fully engaged in research, development, dissemination, or evaluation activities.

The mission of Teaching Research is to augment the research and service components of the OSSHE as they pertain to the educational offerings of the State, through the design and completion of research, evaluation and instructional development projects. The basic and applied research activities of Teaching Research contribute to the expanding knowledge base upon which sound educational offerings of the State reside. The evaluation, instructional development, and planning activities contribute to overall effectiveness of these offerings.

Within this mission, three major goals serve to set directions for Teaching Research and its research departments. These are:

- 1) to assist OSSHE, its various campuses, and other educational institutions and agencies in the State to establish policies and procedures relevant to provision of optimal learning conditions for all students;
- 2) to establish either independently or cooperatively with the educational institutions and agencies of the State research and demonstration activities of such quality that they will be recognized in the State and/or nationally for their excellence;
- 3) to make available to individual institutions, agencies, and faculties of the State and Nation the products and procedures that derive from Division research and development efforts.

TEACHING RESEARCH INFANT AND CHILD CENTER

This Center is part of the Exceptional Child Department at Teaching Research. It has recently been awarded national validation by HEW for its unique educational approach and its significant impact on the learning of handicapped students. As a national model center for preschool education for the handicapped, it serves the Monmouth-Independence, Dallas and Salem areas primarily with additional students from outlying areas. The data generated from these programs has provided the basis for several books, monographs, and curriculum guides concerning education for handicapped students.

About 60 children from infancy to age 12 are in Center programs, which include:

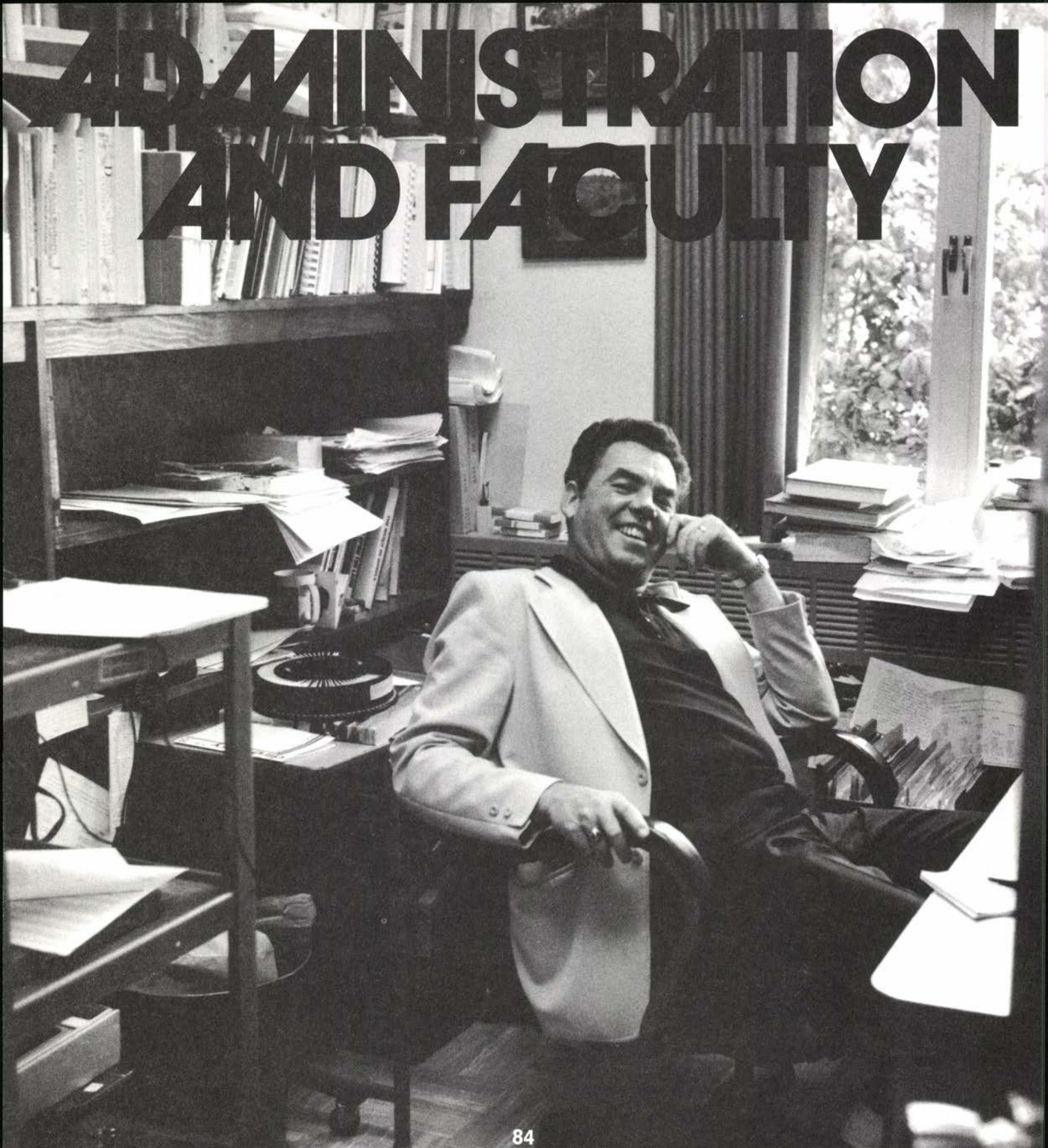
- Preschool day care
- Preschool handicapped classroom
- Prescriptive classroom
- Parent clinic
- Infant Center
- Severely handicapped classroom

Group homes are provided for preschool handicapped and severely handicapped children.

A major objective of the Center is the development of procedures for teaching preschool handicapped and non-handicapped children. These procedures form the basis of the training of many teachers from several states who study at the Center each year. A followup service is provided for teachers who have completed this training. The Center also trains parents in the care of their handicapped children.

It also serves as a practicum center for many OCE and Oregon State University students. Most of these students are OCE undergraduates who receive credit for ED 200 Introduction to Careers in Special Education and Psy 227 Field Experience in the Helping Professions. Others include OCE graduate students in special education programs and early childhood education and OSU graduates in psychology.

Further information about center programs may be obtained by writing to the director of the Infant and Child Center, Teaching Research Division, Monmouth, Oregon 97361.



ADMINISTRATION AND FACULTY

OREGON STATE SYSTEM OF HIGHER EDUCATION

Oregon College of Education is a member of the Oregon State System of Higher Education which was organized in 1932 to provide educational opportunities to 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 (designated by *). Their names and term expiration dates are (terms expire on June 30 of the year shown):

LOUIS B. PERRY, Portland	1981
President and Chairman, Executive Committee	
EDWARD C. HARMS, Jr.	1981
Springfield	
Vice President and Member Executive Committee	
LESTER B. ANDERSON	1981
JONATHAN A. ATER, Portland	1980
ALVIN R. BATISTE, Portland	1978
JANE H. CARPENTER, Medford	1979
*RUTH O. DANIELS, Monmouth	1978
BETTY FEVES, Pendleton	1979
ROBERT C. INGALLS, Corvallis	1980
*GREGORY G. MOORE, Corvallis	1979
LOREN L. WYSS, Portland	1980
Member, Executive Committee	

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 State College, Ashland; Oregon Institute of Technology, Klamath Falls; and the University of Oregon Health Sciences Center (schools of medicine, dentistry and nursing), Portland. 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. LIEU ALLEN, Ed.D., L.H.D.
Chancellor, State System of Higher Education
GERALD LEINWAND, Ph.D.
President, Oregon College of Education
WILLIAM B. BOYD, Ph.D.,
President, University of Oregon
ROBERT W. MacVICAR, Ph.D.
President, Oregon State University
JOSEPH C. BLUMEL, Ph.D.
President, Portland State University
RODNEY A. BRIGGS, Ph.D.
President, Eastern Oregon State College
JAMES K. SOURS, Ph.D.
President, Southern Oregon State College
KENNETH F. LIGHT, Ph.D.
President, Oregon Institute of Technology
LEONARD LASTER, M.D.
President, U. of O. Health Sciences Center
FREEMAN HOLMER, M.A.
Vice Chancellor for Administration
J. I. HUNDERUP, M.B.A., C.P.A.
Vice Chancellor for Facilities Planning
E. REX KRUEGER, Ph.D.
Vice Chancellor for Educational Systems
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
WILMA FOSTER, M.A.
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

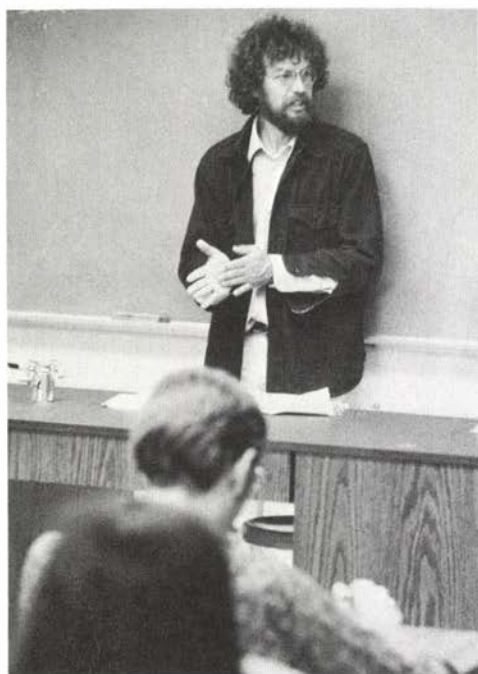
ROY E. LIEUALLEN, Ed.D., L.H.D., Chancellor, Oregon State System of Higher Education.
 GERALD LEINWAND, Ph.D., President, Oregon College of Education.
 JAMES H. BEAIRD, Ed.D., Provost.
 RONALD C. COOLBAUGH, Ph.D., Dean, Liberal Arts and Sciences.
 JACK D. MORTON, M.S., Dean of Students.
 RICHARD E. WALKER, Ed.D., Dean, Public Education and Services.
 R. JOHN BRINEGAR, M.S., Director of Financial Aid.
 RAY A. BRODERSEN, Ph.D., Chairman, Natural Sciences and Mathematics.
 RONALD L. CHATHAM, Ph.D., Director of Planning; Administrative Assistant to the President.
 CLARENCE C. CORCHELS, D.L.S., Director of the Library.
 CHARLES D. GRELL, B.S., Director of Information.
 PAUL F. GRIFFIN, Ph.D., Chairman, Social Science Department.
 CHARLES HARRIS, B.S., Director of Dormitories and Food Services.
 STANLEY J. KENYON, Ed.D., Registrar; Director of Admissions.
 ROBERT C. LIVINGSTON, Ed.D., Chairman, Health, Physical Education and Athletics Department.
 DONALD ERNEST MARTIN, B.S., Space Analyst.
 HAROLD I. MASON, M.S., Director of Placement; Coordinator of Teacher Education.
 H. BLAKE MORANVILLE, M.S., Associate Dean of Students.
 KENNETH H. MYERS, Ed.D., Chairman, Elementary and Secondary Education.
 JUDITH L. OSBORNE, Ed.D., Associate Dean of Students.
 BARRY B. OSTROM, M.B.A., Budget Officer.
 JOAN S. PRATT, Executive Secretary to the President.
 JACK C. RYE, Ph.D., Director of Graduate Programs.
 CLAUDE E. SMITH, M.S., Director of The Educational Media Center.
 JOHN N. SPARKS, B.S., Director of Business Affairs.
 ROBERT R. TOMPKINS, Chairman, Humanities Department.
 WILLIAM H. VENEMA, Ed.D., Director of Counseling Services.
 ROBERT L. VIEIRA, M.Ed., Assistant Director of Admissions.
 DAVID E. WALLACE, Ph.D., Director of Summer Session and Special Programs.
 MAXINE WARNATH, M.A., Chairman, Special Education and Psychology.
 WAYNE R. WHITE, Ph.D., Director of Continuing Education.
 RONALD WYNN, Ph.D., Chairman, Creative Arts Department.
 DOUGLAS P. YATES, Ed.D., Director of College Center and Student Activities.

OCE FACULTY

This list includes those faculty members employed half-time or more in fall term of the 1978-79 academic year. The list will change to some degree in 1979-80. 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)
 Associate Professor of Creative Arts
 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 and Supervisor of Teaching
 B.S., 1957; M.S., 1959; Oregon College of Education.
 ROBERT EDWARD ALBRITTON (1965)
 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
 B.A., 1941; San Jose State College;
 M.A., 1948, Ed.D., 1960; Stanford University.
 GERTRUDE JOANNE AMSPOKER (1961)
 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.
 FRANK L. ASHMORE (1976)
 Assistant Professor of Education
 B.S., 1966; Lyndon State College;
 M.S., 1974; Oregon College of Education.
 DAVID LeROY AUSTIN (1965)
 Assistant Professor of Education and Supervisor of Teaching
 B.S., 1961, M.S., 1966; Oregon College of Education.
 ROBERT RODGERS AYRES (1975)
 Instructor in Education
 B.A., 1969, B.A. 1970; Pacific Lutheran University;
 M.S., 1975; 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.
- LOUIS BALMER (1978)
Assistant Professor of Education
B.S., 1958; Oregon State University;
M.S., 1968; Portland State University;
Ed.D., 1971; University of North Carolina.
- NEAL RAYMOND BANDICK (1970)
Associate 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)
Associate Professor of Mathematics
B.S., 1963, M.S., 1965; Oregon College of Education;
A.M., 1969, Ph.D., 1972; University of Illinois.
- JAMES H. BEAIRD (1968)
Provost
B.A.Ed., 1953; Nebraska State Teachers College;
M.Ed., 1958; University of Nebraska, Lincoln,
Nebraska.
- JOHN EDWARD BELLAMY (1955)
Professor of Humanities
B.A., 1948; Indiana State Teachers College;
M.A., 1951, 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)
Associate Professor of Education
B.S., 1953, M.S., 1962; Oregon College of Education;
Ed.D., 1972; University of Oregon.
- ROBERTA JEAN BOWMAN (1977)
Interpreter for the Deaf
B.S., 1971; University of Kansas.
- MYRA JEAN BRAND (1966)
Assistant Professor of Music
B.M., 1958; Willamette University;
M.M., 1971; University of Oregon.
- LOUIS CARL BRANDHORST (1967)
Associate Professor of Geography
B.S., 1955; Concordia Teachers College;
M.A., 1965, Ph.D., 1974; University of Nebraska.
- EVERETT LoWAYNE BREWER (1973)
Assistant Professor of Physical Education
B.A., 1962, M.A., 1969; Central Washington State
College.
- RONALD JOHN BRINEGAR (1974)
Assistant Professor, Director of Financial Aid
B.A., 1964; University of Oregon;
M.S., 1976; Oregon College of Education.
- RAY ARLYN BRODERSEN (1962)
Professor of Geology and
Chairman, Department of Natural Sciences and
Mathematics
B.A., 1953; Fresno State College;
Ph.D., 1962; University of California, Berkeley.
- MIRIAM JOAN BROWNING (1974)
Instructor in Speech Pathology
B.S., 1969, M.S., 1970; Oregon College of Education.
- CAROL JOAN BROWNLOW (1966)
Assistant Professor of Physical Education
B.S., 1964; Portland State University;
M.Ed., 1968; Oregon State University.
- DOUGLASS B. BULLARD (1976)
Instructor in Education
B.A., 1964; Gallaudet College.
- ROBERT BURDMAN (1975)
Assistant Professor of Educational Media
B.A., 1971; University of Puerto Rico;
M.A., 1972, Ph.D., 1974; University of Oregon.
- WILLIAM DALLAS BURT (1976)
Interpreter for the Deaf
B.S., 1976; Lewis and Clark College.
- JOSEPH RONALD CALIGURE (1966)
Assistant Professor of Physical Education
B.S., 1952, M.S., 1966; University of New Mexico.
- LYNN CAMPBELL (1977)
Assistant Professor of Health and Physical Education
B.A., 1966; Colorado State University;
M.A., 1971; University of Northern Colorado;
Ed.D., 1977; University of Oregon.
- DALE WAYNE CANNON (1977)
Assistant Professor of Humanities
B.A., 1965; Seattle Pacific College;
Ph.D., 1969; Duke University.
- DANIEL GEORGE CANNON (1967)
Professor of Art
B.A., 1956, M.Ed., 1963; University of Washington;
Ed.D., 1973; Stanford University.
- JON CAREY (1977)
Instructor in Health and Physical Education
B.S., 1973; Portland State University.
- JOHN JOSEPH CASEY (1965)
Associate Professor of Art
B.A., 1958; University of Oregon;
M.F.A., 1962; California College of Arts and Crafts.
- MIKE G. CAVINESS (1977)
Assistant Professor of Health and Physical Education
B.S., 1969, M.A., 1970; University of Idaho.
- RONALD LEWIS CHATHAM (1958-61, 1962)
Professor of Geography, Director of Planning,
and Administrative Assistant to President
B.A., 1952; University of California, Berkeley;
M.A., 1957; Sacramento State College;
Ph.D., 1962; Stanford University.
- CYNTHIA D. CLARKE (1977)
Assistant Professor of Mathematics
B.S., 1970, M.S., 1972, Ph.D., 1975; Florida State
University.
- GORDON WILSON CLARKE (1968)
Professor of Humanities
B.A., 1943, M.A., 1947, Ph.D., 1949; University of
Illinois.
- MELVIN T. COLLINS, Jr. (1976)
Assistant Professor and
Director of Automated Data Processing
B.A., 1956; University of Washington;
M.A., 1968; Oregon State University.
- JUDITH ANN CONKEY (1967)
Assistant Professor of Humanities
B.S., 1959; University of Kansas;
M.S., 1966; Oregon College of Education.
- PATRICK WILLIAM CONWAY (1974)
Assistant Professor of Educational Psychology
B.A., 1969; University of California, Santa Cruz;
Ed.D., 1973; University of Massachusetts, Amherst.
- RONALD CHARLES COOLBAUGH (1970)
Professor of Biology and
Dean, Liberal Arts and Sciences
B.A., 1966; Eastern Washington State College;
Ph.D., 1970; Oregon State University.
- ERIC JON COOLEY (1976)
Assistant Professor of Psychology
B.A., 1972; Claremont Men's College;
Ph.D., 1976; University of Texas, Austin.
- DOROTHY LOUISE COREY (1967)
Assistant Professor of Biology
B.A., 1951; University of Washington;
M.A., 1959; University of California, Los Angeles.
- ROSS RALPH COTRONEO (1966)
Professor of History
B.S., 1959, M.A., 1962, Ph.D., 1966; University of
Idaho.
- DENNIS LEE CRAWFORD (1970)
Associate Professor of Social Science
B.A., 1955; Linfield College;
M.Div., 1958; Colgate Rochester Divinity School;
Ed.M., 1967, Ph.D., 1976; Oregon State University.
- ERNIE LEE CUMMINS (1957)
Professor of Physical Sciences and Science Education
B.S., 1943, M.S., 1952, Ed.D., 1960; Oregon State Uni-
versity.
- MERLIN DUANE DARBY (1968)
Professor of Education
B.A., 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)
Associate Professor of Creative Arts
B.A., 1963; Central Washington State College;
M.A., 1964, Ph.D., 1976; University of Washington.
- STANLEY BRENT DAVIS (1975)
Instructor in Education
B.S., 1972; Oregon College of Education.
- WILLIAM ROBERT DAVIS (1967)
Professor of Education
B.S., 1945, M.S., 1947; University of Idaho;
Ph.D., 1966; Washington State University.
- ROBERT MORGAN DAY (1978)
Assistant Professor of Education
B.S., 1970, M.Ed., 1973; University of Washington.
- 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)
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
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.



- NORMAN C. EBURNE (1978)**
Associate Professor of Health and Physical Education
B.S., 1963; Brigham Young University;
M.S., 1964, Ed.D., 1970; University of Oregon.
- DENNIS WAYNE EDDINGS (1968)**
Associate Professor of Humanities
B.A., 1966, M.A., 1968; University of Washington;
Ph.D., 1973; University of Oregon.
- JAMES BRADFORD ELLINGSON (1971)**
Professor of Education
B.A., 1940; Eastern Washington State College;
M.A., 1950; Washington State University;
D.Ed., 1962; University of Oregon.
- JAY FREDERICK EVETT (1968)**
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 and
Director, 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)**
Associate Professor of Education
B.S., 1961, M.A.T., 1967; Oregon College of Education;
Ed.D., 1973; University of Oregon.
- THOMAS LEE FERTE (1968)**
Assistant Professor of Humanities
B.S., 1961; Southern Oregon College;
M.A., 1962; Arizona State University.
- RONALD DEAN FINSTER (1971)**
Associate Professor of Economics
B.S., 1959, M.B.A., 1961, Ph.D., 1970; University of
Arizona.

- RICHARD CHARLES FORCIER (1972)**
Associate 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)**
Assistant Professor of Education
B.A., 1972, M.S., 1973; St. Cloud State College.
- BEVERLY JO FREER (1970)**
Associate Professor of Humanities
B.A., 1962; Idaho State University;
M.S., 1964, Ph.D., 1975; University of Nevada, Reno.
- 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)**
Assistant Professor of Education and Clinical Supervisor
B.S., 1952; Illinois State University;
Ed.M., 1957; University of Illinois.
- JESSE HOWARD GARRISON (1959-66, 1967)**
Professor of Education
B.A., 1948; Central Washington State College;
M.A., 1953, Ed.D., 1957; Washington State University.
- 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.
- BARBARA HELEN GIANNESCHI (1976)**
Instructor in Education and
Coordinator/Counselor of Campus Services for Deaf
Students
B.S., 1974, M.A., 1976; Northern Illinois University.
- GERALD RALPH GIROD (1969)**
Professor of Education
B.S., 1962, M.S., 1965; Oregon College of Education;
Ed.D., 1970; Washington State University.
- CLARENCE CLIFFORD GORCHELS (1966)**
Professor and Director of Library
B.S., 1940; Wisconsin State University, Oshkosh;
B.L.S., 1945; University of Wisconsin;
M.S., 1952, D.L.S., 1971; Columbia University.
- LOYDEE SUNDIN GRAINGER (1977)**
Instructor in Education
B.S., 1972; Oregon State University;
M.S., 1975; Oregon College of Education.
- 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)**
Professor of Mathematics
B.S., 1956, M.S., 1959; Eastern New Mexico University;
Ph.D., 1969; Oregon State University.
- CHARLES DAVID GRELL (1969)**
Assistant Professor and Director of Information
B.S., 1950; University of Oregon.
- PAUL FRANCIS GRIFFIN (1960)**
Professor of Geography and
Chairman, Department of Social Science
A.B., 1939, M.S., 1941; University of Pittsburgh;
M.A., 1951, Ph.D., 1952; Columbia University.

- KLEMI MAIN HAMBOURG (1969)**
Associate 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, F.T.C.L., 1966; Trinity College of Music,
London;
D.M.A., 1977; University of Oregon.
- 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
B.S., 1956, M.S., 1960; Oregon College of Education.
- CHARLES M. HARRIS (1978)**
Assistant Professor
Director of Food Services and Dormitories
B.S., 1967; University of Oregon.
- WILMA S. HEIN (1973)**
Associate Professor of Health and Physical Education
B.A., 1959; California State University, 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 and Catalog Librarian
B.A., 1949, M.A., 1958; University of Washington.
- SUSAN AUGUSTA HILL (1977)**
Research Assistant, Education
B.A., 1970; Washington State University;
M.S., 1977; Oregon College of Education.
- BETTY PHILLIPS HOLDT (1963)**
Associate 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;
Ed.D., 1976; Utah State University.
- KENNETH LLOYD HOLMES (1967-69, 1970)**
Professor of History
B.A., 1938; University of Redlands;
Ph.D., 1963; University of Oregon.
- BARBARA HOLLOWELL (1977)**
Assistant Professor of Education
B.S., 1967, M.S., 1968, Ed.D., 1976; Florida State
University.
- DON YOUNG HOSKISSON (1971)**
Associate 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
B.S., 1960, M.A., 1961; Ball State University;
Ed.D., 1970; Oregon State University.

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Assistant Professor and Counselor
B.A., 1960; University of California, Berkeley;
M.Ed., 1970; Oregon State University.

ELIZABETH EMILY HOYSER (1965-68, 1970)

Professor of Education
B.S., 1950; Oregon College of Education;
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LAURI HUNNER (1978)

Special Instructor—Coach
B.S., 1964; Oregon College of Education.

GARY LIDDLE HUXFORD (1961-66, 1969-70, 1971)

Professor of History
B.S., 1957; Brigham Young University;
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ANTONIO THOMAS IANNARONE (1974)

Associate Professor of Education
B.S., 1967; Manhattan College;
M.A., 1969; Seton Hall University;
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COLLEEN O'ROURKE JACKSON (1976)

Assistant Professor of Speech Pathology and Audiology
B.S., 1972; University of Cincinnati;
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MAJUDDIN 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)

Professor of Physics
B.A., 1961; Northwest Nazarene College;
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Assistant Professor of Geography
B.A., 1963; California State University, Chico;
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PAUL HENRY JENSEN (1968)

Professor of Education
B.A., 1935; Midland College;
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Associate Professor of Education
B.S., 1959; Dana College;
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JOHN MORRIS JOHNSON (1969)

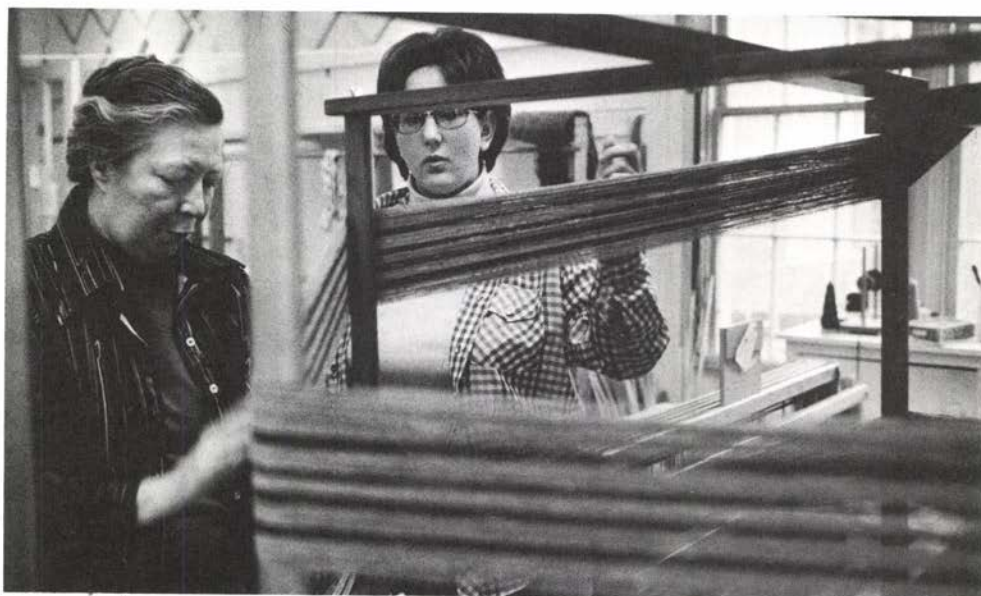
Professor of Biology
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B.S., 1967; Oregon College of Education.

JEAN HANOVER JONES (1976)

Assistant Professor of Education
B.S., 1951; University of Oregon;
M.A., 1959; Willamette University;
M.A., 1974; Michigan State University.



JAMES CARSON KEESEY (1970)

Associate Professor of Psychology
A.B., 1958; Princeton University;
M.A., 1962; San Jose State College;
Ph.D., 1969; University of Oregon.

MERLE ANN KELLEY (1970)

Associate Professor of Psychology
B.A., 1961; San Jose State College;
M.S., 1965, Ph.D., 1970; University of Oregon.

STANLEY JAY KENYON (1963)

Associate Professor and Registrar and Director of
Admissions
B.S., 1959, M.S., 1962; Oregon College of Education;
Ed.D., 1976; Oregon State University.

BERT YARBROUGH KERSH (1967)

Research Professor of Education
Office of Institutional Research and Grants
B.A., 1950; University of California, Santa Barbara;
M.A., 1953, Ph.D., 1955; University of California,
Berkeley.

JUDITH EILEEN KIEFF (1974)

Assistant Professor of Education and Supervisor of
Teaching
B.S., 1968; Oregon State University;
M.S., 1974; Oregon College of Education.

LEO JAMES KIRK (1963)

Associate Professor of Art
B.A., 1951; Washburn University;
M.A., 1959; Colorado State College.

ROBERT G. KLINEFELTER (1977)

Interpreter for the Deaf

NORMAN EDWARD KOCH (1968)

Professor of Education
B.A., 1956, M.Ed., 1958; Central Washington State
College;
Ed.D., 1966; University of Oregon.

KENNETH ANDREW KOSKO (1974)

Instructor in Education
B.A., 1971; Central Washington State College;
M.S., 1974; Oregon College of Education.

E. LOUISE HENDERSON KREY (1952-53, 1955)

Assistant Professor of Physical Education
B.A., 1935, B.S., 1936; Louisiana State University;
M.A., 1952; University of Oregon.

LOTTE NOVIG LARSEN (1976)

Instructor and Reference Serials Librarian
B.A., 1965; Seattle University;
M.L.S., 1972; University of Washington.

GERALD LEINWAND (1977)

Professor and President
B.A., 1941, M.S., 1942; New York University;
M.A., 1945; Columbia;
Ph.D., 1963; New York University.

MARY JOSEPHINE LEVENSPIEL (1974)

Instructor in Education and
Assistant Professor of Psychology
B.S., 1951; Oregon State University;
R.N., 1951; University of Oregon Medical School;
M.Ed., 1971, Ph.D., 1976; Oregon State University.

JAMES DALE LIEDTKE (1965)

Associate Professor of Chemistry
B.S., 1959; University of Portland;
Ph.D., 1964; Washington State University.

MARCELENE S. LING (1976)

Assistant Professor of Education
B.S., 1956; Oregon College of Education;
M.Ed., 1971, Ed.D., 1976; Oregon State University.

ROBERT CLARENCE LIVINGSTON (1951)

Professor of Physical Education and
Chairman, Department of Health, Physical Education
and Athletics

B.S., 1947, M.Ed., 1948; University of Missouri;
Ed.D., 1951; Teachers College, Columbia University.

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)
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)
Professor of Mathematics
B.S., 1953, M.S., 1960, Ph.D., 1970; Oregon State University.
- KEVIN GEORGE MARSHALL (1974)
Assistant Professor of Education
B.S., 1966; Lewis and Clark College;
M.A., 1967, Ed.S., 1968; Colorado State College.
- DONALD ERNEST MARTIN (1966)
Senior Instructor in Social Science and Space Analyst
B.S., 1959; Oregon State University.
- ROBERT FRANCIS MARTIN III (1972)
Associate Professor of Humanities
B.A., 1965; Wabash College;
M.A., 1966; Ohio University;
Ph.D., 1974; Indiana University.
- SOCORRO MARTINEZ (1975)
Assistant Professor of Humanities
B.A., 1957; Arizona State University;
M.A., 1971; Azusa Pacific College.
- HAROLD IRWIN MASON (1966)
Assistant Professor of Education and
Director, Teacher Education and Placement
B.S., 1956, M.S., 1960; Oregon State University.
- CAROL A. MATHEWS-AYRES (1976)
Instructor in Education
B.S., 1974, M.S., 1976; Oregon College of Education.
- JAMES THOMAS MATTINGLY (1968)
Associate 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)
Professor of Biology
B.S., 1956; Seattle Pacific College;
M.S., 1959, Ph.D., 1967; University of Washington.
- JACQUELINE CALDWELL McCRADY (1975)
Instructor and Reference Librarian
B.A., 1969; University of Wisconsin, Eau Claire;
M.L.S., 1973; University of Oregon.
- ROBERT PATRICK McCULLOUGH (1959)
Assistant Professor of Physical Education
B.A., 1948; East Stroudsburg State Teachers College;
M.A., 1952; New York University.
- ARTHUR ANDREW McELROY (1975)
Professor of Education
B.S., 1950, B.Ed., 1951; Washington State University;
M.Ed., 1956, Ed.D., 1969; University of Oregon.
- GLORIA JEAN McFADDEN (1966)
Professor of Education and Director of Elementary
Education
B.A., 1953; Willamette University;
B.S., 1956, M.S., 1966; Oregon College of Education;
Ed.D., 1973; University of Oregon.
- 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
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.
- LORRAINE THERESA MILLER (1976)
Assistant Professor of Music
B.Mus., 1962; Marylhurst College;
M.Mus., 1972, D.M.A., 1976; University of Michigan.
- RUTH HATFIELD MILLION (1966)
Assistant Professor of Music
B.A., 1943; Georgetown College, Kentucky;
M.M., 1946; American Conservatory.
- 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.
- SHARON LEE MONSON (1969)
Assistant Professor of Education and 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 and 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 and Dean of Students
B.S., 1948; University of Oregon;
M.S., 1957; Oregon College of Education.
- KENNETH HOLLY MYERS (1968)
Professor of Education and
Chairman, Department of Elementary and Secondary
Education
B.S., 1949; Eastern Oregon College;
M.Ed., 1956, Ed.D., 1966; Oregon State University.
- 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 Colorado.
- RUTH EVELYN NELSON (1972)
Instructor in Education
B.A., 1953; Central Washington State College;
M.S., 1970; Oregon College of Education.
- MURIEL ESTELLE NILSEN (1976)
Assistant Professor of Education
B.S., 1957; Bob Jones University;
M.A., 1961; University of Colorado.
- RICHARD W. NOLAND (1976)
Instructor in Economics
B.S., 1971; Western Baptist Bible College;
M.A.T., 1974; Oregon College of Education.
- ROBERT OTTO NOVAK (1968)
Professor of Biology
B.S., 1952; Michigan State University;
M.S., 1956; University of Illinois;
Ph.D., 1963; University of Wisconsin.
- THEODORE A. O'CONNOR (1976)
Instructor and Interpreter for the Deaf
B.A., 1973; Fullerton College.
- ROBERT G. OGAN (1964)
Assistant Professor of Education and Supervisor of
Teaching
B.A., 1955; Nebraska State College;
M.S., 1956; University of Omaha.
- ERNEST MAYNARD OGARD, Jr. (1966)
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)
Associate Professor and Associate Dean of Students
B.S., 1968, M.S., 1969, Ed.D., 1971; Oklahoma State
University.
- BARRY BRIAN OSTROM (1968)
Assistant Professor and Budget Officer
B.A., 1961; Western Washington State College;
M.B.A., 1963; Washington State University.
- ZILLAH ANN PAETH (1965)
Senior Instructor and Head Acquisitions Librarian
B.A., 1941, B.Ed., 1941; Washington State University.
- ROBERT LELAND PAGE (1970)
Assistant Professor of Creative Arts
B.A., 1955, M.F.A., 1960; University of Portland.
- ANNA PENK (1973)
Associate 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)
Professor of Biology
B.A., 1953; Antioch College;
M.S., 1961, Ph.D., 1966; University of Colorado.
- JANET LEE PERKINS (1969)
Assistant Professor of Education and Supervisor of
Teaching
B.S., 1963, M.S., 1972; Oregon College of Education.
- JOYCE MARIE PETERSEN (1975)
Assistant Professor of Education
B.S., 1964, M.S., 1970; Oregon College of Education.
- MARY ANN PETRIE (1977)
Professor of Art
B.A., 1953; St. John's University;
M.S., 1958; Fordham University;
M.F.A., 1966; Pratt Institute, Brooklyn, New York;
Ph.D. 1971; New York University.
- 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, Ph.D., 1977; University of Washington.
- ZENATA WILLIAMS PIERRE (1977)
Instructor and Reference Librarian
B.A., 1970; Our Lady of the Lake College;
M.L.S., 1975; University of Oregon.



- DOREEN YORKSTON PORTAL (1974)**
Assistant Professor and Head of Reader Services
B.A., 1948; University of British Columbia;
A.M., 1952; Clark University;
A.M.L.S., 1952; University of Michigan.
- 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)**
Senior Instructor, Campus Elementary School and
Librarian
B.A., 1950; Willamette University.
- WILLIAM JAMES PUNKE (1971)**
Associate Professor of Music
B.A., 1953; University of Northern Iowa;
M.A., 1959, Ed.D., 1972; University of Northern
Colorado.
- MARVEL RATHBUN**
Professor, Director Health Services, College Physician
B.S., M.D., University of Michigan Medical School.
- HELEN MARIE REDBIRD (1956-57, 1958)**
Professor of Social Science
B.S., 1951; Southern Oregon College;
M.Ed., 1954, Ed.D., 1963; University of Colorado.
- 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 and 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.
- ROBERT RAY RICHARDSON (1966)**
Associate Professor of Art
B.S., 1961; St. Cloud State College;
M.A., 1965; University of Minnesota.
- GUY HARLAN ROTH (1966-68, 1969)**
Associate Professor of Geology
B.A., 1958; University of New Hampshire;
M.S., 1960; Lehigh University;
Ph.D., 1974; Oregon State University.
- MARION OLINDO ROSSI (1965)**
Assistant Professor of Humanities
B.A., 1963; Idaho State University;
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