OREGON COLLEGE
OF EDUCATION
1978-80
CATALOG ISSUE
MONMOUTH
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 anywhere 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 part-time 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.
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 side streets.

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-loving 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.
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 their 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.

STUDENT INVOLVEMENT VALUED

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 build 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.
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, predentistry, 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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<td>Department of Natural Science and Mathematics</td>
<td>Dr. Ray A. Brodersen</td>
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<tr>
<td>Department of Psychology &amp; Special Education</td>
<td>Mrs. Maxine A. Warnath</td>
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<tr>
<td>Social Science</td>
<td>Dr. Paul F. Griffin</td>
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<td>Dormitories</td>
<td>Mr. Charles M. Harris</td>
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<td>Food Services</td>
<td>Dr. Thomas Rowland</td>
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<td>Educational Evaluation Center</td>
<td>Mr. R. John Brinegar</td>
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<td>Financial Aids</td>
<td>Dr. Kenneth D. Jensen</td>
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<td>Fire Services Administration</td>
<td>Dr. Jack C. Rye</td>
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<td>Graduate Programs</td>
<td>Mr. John Freeburg</td>
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<td>Handicapped Services:</td>
<td>Dr. Dennis Fahey</td>
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<td>Deaf Education</td>
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<td>Intercollegiate Athletics</td>
<td>Dr. Robert C. Livingston</td>
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<td>Learning Activities</td>
<td>Dr. Richard C. Forcier</td>
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<td>Resource Center</td>
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<td>Library</td>
<td>Dr. Clarence C. Gorchels</td>
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<td>Off-Campus and Evening Classes</td>
<td>Dr. Wayne White</td>
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<tr>
<td>President</td>
<td>Dr. Gerald Leinwand</td>
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<td>Provost</td>
<td>Dr. James Beaird</td>
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<td>Special Education</td>
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<td>Speech &amp; Hearing Center</td>
<td>Dr. Colleen Jackson</td>
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<td>College Center</td>
<td>Dr. Douglas P. Yates</td>
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<td>Student Activities</td>
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<td>Summer Session &amp; Special Programs</td>
<td>Dr. David E. Wallace</td>
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<td>Teacher Education</td>
<td>Dr. Richard E. Walker</td>
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<td>Teacher Placement</td>
<td>Mr. Harold I. Mason</td>
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<td>Teaching Research Div.</td>
<td>Dr. Victor Baldwin</td>
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<td>Veterans Services</td>
<td>Mrs. Verna Stee</td>
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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

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, 1979
Registration begins, Wednesday, January 3
Classes begin, Thursday, January 4
Final examinations, Monday-Friday, March 12-16

Winter Term, 1980
Registration begins, Thursday, January 3
Classes begin, Friday, January 4
Final examinations, Monday-Friday, March 10-14

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

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 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

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 coursework.

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 NUMBERING SYSTEM
Courses throughout the Oregon State System of Higher Education are numbered as follows:
0-49 Not applicable toward an academic degree.
50-99 First year of elementary algebra and others of similar level.
100-299 Lower-division level.
300-499 Upper-division level.
400-499 Upper-division courses with designation G or (g).
500-599 Graduate courses.
700p In-service.

Certain numbers are reserved for courses that may be taken through successive terms under the same course number, credit being granted according to the amount of acceptable work done. These blanket numbers are as follows:
503 Thesis (reading or research reported in writing)
406, 506 Special Individual Studies
407, 507 Seminar

408, 508 Workshop
409, 509 Practicum

GRADUATE PROGRAMS
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 written 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 acceptable course work is repeated, the most recent grade is used in the computation of the cumulative grade-point average, regardless of earlier grades. It is the responsibility of the student to request adjustment of grade-point averages. Forms for this purpose are provided by the Registrar's Office.

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 Continuing Education or other state colleges through concurrent registration, as well as credit graded P, are not accepted toward the 12 hour minimum requirement.
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 W 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 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:

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<tr>
<th>Certification Status</th>
<th>Undergraduates</th>
<th>Graduates</th>
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<tr>
<td></td>
<td>Fall Winter Spring</td>
<td>Summer</td>
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<td>Full-time</td>
<td>12 +</td>
<td>8 +</td>
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<tr>
<td>Three-fourths</td>
<td>9-11</td>
<td>6-7</td>
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<tr>
<td>One-half</td>
<td>6-8</td>
<td>4-5</td>
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<tr>
<td>Less than one-half, more than one-fourth</td>
<td>3-5</td>
<td>3</td>
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<tr>
<td>One-fourth</td>
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<td>1-2</td>
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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, Stitching, 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 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 when registering. Students normally 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 may also 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" may be 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 may also 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:

<table>
<thead>
<tr>
<th></th>
<th>Resident</th>
<th>Non-Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>$248.50</td>
<td>$765.50</td>
</tr>
<tr>
<td>Graduate</td>
<td>$387.50</td>
<td>$499.50</td>
</tr>
</tbody>
</table>

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 prove that they have been in residence. 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 or.
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 Williamette 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.

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.

Toni Neufeldt Endersby Memorial Loan Fund. A memorial to Toni 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.


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.


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 government 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.


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 the 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 competition 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.

<table>
<thead>
<tr>
<th></th>
<th>First Term</th>
<th>Three Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dormitory Room &amp; Board</td>
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<td>$1,470.00</td>
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<tr>
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<tr>
<td>Tuition</td>
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</tr>
<tr>
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<tr>
<td>TOTAL</td>
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</tbody>
</table>

(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.

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.

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
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 liberal arts education. LACC not only represents a substantial portion of the college-level education, but it has a further two-fold purpose:

- to equip the student for advanced college studies,
- 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. Imply 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:**

<table>
<thead>
<tr>
<th>Skills</th>
<th>hours/credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the Liberal Arts</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics 95 (or equivalent)</td>
<td>4</td>
</tr>
<tr>
<td>Writing 121, 222 and 323 (or equivalents)</td>
<td>9</td>
</tr>
<tr>
<td>Speech 111</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>5</td>
</tr>
</tbody>
</table>

(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
- 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)**
- Hist 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
- One other course in the social sciences .......... 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

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UNDERGRADUATE 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.
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 advisor. 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 in art, music or physical education.

The following is a suggested program plan:

First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours/Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wr 121 English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Sp 111 Fundamentals of Speech or approved sub.</td>
<td>3</td>
</tr>
<tr>
<td>Social Science sequence</td>
<td>3</td>
</tr>
<tr>
<td>Natural sciences or mathematics sequences</td>
<td>9-12</td>
</tr>
<tr>
<td>Physical education activity courses</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>18-21</td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours/credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wr 222 English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Humanities sequence</td>
<td>9</td>
</tr>
<tr>
<td>Sequence in humanities, social science, natural sciences or mathematics sequences</td>
<td>9-12</td>
</tr>
<tr>
<td>Physical education activity courses</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>18-21</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
</tr>
</tbody>
</table>
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
- Preventive Medicine
- Medical Technology
- Dental Hygiene
- Pre-nursing
- 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 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, (two credits per term) and one Cadet Corps activity per term with a three credit class per 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 activities as general screening tests and exceed the maximum of credits 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 other service of the United States; be physically qualified under standards prescribed by the Department of the Army; 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 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 freshmen, 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 II (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)
or
- MS 215  Basic Subject (three hours credit) .... 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 credits 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 Programs

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.

- MAMS in Interdisciplinary Studies
- MAMS 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

Department of 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 human beings' 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 before term.

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 coursework, 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 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:

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

Handicapped Learner (K-12) Basic, Standard
Severely Handicapped Learner Basic, Standard
Reading (K-12) Basic, Standard
Speech Correction Basic, Standard
Counseling Basic
Supervision Basic, Standard
Deaf Education 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 educational technology, 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 Albrighton, Ed.D. Professor
Louis Balmor, 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. Assistant Professor
Gerald R. Girod, Ed.D. Professor
H. Dale Harp, M.S. Assistant Professor
Margaret L. Hatt, Ed.D. Assistant Professor
Barbara Hollowell, Ph.D. Assistant Professor
Elizabeth E. Hoyser, Ph.D. Assistant Professor
Richard L. Jensen, Ed.D. Associate Professor
Norman E. Koch, Ed.D. Professor
Victor E. Lund, M.Ed. Assistant Professor
Gloria McFadden, Ed.D. Professor
Kenneth Myers, Ed.D. Professor and Department Chairman
programs in order to prepare for teaching and administrative positions in private preschools 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 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 Reading and Telling Children's Stories .... 3
Sp 430 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

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 Teacher Certificates are issued by the State Teacher Standards and Practices Commission to qualified candidates.

The secondary curriculum prepares teachers in academic areas. 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. Ellington, 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.A. ....................................... 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. Sassier, 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
Joseph R. Caliguri, M.S. ........................................... Assistant Professor
Ernest L. Cummins, Ed.D. .......................................... Assistant Professor, Physical Science
William D. McArthur, Ed.D. ........................................ Professor, Health and Physical Education
Ronald R. Morgali, M.S. ........................................... Assistant Professor
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

43
The Secondary Major Program

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<thead>
<tr>
<th>Liberal Arts Core Curriculum</th>
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<tr>
<td>Professional Education Core</td>
<td>40 hours</td>
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<tr>
<td>Psy 225</td>
<td>Introduction to Developmental Psycholoby</td>
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<tr>
<td>Ed 363</td>
<td>Learning and Instruction in the Intermediate and Secondary Schools</td>
</tr>
<tr>
<td>Ed 435</td>
<td>Educational Media</td>
</tr>
<tr>
<td>Ed 469</td>
<td>Teaching Reading to Obtain Secondary Content Objectives</td>
</tr>
<tr>
<td>Ed 413</td>
<td>Student Teaching/Internship</td>
</tr>
</tbody>
</table>

Teaching Major or Two Teaching Minors | 63 hours |
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<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>The description of teaching majors and minors are found in Creative Arts, Humanities, Natural Science and Mathematics, and Social Science sections of the Catalog.</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Library and Instruction (g)</th>
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</thead>
<tbody>
<tr>
<td>Ed 435</td>
</tr>
<tr>
<td>Lib 411</td>
</tr>
<tr>
<td>Lib 421</td>
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<tr>
<td>Lib 422</td>
</tr>
<tr>
<td>Ed 436</td>
</tr>
<tr>
<td>Ed 409</td>
</tr>
</tbody>
</table>

TOTAL REQUIRED | 21 hours |

EDUCATION COURSES

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Ed 111</td>
<td>Contemporary Education</td>
</tr>
<tr>
<td>Ed 200</td>
<td>Introduction to Careers in Special Education</td>
</tr>
<tr>
<td>Ed 336</td>
<td>Methods in Teaching a Foreign Language</td>
</tr>
<tr>
<td>Ed 344</td>
<td>Physical Education in the Grades</td>
</tr>
<tr>
<td>Ed 345</td>
<td>Physical Education Methods and Materials (K-12)</td>
</tr>
<tr>
<td>Ed 351</td>
<td>School Health Programs</td>
</tr>
<tr>
<td>Ed 361, 362</td>
<td>Learning and Instruction in the Elementary Schools</td>
</tr>
<tr>
<td>Ed 363</td>
<td>Learning and Instruction in Intermediate and Secondary School (Grades 5-12)</td>
</tr>
<tr>
<td>Ed 364</td>
<td>Introduction to Early Childhood Education</td>
</tr>
<tr>
<td>Ed 389</td>
<td>Reading and Telling Children's Stories</td>
</tr>
<tr>
<td>Ed 406</td>
<td>Special Individual Studies (G)</td>
</tr>
<tr>
<td>Ed 407</td>
<td>Seminar (G)</td>
</tr>
<tr>
<td>Ed 408</td>
<td>Workshop (G)</td>
</tr>
<tr>
<td>Ed 409</td>
<td>Practicum (G)</td>
</tr>
<tr>
<td>Ed 410</td>
<td>Methods and Research Materials (G)</td>
</tr>
<tr>
<td>Ed 411</td>
<td>Special Secondary Methods</td>
</tr>
<tr>
<td>Ed 412</td>
<td>Laboratory Experiences</td>
</tr>
<tr>
<td>Ed 413</td>
<td>Student Teaching</td>
</tr>
<tr>
<td>Ed 418</td>
<td>Intern Teaching: Elementary</td>
</tr>
<tr>
<td>Ed 419</td>
<td>Intern Teaching: Secondary</td>
</tr>
<tr>
<td>Ed 421</td>
<td>Diagnosis and Prescription in Reading for the Handicapped Learner (G)</td>
</tr>
<tr>
<td>Ed 422</td>
<td>Diagnosis and Prescription in Basic Skills for the Handicapped Learner (G)</td>
</tr>
<tr>
<td>Ed 423</td>
<td>Managing Programs for Handicapped Learners</td>
</tr>
<tr>
<td>Ed 424</td>
<td>Measurement in Education</td>
</tr>
<tr>
<td>Ed 433</td>
<td>Organization and Preservation of Materials</td>
</tr>
<tr>
<td>Ed 434</td>
<td>Photography in Instruction</td>
</tr>
<tr>
<td>Ed 435</td>
<td>Educational Media and Materials</td>
</tr>
<tr>
<td>Ed 436</td>
<td>Preparation of Educational Materials</td>
</tr>
<tr>
<td>Ed 437</td>
<td>Teaching Reading in the Primary Grades</td>
</tr>
<tr>
<td>Ed 438</td>
<td>Teaching Reading in the Intermediate Grades</td>
</tr>
<tr>
<td>Ed 444</td>
<td>Medical Aspects in Special Education</td>
</tr>
<tr>
<td>Ed 445</td>
<td>Nature and Needs of the Severely Handicapped</td>
</tr>
<tr>
<td>Ed 446</td>
<td>Community Resources for the Handicapped</td>
</tr>
<tr>
<td>Ed 447</td>
<td>The Exceptional Parent</td>
</tr>
<tr>
<td>Ed 448</td>
<td>Classroom and Behavioral Management for the Severely Handicapped</td>
</tr>
<tr>
<td>Ed 449</td>
<td>Curriculum for the Severely Handicapped</td>
</tr>
<tr>
<td>Ed 450</td>
<td>Managing Communication Systems for the Severely Handicapped</td>
</tr>
<tr>
<td>Ed 451</td>
<td>Programming for the Physically Handicapped</td>
</tr>
<tr>
<td>Ed 452</td>
<td>Management of Reading Systems</td>
</tr>
<tr>
<td>Ed 453</td>
<td>Intern Seminar: Problems of Teaching</td>
</tr>
<tr>
<td>Ed 454</td>
<td>Intern Seminar: Curriculum and Evaluations</td>
</tr>
<tr>
<td>Ed 455</td>
<td>Intern Seminar: Curriculum and Instruction</td>
</tr>
<tr>
<td>Ed 456</td>
<td>Curriculum Designs in Reading</td>
</tr>
<tr>
<td>Ed 459</td>
<td>Curriculum in Early Childhood Education</td>
</tr>
<tr>
<td>Ed 464</td>
<td>Introduction to Mental Retardation</td>
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<tr>
<td>Ed 465</td>
<td>Diagnostic and Remedial Techniques in the Basics</td>
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<tr>
<td>Ed 468</td>
<td>Diagnostic and Remedial Techniques in Reading</td>
</tr>
<tr>
<td>Ed 469</td>
<td>Teaching Reading to Obtain Secondary Content Objectives</td>
</tr>
<tr>
<td>Ed 470</td>
<td>Education of the Exceptional Child</td>
</tr>
<tr>
<td>Ed 471</td>
<td>The Classroom Teacher-Counselor</td>
</tr>
<tr>
<td>Ed 472</td>
<td>Instructional Materials and Methods in Reading and Basic Skills for the Handicapped Learner</td>
</tr>
<tr>
<td>Ed 473</td>
<td>Identification of Learning Problems in the Classroom</td>
</tr>
<tr>
<td>Ed 474</td>
<td>Nature, Needs and Identification of the Talented and Gifted</td>
</tr>
<tr>
<td>Ed 475</td>
<td>Curricular Alternatives for the Talented and Gifted</td>
</tr>
<tr>
<td>Ed 483</td>
<td>Orientation to the Deaf and Hard of Hearing</td>
</tr>
<tr>
<td>Ed 485</td>
<td>Principles and Practices of Guidance Services</td>
</tr>
<tr>
<td>Ed 486</td>
<td>Career Counseling and Information</td>
</tr>
<tr>
<td>Ed 487</td>
<td>Counseling Techniques (G)</td>
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<tr>
<td>Ed 489</td>
<td>Alternative Curriculum and Organizational Patterns</td>
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<tr>
<td>Ed 491</td>
<td>Communication with the Deaf</td>
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</table>

LIBRARY SCIENCE COURSES

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Lib 411</td>
<td>Cataloging and Classification of Materials</td>
</tr>
<tr>
<td>Lib 421</td>
<td>Reference Sources and Services</td>
</tr>
<tr>
<td>Lib 422</td>
<td>Selection of Materials</td>
</tr>
<tr>
<td>Lib 480 (Eng 480)</td>
<td>Children's Literature</td>
</tr>
<tr>
<td>Lib 489 (Eng 489)</td>
<td>Literature and Media for Young Adults</td>
</tr>
<tr>
<td>Lib 561</td>
<td>Specialized Systems for Librarians and Media Centers</td>
</tr>
</tbody>
</table>

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. Caliguri, M.S. | Assistant Professor |
Lenora E. Campbell, Ed.D. | Professor |
Jon R. Carey, B.S. | Assistant Professor |
Mike G. Cavin, 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. McAninch, Ed.D. | Assistant Professor |
Robert P. McCullough, M.A. | Assistant Professor |
Jacqueline L. Rice, M.Ed. | Assistant Professor |
Richard C. Shollenberger, M.Ed. | Assistant Professor |
Donald A. Spina, 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 minorin 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)**

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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PE 111P</td>
<td>Basic Rhythms</td>
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<tr>
<td>PE 111P</td>
<td>Folk and Square Dance</td>
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</tr>
<tr>
<td>PE 111P</td>
<td>Social or Modern Dance</td>
<td>1</td>
</tr>
<tr>
<td>PE 112P</td>
<td>Apparatus</td>
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</tr>
<tr>
<td>PE 112P</td>
<td>Tumbling</td>
<td>1</td>
</tr>
<tr>
<td>PE 114P</td>
<td>Archery, Bowling, Golf (choose two)</td>
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<tr>
<td>PE 114P</td>
<td>Badminton</td>
<td>1</td>
</tr>
<tr>
<td>PE 114P</td>
<td>Recreational Games</td>
<td>1</td>
</tr>
<tr>
<td>PE 114P</td>
<td>Tennis</td>
<td>1</td>
</tr>
<tr>
<td>PE 114P</td>
<td>Track and Field</td>
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</tr>
<tr>
<td>PE 114P</td>
<td>Weight Training and Conditioning</td>
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</tr>
<tr>
<td>PE 114P</td>
<td>Wrestling (men)</td>
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<tr>
<td>PE 115P</td>
<td>Field Games</td>
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</tr>
<tr>
<td>PE 115P</td>
<td>Softball or Baseball</td>
<td>1</td>
</tr>
<tr>
<td>PE 115P</td>
<td>Volleyball</td>
<td>1</td>
</tr>
<tr>
<td>PE 213P</td>
<td>Aquatics I</td>
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**THEORY COURSES**

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<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Ed 345</td>
<td>Physical Education Methods and Materials (K-12)</td>
<td>3</td>
</tr>
<tr>
<td>HE 151</td>
<td>Personal Health</td>
<td>3</td>
</tr>
<tr>
<td>HE 252</td>
<td>First Aid and Safety</td>
<td>3</td>
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<tr>
<td>Z 334, 335</td>
<td>Human Anatomy and Physiology</td>
<td>6</td>
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<tr>
<td>Bi 218</td>
<td>Introductory Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>Bi 370</td>
<td>Man and the Ecosystem</td>
<td>3</td>
</tr>
<tr>
<td>Bi 441</td>
<td>Ecology of the Northwest</td>
<td>3</td>
</tr>
<tr>
<td>Psy 328</td>
<td>Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>Psy 461</td>
<td>Advanced Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Soc 338</td>
<td>Marriage and the Family</td>
<td>3</td>
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</table>

**Total Hours in Major** 48 hours

### Athletic Coaching Concentration

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PE 310</td>
<td>Motor Development and Learning, or</td>
<td>3</td>
</tr>
<tr>
<td>PE 473</td>
<td>Physiology of Exercise</td>
<td>3</td>
</tr>
<tr>
<td>PE 343</td>
<td>Organization and Administration of Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PE 359</td>
<td>Athletic Training and Conditioning</td>
<td>2</td>
</tr>
<tr>
<td>PE 363, 364, 365, 366, 367, 368, 369</td>
<td>Coaching courses (choose three)</td>
<td>3</td>
</tr>
<tr>
<td>PE 371</td>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>PE 447</td>
<td>Principles of Physical Education</td>
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</table>

**Total Hours in Concentration** 20 hours

### Elementary Education Teaching Minor

**PROFESSIONAL ACTIVITY COURSES (PE 100P/200P)**

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>PE 111P</td>
<td>Basic Rhythms</td>
<td>1</td>
</tr>
<tr>
<td>PE 111P</td>
<td>Folk and Square Dance</td>
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</tr>
<tr>
<td>PE 112P</td>
<td>Apparatus</td>
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<tr>
<td>PE 112P</td>
<td>Tumbling</td>
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<tr>
<td>PE 114P</td>
<td>Archery, Bowling, Golf (men)</td>
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<tr>
<td>PE 114P</td>
<td>Wrestling (men)</td>
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<tr>
<td>PE 114P</td>
<td>Track and Field</td>
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<tr>
<td>PE 115P</td>
<td>Games and Relays</td>
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<tr>
<td>PE 115P</td>
<td>Basketball</td>
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<tr>
<td>PE 115P</td>
<td>Physical Education Methods and Materials (K-12)</td>
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</tr>
<tr>
<td>PE 334, 335</td>
<td>Human Anatomy and Physiology</td>
<td>6</td>
</tr>
<tr>
<td>Bi 218</td>
<td>Elements of Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>Bi 370</td>
<td>Man and the Ecosystem</td>
<td>3</td>
</tr>
<tr>
<td>Bi 441</td>
<td>Ecology of the Northwest</td>
<td>3</td>
</tr>
<tr>
<td>Psy 328</td>
<td>Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>Psy 460</td>
<td>Advanced Developmental Psychology</td>
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<tr>
<td>Soc 338</td>
<td>Marriage and the Family</td>
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</table>

**Total Hours in Minor** 35 hours

**HE 434 Communicable, Degenerative and Chronic Diseases** 3 hours

**HE 462 Health in Society** 3 hours

**Ed 351 School Health Program** 3 hours

**Z 334, 335 Human Anatomy and Physiology** 6 hours

**Bi 218 Elements of Microbiology** 4 hours

**Bi 370 Man and the Ecosystem** 3 hours

**Bi 441 Ecology of the Northwest** 3 hours

**Psy 328 Mental Health** 3 hours

**Psy 461 Advanced Developmental Psychology** 3 hours

**Soc 338 Marriage and the Family** 3 hours

**Total Hours in Major** 63 hours

### Health Education Combined Teaching Minor

<table>
<thead>
<tr>
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<tr>
<td>HE 151P</td>
<td>Personal Health</td>
<td>3</td>
</tr>
<tr>
<td>HE 252</td>
<td>First Aid and Safety</td>
<td>3</td>
</tr>
<tr>
<td>HE 325</td>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>HE 427</td>
<td>Introduction to Community and Public Health</td>
<td>3</td>
</tr>
<tr>
<td>HE 434</td>
<td>Communicable, Degenerative and Chronic Diseases</td>
<td>3</td>
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<tr>
<td>HE 462</td>
<td>Health in Society</td>
<td>3</td>
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<tr>
<td>Ed 351</td>
<td>School Health Program (K-12)</td>
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<tr>
<td>Z 334, 335</td>
<td>Human Anatomy and Physiology</td>
<td>6</td>
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<tr>
<td>Bi 218</td>
<td>Elements of Microbiology</td>
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<tr>
<td>Bi 370</td>
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<tr>
<td>Bi 441</td>
<td>Ecology of the Northwest</td>
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<tr>
<td>Psy 328</td>
<td>Mental Health</td>
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<td>Psy 460</td>
<td>Advanced Developmental Psychology</td>
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<td>Soc 338</td>
<td>Marriage and the Family</td>
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**Total Hours in Minor** 41 hours

### Elementary Education Minor

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<tr>
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<td>HE 252</td>
<td>First Aid and Safety</td>
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<tr>
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<td>Nutrition</td>
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<tr>
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<tr>
<td>HE 434</td>
<td>Communicable, Degenerative and Chronic Diseases</td>
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<tr>
<td>HE 462</td>
<td>Health in Society</td>
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<td>Ed 351</td>
<td>School Health Program</td>
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<td>Z 334, 335</td>
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<tr>
<td>Soc 338</td>
<td>Marriage and the Family</td>
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**Total Hours in Minor** 35 hours

45
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.

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 toward 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.

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:

Total Hours in Common Core .......... 21 hours
COURSES IN PSYCHOLOGY
Ps 201, 202, 203 General Psychology 3 hours each term
Ps 205 Applied Psychology 3 hours
Ps 225 Developmental Psychology for the Classroom 3 hours
Ps 226 Introduction to Group Processes 3 hours
Ps 227 Field Experience in the Helping Professions 3 hours
Ps 311 Developmental Psychology 6 hours
Ps 328 Mental Health 3 hours
Ps 334 Social Psychology 3 hours
Ps 349 Introduction to Behavior Modification 3 hours
Ps 399 The Field of Psychology 3 hours
Ps 406 Special Individual Studies Terms and hours to be arranged
Ps 407 Seminar G Terms and hours to be arranged
Ps 408 Workshop G Terms and hours to be arranged
Ps 409 Practicum 1-9 hours
Ps 423 Interviewing and Case Study Procedures G 3 hours
Ps 426 History and Systems of Psychology 3 hours
Ps 433 Theories of Personality G 3 hours
Ps 437 Advanced Social Psychology G 3 hours
Ps 440 Small Group Theory G 3 hours
Ps 443 Group Processes G 3 hours
Ps 450 Abnormal Psychology G 3 hours
Ps 451 Physiological Psychology G 3 hours
Ps 460 Advanced Developmental Psychology G 3 hours
Ps 461 Selected Developmental Issues G 3 hours
Ps 463 The Maladjusted Child G 3 hours
Ps 465 Motivation G 3 hours
Ps 466 Quantitative Methods in Psychology G 3 hours
Ps 468 Research Methods in Human Behavior G 3 hours
Ps 472 Psychological Assessment G 3 hours
Ps 490 Psychology of Learning G 3 hours
Ps 492 Psychology of Perception G 3 hours
Ps 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.D.
Arthur A. McElroy, Ed.D.
Ruth E. Nelson, M.S.
Theodore O’Connor, A.A.
Joyce M. Peterson, M.S.
Mario J. Sanchez, B.A.
Linda D. Scott, M.Ed.
Shirley Shisler
Rita Smith
Patricia A. Takacs, M.S.
Michael Tebb, M.A.
Christine Weege, M.A.
Darlene K. Westendorf, M.S.
Bennie J. Young, Ed.D.
Instructor and Interpreter
Instructor
Assistant Professor
Professor
Instructor
Assistant Professor
Research Assistant
Instructor
Assistant Professor
Instructor
Assistant Professor
Professor
Professor

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 Multi-handicapped—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.
Eline E. Bourne, Ed.D.
Roberta Bowman, B.S.
Douglas B. Bullard, B.A.
William Burt, B.S.
Robert M. Day, M.S.
Dennis J. Farley, Ed.D.
John J. Freiberg, M.S.
Barbara Gianneschi, M.S.
Looyock Graver, M.S.
Beverly H. Herzog, Ph.D.
Susan Hill, M.S.
Betty P. Holdt, Ed.D.
Antonio T. Iannone, Ph.D.
Colleen O. Jackson, Ph.D.
Jean A. Jones, M.A.
Assistant Professor
Associate Professor
Interpreter
Instructor
Instructor and Interpreter
Assistant Professor
Professor; Coordinator of Special Education and Rehabilitation
Assistant Professor
Instructor
Instructor
Associate Professor
Research Assistant
Associate Professor
Associate Professor
Assistant Professor
Assistant Professor

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 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 447 Managing Programs for Handicapped Learners (g) 3 hours
Ed 472 Instructional Materials and Methods in Reading and Basic Skills for the Handicapped Learner (g) 3 hours
Ed 489 Alternative Curricular Options for the Handicapped Learners (g) 3 hours
Ed 413 Student Teaching: Handicapped Learner (or Ed 539) 6 hours
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 hours
SPA 450 Normal Language and Speech Development G 3 hours
Ed 464 Introduction to Mental Retardation G 3 hours
Ed 447 The Exceptional Parent G 3 hours
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 hours

Ed 446 Community Resources for the Handicapped G 3 hours
Ed 449 Curriculum for the Severely Handicapped G 3 hours
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 hours
Ed 450 Managing Communication System G 3 hours
Ed 444 Medical Aspects in Special Education G 3 hours
Ed 413, or Ed 539 Student Teaching: Severely Handicapped Learner 12 hours
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 dedicated 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 practical 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.
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 career 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, are also 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, 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. Haskins, M.F.A. Associate Professor
Leo J. Kirk, M.A. Associate Professor
James T. Mattingly, M.A. Professor
Mary Ann Petry, Ph.D. Associate Professor
Robert R. Richardson, M.A. Associate Professor
Larry J. Stobie, M.F.A. Associate Professor
Peter C. 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 ........................ 3
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
Major: The Arts ........................................................... 72

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
Electives ........................................................................ 20

Total Required for Graduation ...................................... 192 hours

Art Secondary Teaching Major

Liberal Arts Core Curriculum ............................................ 73
Art .................................................................................. 64
### ART COURSES

<table>
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<tr>
<th>Code</th>
<th>Course Description</th>
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<tr>
<td>A110</td>
<td>Art Appreciation</td>
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<tr>
<td>A116</td>
<td>The Art Idea: Visual Thinking</td>
<td>3</td>
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<tr>
<td>A140</td>
<td>Printmaking: Relief</td>
<td>3</td>
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<tr>
<td>A210</td>
<td>Art History: Prehistoric Through Greek</td>
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<tr>
<td>A211</td>
<td>Art History: Roman Through Gothic</td>
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<tr>
<td>A212</td>
<td>Art History: Renaissance Through Rococo</td>
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<td>A213</td>
<td>Art History: Neo- Classical Through 19th Century</td>
<td>3</td>
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<tr>
<td>A220</td>
<td>Design: Two-Dimensional</td>
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<tr>
<td>A221</td>
<td>Design: Three Dimensional</td>
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<td>A222</td>
<td>Design: Color</td>
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<td>Drawing: Linear</td>
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<td>Drawing: Tonal</td>
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<td>A232</td>
<td>Drawing: Spatial</td>
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<td>A235</td>
<td>Life Drawing: I</td>
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<td>A236</td>
<td>Life Drawing: II</td>
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<td>A240</td>
<td>Printmaking: Intaglio</td>
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<td>Light Image I:</td>
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<td>Watercolor: I</td>
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<td>A255</td>
<td>Painting: I</td>
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<td>Painting: III</td>
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<td>A260</td>
<td>Sculpture: Introduction</td>
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<td>Sculpture: Subtractive</td>
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<td>Ceramics I:</td>
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<td>Ceramics II:</td>
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<td>A275</td>
<td>Mixed Media: Introduction</td>
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<td>Ceramics III:</td>
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<td>A285</td>
<td>Weaving: Preparation of Fibers</td>
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<td>Weaving: Non-Loom</td>
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<td>A288</td>
<td>Textile Design</td>
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<td>A295</td>
<td>Visual Learning and Communication</td>
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<td>A310</td>
<td>Modern Art History: Impressionism Through Expressionism</td>
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<td>Modern Art History: Dada Through Abstract Expressionism</td>
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<td>American Art History: 17th to 19th Century</td>
<td>3</td>
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<td>A320</td>
<td>Advanced Design: Two Dimensional</td>
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<td>A335</td>
<td>Advanced Drawing: Life</td>
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<td>Printmaking: Relief</td>
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<td>Printmaking: Intaglio/Lithography</td>
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<td>Advanced Watercolor</td>
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<td>Art Education: Elementary</td>
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<tr>
<td>A391</td>
<td>Art Education: Secondary</td>
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<td>Professional Concerns</td>
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<td>Special Individual Studies and terms to be arranged</td>
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<td>A407</td>
<td>Seminar (g)</td>
<td>Terms and hours to be arranged</td>
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<td>A408</td>
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</tr>
<tr>
<td>A409</td>
<td>Practicum</td>
<td>1-12 hours</td>
</tr>
</tbody>
</table>

### 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 hours
  - Ed 361, 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 hours
  - Ed 473 Identification of Learning Problems in the Classroom 3 hours
  - Ed 474 Student Teaching (Elementary) 5 hours

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### 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 sessions.

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 positions.

Through performance groups, recitals, and concerts, music provides great impact on the campus. Organizations such as the college band, concert choir, women's choir, 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.
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, including 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 concentrated 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 advisor (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.)

Music Education K-12 Teaching Minor

In addition to the following required courses, students must study 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, 262, 263 Music History I ................................... 9
Mus 361, 362, 363 History of Music II .............................. 9
Mus 195, 196, 197 Large Ensemble ................................. 3
Mus 395, 396, 397 Large Ensemble ................................. 3
Mus 320 or 321 Conducting ........................................... 3
Mus 384 Choral or Mus 347 Instrumental ........................ 3
Mus 407 Seminar: Music in the Schools ....................... 3

Electives in music planned between student and adviser ......................................................... 14
Professional Education Core .......................... 38 hours
Electives ........................................................................ 7 hours
Total Hours For Graduates ................................. 192 hours

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
Ed 411 Employment Services ......................................... 15 hours
Ed 413 Evaluation of Classroom Instruction ............... 3
Ed 415 Advanced Reading Instruction .......................... 3
Ed 422 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 111, 112, 113 Basic Musicianship I ......................... 12
Mus 211, 212, 213 Basic Musicianship II ......................... 12
Mus 195, 196, 197 Large Ensemble ................................. 3
Mus 395, 396, 397 Large Ensemble ................................. 3
Mus 201 and 202 or 362 Music and Its Literature, History of Music ............................................... 6
Mus 320 or 321 Conducting ........................................... 3
Mus 384 Music in the Middle School and Junior High ......................................................... 3
Mus 407 Seminar: Music in the Schools ....................... 3
Electives in music planned between student and adviser ......................................................... 3
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
Mus 195, 196, 197 Large Ensemble ................................. 3
Mus 341-362, 371-392 or 471-492 Performance Studies .......................... 3
# 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/Performance 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 one mainstage, one experimental, and one 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 one major musical and two plays in repertory.

OCE also maintains the Alpha Psi Omega National Drama Honorary Fraternity. The OCE faculty advisor 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 110 Introduction to Language Study, or J 211 Introduction to Mass Communications</td>
<td>3</td>
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<tr>
<td>ENGL 310 Nature of the English Language</td>
<td>3</td>
</tr>
<tr>
<td>WR 218 Creative Writing, or WR 222 English Composition</td>
<td>3</td>
</tr>
<tr>
<td>WR 414 Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 107, 108, 109 World Literature</td>
<td>9</td>
</tr>
<tr>
<td>ENGL 315 Approaches to Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Required for Graduation:** 192 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

**Total Required for Graduation:** 27 hours
Secondary Teaching Drama Minor
J 211 Introduction to Mass Communications, or 3
SP 236 Contemporary Issues in American Broadcasting 3
ENG 310 Nature of the English Language 3
SP 239 Oral Interpretation, or 3
TA 210 Oral Expression Through Theatre 3
WR 218 Creative Writing, or 3
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 3
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 3
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 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 3 hours
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) 18 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 (in literature, philosophy, and linguistic courses), and how it can be used (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 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 specialities 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 a general humanities major to suit an individual student's goals emphasizing philosophy, religion studies, speech, or modern language.

LIBERAL ARTS CORE CURRICULUM

Sample Major: Humanities (Literature and Philosophy)

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 9
ENG 456 Traditional Forms of Poetry 6
ENG 485 Tragedy 3
PHL 311, 312, 313 Ancient, Social and Political, Modern Philosophy 9
RH 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 charter member of the National Council of Teachers of English since 1965. Thus far, 400 OCE students have identified with the College’s state, local, 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.
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 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 370 American Writing
- 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

**Language Arts Common Curriculum** .................................. 45 hours

J 211 Introduction to Mass Communications, or
Sp 236 Contemporary Issues in American Broadcasting

**Language Arts Teaching Major** ........................................ 45 hours

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** ......................................... 45 hours

Language Arts Common Curriculum ......................................... 45

**Language Arts Speech Teaching Major** .............................. 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 ............................................. 6
Total Hours in Major ......................................................... 69-70 hours

**Language Arts Speech Teaching Minor** .............................. 45 hours

Sp 112 Interpersonal Speech Communication ...................... 3
Sp 270 Projects in Public Speaking .................................... 3
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** .................... 42 hours

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

**Journalism Minor** .......................................................... 48 hours

J 211 Introduction to Mass Communications, or
Sp 236 Contemporary Issues in American Broadcasting

**Language Arts/Speech/Drama Teaching Major** ................. 45 hours

Language arts common curriculum ......................................... 45
Sp 112 Interpersonal Speech Communication ...................... 3
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 .................................... 3
Sp 321 Argumentation ......................................................... 3
TA 364 Play Direction ........................................................ 3
Sp 411 Speech Communication 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/Speech/Drama Teaching Minor** .................... 45 hours

Language arts common curriculum ......................................... 45
TA 244, 245, 246 Technical Theatre (choose two) .............. 4
TA 364 Play Direction ........................................................ 3
TA 415 Drama in the Secondary School .............................. 3
TA 464, 465, 466 Development of Dramatic Art ............... 6
Approved humanities electives ............................................. 6
Total Hours in Minor ......................................................... 69-70 hours

**Language Arts/Journalism Teaching Minor** ....................... 48 hours

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
### HUMANITIES COURSES

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<thead>
<tr>
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<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Hum 306</td>
<td>Special Studies in Humanities</td>
<td>3</td>
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<tr>
<td>Hum 375</td>
<td>Studies in Ethnic Mythology</td>
<td>3</td>
</tr>
<tr>
<td>Hum 385</td>
<td>Folklore</td>
<td>3</td>
</tr>
<tr>
<td>Hum 386</td>
<td>Studies in Eastern Mythology</td>
<td>3</td>
</tr>
<tr>
<td>Hum 387</td>
<td>Studies in Western Mythology</td>
<td>3</td>
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<tr>
<td>Hum 406</td>
<td>Special Individual Studies (g) Terms and</td>
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<td></td>
<td>hours to be arranged</td>
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<td>Hum 407</td>
<td>Seminar (g) Hours to be arranged</td>
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<tr>
<td>Hum 408</td>
<td>Workshop (g) 2-3 hours</td>
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<td>Hum 423</td>
<td>The Literature of the Native American (g)</td>
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<td>Hum 456</td>
<td>Form and Meaning in Film (g) 3 hours</td>
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### WRITING COURSES

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<tr>
<td>Wr 121</td>
<td>English Composition</td>
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<tr>
<td>Wr 218</td>
<td>Creative Writing</td>
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<tr>
<td>Wr 222</td>
<td>English Composition</td>
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<tr>
<td>Wr 224</td>
<td>The Research Paper</td>
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<tr>
<td>Wr 323</td>
<td>English Composition</td>
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<tr>
<td>Wr 341</td>
<td>Advanced Creative Writing</td>
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<td>Wr 414</td>
<td>Advanced Composition (g) terms and hours to</td>
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<tr>
<td>Wr 440</td>
<td>Teaching of Writing (g) 3 hours</td>
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### ENGLISH COURSES

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

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<th>Course Code</th>
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<th>Hours</th>
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<tr>
<td>J 211</td>
<td>Introduction to Mass Communications</td>
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<td>J 212</td>
<td>Reporting</td>
<td>3</td>
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<tr>
<td>J 213</td>
<td>Copy Editing and Makeup</td>
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<tr>
<td>J 215</td>
<td>Journalism Projects</td>
<td>1 hour each term Maximum of 6 hours</td>
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<tr>
<td>J 455</td>
<td>Supervision of School Publications</td>
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</tr>
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</table>

### 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

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Hours</th>
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<tr>
<td>Wr 121</td>
<td>English Composition</td>
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<td>Sp 111</td>
<td>Fundamentals of Speech</td>
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<tr>
<td>Hist 101, 102, 103</td>
<td>History of Civilization, or</td>
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<tr>
<td>Hist 201, 202, 203</td>
<td>United States History</td>
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<tr>
<td>Literature sequence</td>
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<tr>
<td>B hist 102</td>
<td>General Biology</td>
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<td>Physical education</td>
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#### Second Year

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<tr>
<td>Wr 222</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>J 211</td>
<td>Introduction to Mass Communications</td>
<td>3</td>
</tr>
<tr>
<td>J 212</td>
<td>Reporting</td>
<td>3</td>
</tr>
<tr>
<td>J 213</td>
<td>Copy Editing and Makeup</td>
<td>3</td>
</tr>
<tr>
<td>PS 106</td>
<td>Introduction to Political Science</td>
<td>3</td>
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<tr>
<td>PS 201</td>
<td>American National Government</td>
<td>3</td>
</tr>
<tr>
<td>PS 202</td>
<td>State and Local Government</td>
<td>3</td>
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<td>Social Science or Psychology sequence</td>
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<tr>
<td>Humanities sequence</td>
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<tr>
<td>GS 201, 202, 203</td>
<td>Foundations of Physical Science</td>
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<td><strong>Total</strong></td>
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</tbody>
</table>

### MODERN LANGUAGES

**The Modern Language Division offers course work in French, Spanish and German. Intermediate and Advanced courses are also available.**

#### Tertiary Level

- Intermediate French Composition and Conversation
- Advanced French Language Laboratory
- Electives in French

#### Modern Languages

**The Modern Language Division is interested in developing new directions in career education, such as: Spanish for Law, English 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. Balle, M.A.  
Assistant Professor
Soccoro Martinez, M.A.  
Assistant Professor
Ruth E. Thurston, M.A.  
Assistant Professor
Edward B. Waggner, 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 Literacy Genres, or | 6 hours
- RL 423, 424, 425 | 20th Century French Literature | 6 hours
- RL 314, 315, 316 | Intermediate French Composition and Conversation | 9 hours
- RL 429, 430 | French Culture and Civilization | 3 hours
- RL 331 | French Pronunciation and Phonetics | 3 hours
- RL 416 | Language Laboratory: Practicum | 2 hours
- Electives in French ..................................................... 36 hours
- Professional Education .................................................. 38 hours
- Electives ................................................................. 19 hours
- **Total Hours Required For Graduation** ................................ 192 hours

#### French Minor

- RL 311, 312, 313 | French Literacy Genres, or | 6 hours
- RL 423, 424, 425 | 20th Century French Literature | 6 hours
- RL 314, 315, 316 | Intermediate French Composition and Conversation | 9 hours
- RL 429, 430 | French Culture and Civilization | 3 hours
- RL 331 | French Pronunciation and Phonetics | 3 hours
- Electives in French ..................................................... 24 hours
- **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 | 6 hours
- RL 441, 442, 443 | Modern Spanish-American Literature | 6 hours
- RL 347, 348, 349 | Intermediate Spanish Composition and Conversation | 9 hours
- RL 338 | Hispanic Culture and Civilization: Spain, or | 12 hours
- RL 339 | Hispanic Culture and Civilization: Latin America | 3 hours
- RL 350 | Spanish Pronunciation and Phonetics | 3 hours
- RL 412 | Applied Linguistics: Spanish | 3 hours
- RL 416 | Language Laboratory: Practicum | 3 hours
- Electives in Spanish ..................................................... 36 hours
- Professional Education .................................................. 38 hours
- Electives ................................................................. 19 hours
- **Total Hours Required For Graduation** ................................ 192 hours

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

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

### German Teaching Major
Liberal Arts Core Curriculum 73 hours
Major 62 hours

### German Elementary Teaching Minor
GL 310, 311, 312 Introduction to German Literature
GL 334, 335, 336 German Composition and Conversation
GL 340, 341 German Culture and Civilization
GL 411 Applied Linguistics: German
RL 416 Language Laboratory: Practicum
Electives in German
Professional Education
Electives
Total required for Graduation 192 hours

### Spanish Elementary Teaching Minor
RL 341, 342, 343 Literary Genres of Spain, or
RL 441, 442, 443 Modern Spanish-American Literature
RL 347, 348, 349 Intermediate Spanish Composition and Conversation
RL 338 Hispanic Culture and Civilization: Spain, or
RL 339 Hispanic Culture and Civilization: Latin America
RL 350 Spanish Pronunciation and Phonetics
Electives in Spanish
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 each term
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
GL 311, 312, 313 French Literary Genres 3 hours each term
GL 314, 315, 316 Intermediate French Compositions and Conversation 3 hours each term
GL 318 Children's Literature in Spanish 3 hours
GL 331 French Pronunciation and Phonetics 3 hours
GL 338 Hispanic Culture and Civilization: Spanish 3 hours
GL 339 Hispanic Culture and Civilization: Latin American 3 hours
GL 341, 342, 343 Literary Genres of Spain 3 hours each term
GL 347, 348, 349 Intermediate Spanish Composition and Conversation 3 hours each term
GL 350 Spanish Pronunciation and Phonetics 3 hours each term
GL 405 Reading and Conference Hours to be arranged Maximum of 6 hours
GL 407 Seminar 1-6 hours; 6 hours maximum toward degree requirement
GL 411 Applied Linguistics: French 3 hours
GL 412 Applied Linguistics: Spanish 3 hours
GL 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
Phil 201 Introduction to Philosophy: Being & Knowing 3 hours
Phil 211 Introduction to Philosophy: Art & Religion 3 hours
Phil 221 Introduction to Philosophy: Personal Morality & Social Justice 3 hours
Phil 231 Introduction to Logic 3 hours
Phil 281 Elementary Ethics 3 hours
Phil 282 Philosophy of Art 3 hours
Phil 283 Philosophy of Religion 3 hours
Phil 284 Philosophy of Science 3 hours
Phil 311 Early Greek Philosophy 3 hours
Phil 312 Later Greek & Roman Philosophy 3 hours
Phil 313 Medieval & Renaissance Philosophy 3 hours
Phil 314 European Philosophy in the 16th, 17th, and 18th Centuries 3 hours
Phil 315 Contemporary Anglo-American Philosophy 3 hours
Phil 316 Contemporary European Philosophy 3 hours
Phil 333 Contemporary Philosophy 3 hours
Phil 335 Social and Political Philosophy 3 hours
Phil 341 Symbolic Logic 3 hours
Phil 406 Special Individual Studies
Phil 407 Seminar
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 Minor
Language Arts Common Curriculum .................. 45 hours
Sp 112 Interpersonal Speech Communication .......... 3
Sp 120 Communicative Voice and Articulation .......... 3
Sp 170 Projects in Public Speaking .................. 3
Sp 311 Interpretive Group Performance, or
Sp 312 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

Speech Teaching Minor
Eng 110 Introduction to Language Study, or
J 111 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 hours
Sp 311 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

Total in Minor ........................................... 42-43 hours

Journalism Teaching Minor
Eng 110 Introduction to Language Study, or
J 111 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 hours
J 212 Reporting .......................................... 3
J 213 Copy Editing and Makeup ....................... 3
J 211 Survey of 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 111 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 hours
Sp 311 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

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 specializations 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 mankind.

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. The 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 ......................................................... 64 hours
Bi 211, 212, 213 Principles of Biology ........................ 13
Bi 221 Introductory Microbiology ................................. 4
Bio 341 Genetics ....................................................... 3
Bot 374, 375, 376 Natural History of Oregon ................. 9
Bio 446 Evolution ...................................................... 3
Bio 460 Preparation of Biological Materials .................. 4
Z 326 Vertebrate Embryology ........................................ 4
Z 434 Animal Physiology, or Bot 331 Plant Physiology, or
G 331 Oceanography ................................................ 3
G 351 Elements of Geology .......................................... 3
Ph 390 Meteorology .................................................. 3
G 351 Astronomy ..................................................... 3
Electives in Earth Science ............................................ 15
Bi 101, 102 General Biology, or
Bi 211, 212, 213 Principles of Biology ........................ 13
Ch 104, 105, 106 General Chemistry, or
Ch 204, 205, 206 General Chemistry ......................... 12
G 351 Elements of Geology .......................................... 3
Electives in earth science ............................................. 15
Bi 101, 102 General Biology, or
Electives in science or mathematics (Ecology recommended) 0-8
Profession Education .................................................. 38 hours
Electives ............................................................... 17 hours
Total Required for Graduation .................................. 192 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
G 331 Oceanography ................................................ 3
G 351 Elements of Geology .......................................... 3
Ph 390 Meteorology .................................................. 3
G 351 Astronomy ..................................................... 3
Electives in Earth Science ............................................ 15
Bi 101, 102 General Biology, or
Bi 211, 212, 213 Principles of Biology ........................ 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
Profession Education .................................................. 38 hours
Electives ............................................................... 17 hours
Total Required for Graduation .................................. 192 hours

Basic Physical Science (5-12)
(Valid for teaching chemistry, physics, and general science)
Liberal Arts Core Curriculum ........................................ 73 hours
Teaching Major ......................................................... 65 hours
Ch 104, 105, 106 General Chemistry, or
Ch 204, 205, 206 General Chemistry ......................... 12
Ch 312, 313 Quantitative Analysis ................................ 8
Ch 331, 332 Organic Chemistry, or
Ch 333, 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
Electives in science or mathematics (Mathematics through Mth 200) 4-8
Elective in Science ................................................... 4
Profession Education .................................................. 38 hours
Electives ............................................................... 16 hours
Total Required for Graduation .................................. 192 hours

Physical Science Teaching Minor
Ch 204, 205, 206 General Chemistry .......................... 12
Ch 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 ........................................... 4
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 Hall 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
Profession 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 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
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 prerequisites 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
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

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. Bamard, Ph.D.  
Associate Professor  
Cynthia A. Clarke, Ph.D.  
Associate Professor  
D. Thomas Eastham, M.A.  
Professor  
Brenda 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
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 18
Electives in upper division biology 3-4

Mth 161, 162 Mathematics for the Biological, Management and Social Sciences, or
Mth 425, 426 Elements of Statistical Methods, or
Mth 431 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

Mathematics Minor

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

Liberal Arts Core Curriculum 73 hours
Major 72 hours
Mth 200, 201, 202, 203 Differential and Integral Calculus 16
Mth 347, 348 Algebraic Structure 3
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

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.

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.

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Liberal Arts Core Curriculum 73 hours
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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 18
Electives in upper division biology 3-4

Mth 161, 162 Mathematics for the Biological, Management and Social Sciences, or
Mth 425, 426 Elements of Statistical Methods, or
Mth 431 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

Mathematics Minor

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

Liberal Arts Core Curriculum 73 hours
Major 72 hours
Mth 200, 201, 202, 203 Differential and Integral Calculus 16
Mth 347, 348 Algebraic Structure 3
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

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.
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 Cummings, Ed.D.  Professor
Jay F. Fett, Ph.D.  Professor
M. Mohammed Jaffer, M.Sc.  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 in mathematics or chemistry or a combination of chemistry and physics.

Liberal Arts Core Curriculum .................................................. 73 hours
Core Courses
Ch 201, 202, 203 General Chemistry 3 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 333, 334 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

Total Required For Graduation .................................................. 212 hours

BA/BS Natural Science—Earth Science Concentration

The Bachelor's degree in natural science can include a concentration (not a major) 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 major) 72 hours
G 201, 202, 203 Geology 12 hours
G 351 Astronomy 3 hours
G 331 Oceanography 3 hours
Upper division electives in Earth Science 11-12
Ph 101, 102 Biology 8 hours
Ph 105, 106 (or CH 201, 202, 203) Physics 9 hours
Ph 104, 105, 106 (or CH 204, 205, 206) Chemistry 12 hours
Mathematics 5-8
Ph 120 Trigonometry, MTH 151 Computer Coding or Statistics 3 hours

Total Required For Graduation .................................................. 192 hours

Liberal Arts Core Curriculum .................................................. 72 hours
Core Courses
Ch 204, 205, 206 Chemistry 12 hours
Ph 201, 202, 203 Physics 12 hours
Upper Division Chemistry Sequence 8 hours
Ph 311, 312 Modern Physics 8 hours
G 406 Special Individual Studies 27 hours
Approved department courses 27 hours
Liberal Arts Minor 27 hours
Electives 20 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

A 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 114 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 the College.

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wr 121 English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Ch 204, 205, 206 General Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>Mth 101 College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>Mth 102 Trigonometry</td>
<td>4</td>
</tr>
<tr>
<td>Sp 100 Introduction to Differential and Integral Calculus</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education Activity Courses</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>49 hours</strong></td>
</tr>
</tbody>
</table>

**Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wr 222 English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Sequence in Psychology or Sociology</td>
<td>9</td>
</tr>
<tr>
<td>Literature Sequence</td>
<td>4</td>
</tr>
<tr>
<td>Ch 312 Quantitative Analysis</td>
<td>8</td>
</tr>
<tr>
<td>Sp 111 Fundamentals of Speech</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Activity Courses</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>48 hours</strong></td>
</tr>
</tbody>
</table>

**Third Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Wr 323 English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Sequence in Social Science</td>
<td>9</td>
</tr>
<tr>
<td>Sequence in Literature or Modern Language</td>
<td>9-12</td>
</tr>
<tr>
<td>Z 324, 325 Comparative Vertebrate Anatomy</td>
<td>8</td>
</tr>
<tr>
<td>Z 326 Comparative Vertebrate Embryology</td>
<td>4</td>
</tr>
<tr>
<td>Ch 334, 335, 336 Organic Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>Bi 341 Genetics</td>
<td>3</td>
</tr>
<tr>
<td>Electives (Bi 341 Genetics and Bi 221 Introductory Microbiology recommended)</td>
<td>6-21</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>45-60 hours</strong></td>
</tr>
</tbody>
</table>

**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 complete the 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 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bi 211, 212, 213 Principles of Biology</td>
<td>13</td>
</tr>
<tr>
<td>Bi 341 Genetics</td>
<td>3</td>
</tr>
<tr>
<td>Bi 221 Introductory Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>Bi 412 Pathogenic Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>Bi 432 Immunobiology</td>
<td>4</td>
</tr>
<tr>
<td>Bi 463 Parasitology</td>
<td>4</td>
</tr>
<tr>
<td>Z 334, 335, 336 Organic Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>Bi 101, 102, 103 Essentials of Physics</td>
<td>9</td>
</tr>
<tr>
<td>Mth 101, 102 College Algebra and Trigonometry</td>
<td>8</td>
</tr>
<tr>
<td>Ch 204, 205, 206 General Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>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)</td>
<td>12</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>79 hours</strong></td>
</tr>
</tbody>
</table>

**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...
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. Pre-requisites 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.

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 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, spending 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
Sp 111 Fundamentals of Speech ................................... 3
Electives ................................................................. 6
TOTAL ................................................................. 45-49 hours

Second Year

Wr 222 English Composition ........................................ 3
Soc 213 Principles of Sociology ................................... 3
HE 351 Personal Health ............................................. 3
HE 325 Nutrition .................................................... 3
Humanities Courses .................................................. 6
Electives to complete 93 term hours .............................. 23-27
TOTAL ................................. 27-30 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 will 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
Wr 222 English Composition ........................................ 3
J 211 Introduction to Speech Communication ................. 3
Electives ................................................................. 9
TOTAL ................................................................. 50 hours

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
Physical Education .................................................. 3
Electives ................................................................. 12
TOTAL ................................................................. 50 hours
### Fisheries
**First Year**
- WR 121 English Composition .................................................. 3
- MTH 101 College Algebra .......................................................... 4
- SPE 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/E 111 Fundamentals of Speech .............................................. 3
- MTH 101, 102, 200 Algebra, Trigonometry, Calculus, or Calculus, or ................................................................. 12
- 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
- Electives .................................................................................... 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 .......................................................... 4
- 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/E 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** ...................................................................................... 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 .............................................. 8
- BI 222 English Composition .................................................. 3
- SP/E 111 Fundamentals of Speech .............................................. 3
- Electives .................................................................................... 6

**TOTAL** ...................................................................................... 48 hours

### Geology
**First Year**
- WR 121 English Composition .................................................. 3
- CH 104, 105, 106 General Chemistry, or .................................. 12
- 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** ...................................................................................... 47 hours

### Second Year
- G 321 Structural Geology ............................................................ 3
- G 322 Geomorphology ................................................................. 3
- G 450 Rocks and Minerals .......................................................... 3
- Physical Education Courses ...................................................... 3
- Social Science or Humanities Sequence ...................................... 3

**TOTAL** ...................................................................................... 51 hours

### 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
- 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.

### Physics
**First Year**
- WR 121 English Composition .................................................. 3
- PH 201, 202, 203 General Physics ............................................ 12
- CH 204, 205, 206 General Chemistry ........................................ 12
- BI 101, 102 General Biology, or .............................................. 8
- MTH 200, 201 Differential and Integral Calculus ......................... 8
- Physical Education Sequence ................................................... 3
- Electives .................................................................................... 9

**TOTAL** ...................................................................................... 43 hours

### Second Year
- WR 222 English Composition .................................................. 3
- CH 334, 335, 336 General Chemistry ........................................ 12
- BI 221, 222 Principles of Biology ............................................. 13
- Electives .................................................................................... 3

**TOTAL** ...................................................................................... 47 hours

### Computer Science
**First Year**
- MTH 151 Computer Coding ..................................................... 3
- MTH 200, 201, 202 Differential and Integral Calculus ................. 12
- BI 101, 102 General Biology, or .............................................. 8
- BI 211, 212, 213 Principles of Biology ...................................... 8
- WR 121 English Composition .................................................. 3
- HE 151 Personal Health ............................................................. 3

**TOTAL** ...................................................................................... 50 hours
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 409 Practicum 3-12 hours
SSC 411 Special Methods 3 hours
SSC 444 Adult Education Programs for the Disadvantaged (g) 3 hours
SSC 448 Preparation of Continuing 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 Minor

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

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 CCE, Anthropology is a principal component of bilingual programs, problems of cultural variation as they relate 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 |

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 hours
Soc 423 Race Relations 3 hours
Anth 312 Cultural Anthropology 3 hours
Anth 471 Personality and Culture 3 hours
Anth 494 The Indian in American Culture 3 hours
RL 217, 218, 219 Spanish for the Natives 9 hours
RL 318 Children's Literature-Spanish 3 hours
RL 347, 348, 349 Intermediate Composition and Conversation 9 hours
RL 350 Spanish Pronunciation and Phonetica 3 hours
RL 412 Applied Linguistics-Spanish 3 hours
Eng 399 Teaching English as a Second Language 3 hours

TOTAL HOURS IN MINOR 45 hours

SOCIAL STUDIES ELEMENTARY TEACHING MINOR

At least 24 hours must be upper-division courses.

American History 9 hours
World History 9 hours
Geography 9 hours
Courses from at least two of the following areas:
- Political Science, Economics, and Anthropology/Sociology 21 hours
- SSC 490, 491 Senior Social Science Seminar 6 hours

TOTAL HOURS IN MINOR 54 hours

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

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 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 hours
MAJOR: CORRECTIONS
- SSC 211 Introduction to Careers in Criminal Justice 3 hours
- SSC 450 Criminology and Delinquency 3 hours
- SSC 451 Juvenile Delinquency and the Juvenile Training School (Institution Based) 3 hours
- SSC 452 Juvenile Delinquency and the Juvenile Justice System (Community Based) 3 hours
- SSC 453 Adult Corrections Programs (Institution Based) 3 hours
- SSC 454 Adult Criminal Justice System (Community Based) 3 hours
- One term block placement in correctional or correction-related social service agency 12 hours
- SSC 407 Seminar: Corrections 3 hours
- SSC 409 Practicum: Corrections 3 hours
- ELECTIVES IN SOCIAL SCIENCE (6 hours must be upper-division) 36 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 307 Seminar: Corrections 3 hours
Ssc 309 Practicum: Corrections 12 hours
Ssc 450 Criminology and Delinquency (g) 3 hours
Ssc 451 Juvenile Delinquency and the Juvenile Treatment 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 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 Economic Systems (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 minor 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 hours
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

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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**

Geog 105, 106, 107 *Introductory Geography* .................................. 3

Geog 221 *Field Geography* .................................................. 3

Geog 222 *The World in Maps, or* .......................................... 3

Geog 240 *Cartography* .......................................................... 3

A physical systematic course (choose from Geog 390, 392, 393, 490, or 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 ...................................... 18

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

**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

**HISTORY**

History attempts to recapture what man has taught, felt and done. It seeks to entertain and 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 Amoskler, Ph.D. Professor
Samuel K. Anderson, Ph.D., Professor
Jack Bergman, Ph.D., Professor
Ross C. Cottone, 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

Hist 101, 102, 103 History of Civilization ......................... 9
Hist 201, 202, 203 United States History ......................... 9
Hist 420 Historiography ................................................ 3
Upper division history courses, including 9 hours of World or European and 9 hours of 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

Hist 201, 202, 203 United States History ........................ 9
Hist 480, 481, 482 The United States in 20th Century 9
Electives in History including 3 hours of upper division courses 9

TOTAL IN MINOR ....................................................... 27 hours

HISTORY COURSES

Hist 101, 102, 103 History of Civilization 3 hours each term
Hist 201, 202, 203 History of the United States 3 hours each term
Hist 304, 305, 306 English History 3 hours each term
Hist 307 History of American Protestant Movements 3 hours
Hist 308, 310, 311 Minority Groups in American History 3 hours each term
Hist 350 Pre-Columbian and Colonial Latin America 3 hours
Hist 351 Mexico and the Caribbean Since Independence 3 hours
Hist 352 South America Since Independence 3 hours
Hist 391, 392, 393 History of the Far East 3 hours each term
Hist 407 Seminar Terms and hours to be arranged
Hist 420 Historiography 3 hours
Hist 421 The Middle Ages 3 hours
Hist 424 Renaissance and Reformation 3 hours
Hist 425 Early Modern Europe 3 hours
Hist 442 Revolutionary Europe 3 hours
Hist 443 Europe in Ascendancy 3 hours
Hist 444, 445 20th Century Europe 3 hours each term
Hist 446 The Near East in the 20th Century 3 hours
Hist 447, 448 History of Russia 3 hours each term
Hist 449 History of the Soviet Union 3 hours
Hist 457 The Jacksonian Era 3 hours
Hist 458 Civil War and Reconstruction 3 hours
Hist 459 Industrial America 3 hours
Hist 460, 461, 462 American Social and Intellectual History 3 hours each term
Hist 463 History of Canada 3 hours
Hist 465 The Modern British Empire and the Commonwealth 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 the local, 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 COURSE ELECTIONS .............................. 12

Non-Professional Social Science Course Electives .............................. 27-36 hours
Minor .............................. 27 hours
Electives .............................. 20 hours

TOTAL REQUIRED FOR GRADUATION ............................. 192 hours

LAW ENFORCEMENT COURSES

Cert 331 Police and the Community 3 hours
Cert 351 Police Organization and Administration 3 hours
Cert 407 Seminar in Police Problems and Practices 3 hours
Cert 423 Middle Management for Law Enforcement 3 hours
Cert 424 Law Enforcement Planning 3 hours
Cert 425 Personal Management in Law Enforcement 3 hours
Cert 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. Gurn, M.A., Assistant Professor
Leland E. Hess, Ph.D., Professor

Public Administration (Political Science) Minor

PS 106 Introduction to Political Science ......................... 3
PS 301 State and Local Government ............................. 3
PS 315 Introduction to Public Administration .................. 3
PS 316 Political Parties and Pressure Groups .................. 3
PS 315 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 304 Introduction to International Relations 3 hours
PS 331 Introduction to Public Administration 3 hours
PS 352 Constitutional Law 3 hours
PS 414 Political Parties and Pressure Groups 3 hours
PS 415 Public Opinion and Political Behavior 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 Government 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 3 hours
PS 493 International Organizations 3 hours
PS 497 American Foreign Relations 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, and community health. In addition, Sociology is an 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

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 ....... 8
Bi 101, 102 General Biology .......... 8
Soc 213 Principles of Sociology ....... 3
Soc 214 Social Problems ............. 9
Soc 215 World Population and Social Structure ....... 3
Phil 205 Philosophy of Science ....... 3
Hist 101, 102, 103 History of Western Civilization ....... 9
Physical education courses .......... 8
Total .................................. 50

Second Year
Wr 222 English Composition .......... 3
Anth 311 Physical Anthropology ...... 3
Anth 312 Cultural Anthropology ...... 3
Eng 107, 108, 109 World Literature ....... 9
Hist 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 .................................. 33

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 ............. 9
Soc 215 World Population and Social Structure ....... 3
Anth 214, 215, 216 Anthropology ....... 9
Phil 205 Philosophy of Science ....... 3
Bi 101, 102 General Biology ....... 6
Total .................................. 33

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 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 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:

a. At least fifteen quarter hours of preparation in the following areas:
   1) diagnostic, prescriptive and evaluative techniques
   2) research
   3) education of the exceptional child
   4) guidance and counseling
   5) practicum or field study
b. 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 437G 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 410C 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, or
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

MULTIHANDICAPPED—SEVERELY HANDICAPPED LEARNER

BASIC ENDORSEMENT COURSES ........................................ 45 hours

Ed 470 Education of the Exceptional Child ........................................ 3
SPA 450G Normal Development of Speech and Language ........................................ 3
Ed 464 Introduction to Mental Retardation ........................................ 3
Ed 447 The Exceptional Parent ........................................ 3
Ed 448 Classroom and Behavioral Management (1 hour) taken concurrently with Ed 409 or Ed 509 Practicum: Classroom and Behavioral Management (2 hours) ........................................ 3
Ed 444 Medical Aspects in Special Education ........................................ 3
Ed 413 or Ed 539 Student Teaching: Severely Handicapped Learner ........................................ 12 hours

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 ........................................ 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

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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 impediment 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 .....................................................

**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 MUSIC 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.

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 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

**TOTAL REQUIRED IN PROGRAM** ............................................. 46 hours
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

STANDARD SOCIAL SCIENCE CERTIFICATION

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

STANDARD 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 to be 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
Biological 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

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.
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 non-refundable non-transferable $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.
6. Application forms and health report forms may be obtained from the Registrar’s Office. All documents become the property of the college and are non-refundable. 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 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 their intent 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.

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. 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 for 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 total 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.

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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, 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 must 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 at least four credit hours, 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 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)**

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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Ed 512 Research Procedures in Education</td>
<td>3</td>
</tr>
<tr>
<td>Ed 546 Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>Choose one: Ed 522 Secondary School Curriculum; Ed 566 Curriculum Construction; Ed 571 Junior High School Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>Choose one: Psy 460G Advanced Developmental Psychology, or Psy 520 Psychology of Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

**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

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

- Ed 512 Research Procedures in Education 3 hours
- Ed 546 Philosophy of Education 3 hours
- Psy 460G Advanced Developmental Psychology, or
- Ed 520 Psychology of Learning 3 hours

EARLY CHILDHOOD CORE

- Psy 522 Learning: Motor and Perceptual 3 hours
- Psy 540 Learning: Linguistic and Cognitive 3 hours
- Psy 547 Learning: Social 3 hours
- Ed 528 Educational Diagnosis and Prescription: Preacademic 3 hours
- Ed 519 Contemporary Developments in Early Childhood Education 3 hours
- Ed 580 Parent, Teacher, Child, Community Relations 3 hours
- Ed 506 Individual Study, or
- Ed 509 Practicum 6 hours

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

- Ed 546 Philosophy of Education 3 hours
- Ed 520 Psychology of Learning, or
- Ed 460G Advanced Developmental Psychology 3 hours

Choose two from: Ed 512 Research Procedures, Ed 5113 Evaluation of Classroom Instruction, Ed 553 Elementary Curriculum 6 hours

ACADEMIC AREA

12 hours

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 education, 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

- Ed 512 Research Procedures in Education 3 hours
- Ed 546 Philosophy of Education 3 hours

Choose one: Psy 460G Advanced Developmental Psychology, or
- Ed 520 Psychology of Learning 3 hours

PLANNED PROGRAM (IN ONE AREA OF CONCENTRATION) 30 hours

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 6 hours

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

TOTAL REQUIRED FOR DEGREE 45 hours

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 Selection and Interpretation of Instructional Materials 3 hours
- Ed 524 Communication Theory and Instructional Systems 3 hours

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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: theory, leadership, 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:

COUN 577 Group Procedures .................................. 3
COUN 581 Pre-Psychology in Counseling ................. 3
COUN 582 Interpersonal Comm. Processes ............... 3
COUN 583 Principles & Practices of Guidance Services .................................. 3
COUN 586 Education & Occupational Info ................. 3
COUN 587 Counseling Techniques .......................... 3
COUN 526 Theories of Counseling .......................... 3
COUN 532 Tests and Measurements ........................ 3
COUN 535 Issues in Counseling .............................. 3
COUN 509 Pre-Psychology in Counseling ................. 3
COUN 509 Practicum: Individual Counseling .............. 3
COUN 509 Practicum: On-Site Counseling ................. 3
COUN 509 Advanced Practicum ................................ 6
COUN 589 Organization & Administration of Guidance Services, or
COUN 591 Family Counseling ................................ 3
Psy 472G Psychological Assessment, or
Ed 512 Research Procedures in Education ............... 3

REDEEMED .................................................. 37

TOTAL .................................................... 58 hours

REHABILITATION COUNSELING WITH THE DEAF CORE
COUN 562 Psychosocial Assessment of the Deaf: I Research & Statistics ....... 3
COUN 562 Psychosocial Assessment of the Deaf: II Beginning .................. 3
COUN 564 Introduce to Rehabilitation Process: .......................... 3
COUN 564 Practicum: Individual Counseling ................. 3
COUN 564 Practicum: On-Site Counseling ................. 3
COUN 564 Advanced Practicum ................................ 6
COUN 565 Placement & Use Community Resources with the Deaf .......... 3
COUN 566 Case Load Management and Plan Formulation with Deaf Clients ... 1
ED 44G Medical Aspects of Disability .......................... 3
ED 44A Communication with the Deaf......................... 1-9
SPA 580 Introduction to Speech Pathology and Audiology ...................... 3
ED 509 Interpreting for the RCD ................................ 3

REHABILITATION COUNSELING WITH THE DEAF CORE
COUN 562 Psychosocial Assessment of the Deaf: II Beginning .................. 3
COUN 564 Introduce to Rehabilitation Process: .......................... 3
COUN 565 Placement & Use Community Resources with the Deaf .......... 3
COUN 566 Case Load Management and Plan Formulation with Deaf Clients ... 1
ED 44G Medical Aspects of Disability .......................... 3
ED 44A Communication with the Deaf......................... 1-9
SPA 580 Introduction to Speech Pathology and Audiology ...................... 3
ED 509 Interpreting for the RCD ................................ 3

TOTAL .................................................... 37

ELECTIVES ............................................ 22-30
REQURED ............................................. 37

TOTAL .................................................... 59-67
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

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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 Admissions Committee. An application and recommendations are required prior to approval.

**PROFESSIONAL EDUCATION CORE** .................................. 9 hours

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<tr>
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<td></td>
</tr>
<tr>
<td>Psy 520 Psychology of Learning</td>
<td></td>
</tr>
</tbody>
</table>

**BASIC ENDORSEMENT COURSES** .................................. 27 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 470 Education of the Exceptional Child G</td>
<td>3</td>
</tr>
<tr>
<td>Ed 421 Diagnosis and Prescription in Reading for the Handicapped Learner G</td>
<td>5</td>
</tr>
<tr>
<td>Ed 422 Diagnosis and Prescription in Basic Skills for the Handicapped Learner G</td>
<td>4</td>
</tr>
<tr>
<td>Ed 423 Managing Programs for Handicapped Learners</td>
<td>3</td>
</tr>
<tr>
<td>Ed 472 Instructional Materials and Methods in Reading and Basic Skills for the Handicapped Learner G</td>
<td>3</td>
</tr>
<tr>
<td>Ed 539 Student Teaching: Handicapped Learner</td>
<td>6</td>
</tr>
</tbody>
</table>

**SELECTIVE FROM COURSES IN STANDARD ENDORSEMENT** .................................. 9 hours

**TOTAL REQUIRED FOR DEGREE** .................................. 45 hours

**COMMUNICATIONS DISORDERS PROGRAMS**

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 512 Research Procedures in Education</td>
<td>3</td>
</tr>
<tr>
<td>Ed 517 Prescriptions for Learning Problems</td>
<td>3</td>
</tr>
<tr>
<td>Ed 518 Managing Classroom Behavior of Handicapped Learners</td>
<td>3</td>
</tr>
<tr>
<td>Psy 523 Individual Intelligence Testing</td>
<td>3</td>
</tr>
<tr>
<td>Psy 524 Individual Intelligence Testing</td>
<td>3</td>
</tr>
<tr>
<td>Ed 509 Practicum: Handicapped Learners in Field Settings</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL REQUIRED FOR DEGREE** .................................. 45 hours

**MASTER OF SCIENCE IN EDUCATION: MULTIHANDICAPPED (SEVERELY HANDICAPPED 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-school 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.

**PROFESSIONAL EDUCATION CORE** .................................. 9 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 512 Research Procedures in Education</td>
<td></td>
</tr>
<tr>
<td>Ed 546 Philosophy of Education</td>
<td></td>
</tr>
<tr>
<td>Choose one: Psy 460G Advanced Developmental Psychology, or</td>
<td></td>
</tr>
<tr>
<td>Psy 520 Psychology of Learning</td>
<td></td>
</tr>
</tbody>
</table>

**BASIC ENDORSEMENT COURSES** .................................. 24 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 445 Nature and Needs of the Severely Handicapped G</td>
<td>3</td>
</tr>
<tr>
<td>Ed 450 Managing Communications Systems for the Severely Handicapped G</td>
<td>3</td>
</tr>
<tr>
<td>Ed 444 Medical Aspects in Special Education G</td>
<td>3</td>
</tr>
<tr>
<td>Three hours from the following:</td>
<td></td>
</tr>
<tr>
<td>Ed 544 Programing for the Severely Emotionally Disturbed (2 hours)</td>
<td></td>
</tr>
<tr>
<td>or Ed 451 Programing for the Physically Handicapped (1 hour)</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL HOURS IN PROGRAM** .................................. 19 hours

**SPEECH IMPAIRED STANDARD ENDORSEMENT**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 582 Voice and Organic Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SPA 587 Advanced Speech Science</td>
<td>3</td>
</tr>
<tr>
<td>SPA 587 Speech Pathology: Stuttering</td>
<td>2</td>
</tr>
<tr>
<td>SPA 509 Practicum: Speech Pathology</td>
<td>2</td>
</tr>
<tr>
<td>Ed 444 Medical Aspects in Special Education G</td>
<td>3</td>
</tr>
<tr>
<td>Ed 470 Education of the Exceptional Child G</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL HOURS IN PROGRAM** .................................. 19 hours

**COMMUNICATIONS DISORDERS PROGRAMS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 507 Seminar</td>
<td>Hours to be arranged</td>
</tr>
<tr>
<td>SPA 509 Practicum: Speech Pathology</td>
<td>1-9 hours</td>
</tr>
<tr>
<td>SPA 509 Practicum: Audiology</td>
<td>1-9 hours</td>
</tr>
<tr>
<td>SPA 530 Educational Audiology</td>
<td>3 hours</td>
</tr>
<tr>
<td>SPA 582 Voice and Organic Disorders</td>
<td>3 hours</td>
</tr>
<tr>
<td>SPA 583 Speech Pathology: Stuttering</td>
<td>3 hours</td>
</tr>
<tr>
<td>SPA 587 Advanced Speech Science</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

77
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 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
- Psy 520 Psychology of Learning

**SPECIALIZED PROFESSIONAL CORE** 46-46 hours
- Ed 584 Orientation to the Deaf and Hearing Impaired
- Ed 509 Practicum: Directed Observation of the Deaf
- Ed 556 Teaching Language and Communication to the Deaf
- Ed 541 Teaching School Subjects to the Deaf
- Ed 542 Teaching Elementary School Subjects to the Deaf, or
- Ed 543 Teaching Secondary School Subjects to the Deaf
- Ed 557 Teaching Language to the Elementary Deaf Pupil, or
- Ed 560 Teaching Language to the Secondary Deaf Student

**COUNSELING CORE**
- Coun. 586 Psychological & Social Assessment of the Deaf: I & II Testing
- Coun. 563 Field Experience in Counseling
- Coun. 562 Interpersonal Communication (group)

**REHABILITATION COUNSELING WITH DEAF CORE**
- Psy 562 Psychological Assessment of Deafness
- Coun. 509 Practicum: Individual Counseling
- Coun. 566 Case Management of Deaf Clients
- Ed 491G Communication with the Deaf
- Ed 491G Medical Aspects of Disability
- SPA 488G Audiological Evaluation
- Ed 509 Interpreting for the Deaf

**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.

**PROFESSIONAL EDUCATION CORE** 9 hours
- Ed 572 Research Procedures in Education
- Ed 546 Philosophy of Education

**Choose one:**
- Psy 460 G Advanced Developmental Psychology
- Psy 520 Psychology of Learning

**BASIC ENDORSEMENT: SPEECH IMPAIRED** 43 hours
- SPA 370 Phonetics
- SPA 371 Speech Science
- SPA 440 Introduction to Speech Pathology and Audiology
- SPA 474 Speech, Language and Hearing in the Schools
- SPA 450 Normal Language and Speech Development
- SPA 478 Diagnostic Methods in Speech and Language Pathology
- SPA 481 Articulation Disorders
- SPA 496 Language Disorders
- SPA 484 Introduction to Clinical Speech Therapy
- SPA 485, 486 Clinical Speech Therapy
- SPA 488 Audiology: Hearing Testing
- SPA 489 Aural Rehabilitation

**Standard Endorsement:**
- Speech Impaired 19 hours
- SPA 582 Voice and Organic Disorders
- SPA 530 Educational Audiology
- SPA 587 Advanced Speech Science
- SPA 583 Speech Pathology: Stuttering
- SPA 509 Practicum: Speech Pathology
- SPA 509 Practicum: Audiology

**Total required for degree** 45-52 hours
# 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 460G 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*

### 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**

## 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*

---

**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*

## THEATRE ARTS GRADUATE COURSES

*TA 506 Special Individual Studies ........................................ 1-3 hours*
*TA 507 Seminar Terms and hours to be arranged*

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**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 417G 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 541-562 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*
INTERGRATED 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 includes 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.

Total Required for Degree: 45 hours

MASTER OF ARTS IN TEACHING—MATHEMATICS

The Master of Arts in Teaching degree at OCCE 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.
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
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
Hist 420G Historiography ......................... 3
Hist 407G Seminar: American History .............. 3
Courses in American History .................... 24

WORLD HISTORY ....................................... 30 hours
Hist 420G Historiography ......................... 3
Hist 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
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

MAJOR 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

SUPPORTING COURSES .................................. 15 hours
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

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 or Field Study ...................... 3

On-site management experience

SUPPORTING COURSES (FIRST AREA) .............. 15 hours
Chosen with adviser from social or behavioral sciences.

SUPPORTING COURSES (SECOND AREA) ............ 9 hours
Chosen with adviser from social or behavioral sciences in areas differing from first area.

Total Required for Degree ......................... 45 hours

CORRECTIONS GRADUATE COURSES

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

GEOGRAPHY GRADUATE COURSES

Geog 515 Geographic Background of European History ......... 3
Geog 518 Modern Viewpoints, Methods and Materials in Geography 3
Geog 519 Cartography for Teachers .................. 3
Geog 520 Physical Geography and Field Methods for Teachers ............ 3

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
Ssc 512 Contemporary Developments in the Social Sciences ....... 3
Ssc 513 Social Problems in American Democracy ............ 3

Ssc 515 Political Problems in American Democracy ............ 3

Ssc 700(p) In-service Education
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.

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.
Oregon College of Education is a member of the Oregon State System of Higher Education which was organized in 1952 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., Springfield** 1981  
Vice President and Member, Executive Committee

**LESTER B. ANDERSON** 1981  
President, University of Oregon

**JONATHAN A. ATER, Portland** 1980  
President, Eastern Oregon State College

**ALVIN R. BATISTE, Portland** 1978  
President, Klamath Falls College

**JANE H. CARPENTER, Medford** 1979  
President, Southern Oregon State College

**RUTH O. DANIELS, Monmouth** 1978  
President, Oregon State College, La Grande

**BETTY FEVES, Pendleton** 1979  
President, Western Oregon State College

**ROBERT C. INGALLS, Corvallis** 1980  
President, Oregon Institute of Technology

**GREGORY G. MOORE, Corvallis** 1979  
President, Oregon State University

**LOREN L. WYSS, Portland** 1980  
President, Oregon State University

Members of the State System are Oregon State University, Corvallis; University of Oregon, Eugene; Portland State University, Portland; Oregon College of Education, Monmouth; Portland State University, Portland; 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. LIEUALLEN, 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.**  
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**FREEMAN HOLMER, M.A.**  
Vice Chancellor for Administration

**J. I. HUNDERUP, M.B.A., C.P.A.**  
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**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

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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.
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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.
CLAUDINE 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 WYNNE, 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 ALBRIGHTON (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 José State College;
M.A., 1948; Ed.D., 1960; Stanford University.

CERTRUDE JOANNE AmsDECKER (1961)
Professor of History
B.A., 1942; Reed College;
M.A., 1946; Radcliffe College;
Ph.D., 1959; University of Minnesota.

SAMUEL KINGSON 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.
<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Title</th>
<th>Institution(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RICHARD CHARLES FORCIER</td>
<td>1972</td>
<td>Associate Professor of Educational Media</td>
<td>B.S., 1962; Massachusetts State College, Westfield; M.Ed., 1965; University of Massachusetts, Amherst; Ph.D., 1969; Michigan State University.</td>
</tr>
<tr>
<td>JOHN JOSEPH FREEBURG</td>
<td>1973</td>
<td>Assistant Professor of Education</td>
<td>B.A., 1972; M.S., 1973; St. Cloud State College.</td>
</tr>
<tr>
<td>BEVERLY JO FRERER</td>
<td>1970</td>
<td>Associate Professor of Humanities</td>
<td>B.A., 1962; Idaho State University; M.S., 1964, Ph.D., 1975; University of Nevada, Reno.</td>
</tr>
<tr>
<td>JAMES WELDON CALLAGHER</td>
<td>1969</td>
<td>Professor of Geography</td>
<td>B.S., 1951, M.S., 1952; Illinois State Normal University; Ph.D., 1959; University of Illinois.</td>
</tr>
<tr>
<td>PATRICIA REED CALLAGHER</td>
<td>1970</td>
<td>Assistant Professor of Education and Clinical Supervisor</td>
<td>B.S., 1952; Illinois State University; Ed.M., 1957; University of Illinois.</td>
</tr>
<tr>
<td>YOUNGIE PAUL GHIM</td>
<td>1969</td>
<td>Assistant Professor of Political Science</td>
<td>B.A., 1957, M.A., 1960; Chungang University, Seoul, Korea; M.A., 1964; University of Washington.</td>
</tr>
<tr>
<td>CLARENCE CLIFFORD CORCHELS</td>
<td>1966</td>
<td>Professor and Director of Library</td>
<td>B.S., 1940; Wisconsin State University, Oshkosh; B.L.S., 1945; University of Wisconsin; M.S., 1952, D.L.S., 1971; Columbia University.</td>
</tr>
<tr>
<td>LOYDEE SUNDIN GRAINGER</td>
<td>1977</td>
<td>Instructor in Education</td>
<td>B.S., 1972; Oregon State University; M.S., 1975; Oregon College of Education.</td>
</tr>
<tr>
<td>BERYL MANSFIELD GREEN</td>
<td>1960-66, 1969</td>
<td>Professor of Mathematics</td>
<td>B.S., 1955, M.S., 1959; Eastern New Mexico University; Ph.D., 1969; Oregon State University.</td>
</tr>
<tr>
<td>CHARLES DAVID CREL</td>
<td>1969</td>
<td>Assistant Professor and Director of Information</td>
<td>B.S., 1950; University of Oregon.</td>
</tr>
<tr>
<td>PAUL FRANCIS GRIFFIN</td>
<td>1960</td>
<td>Professor of Geography and Chairman, Department of Social Science</td>
<td>A.B., 1939, M.S., 1941; University of Pittsburgh; M.A., 1951, Ph.D., 1952; Columbia University.</td>
</tr>
<tr>
<td>LLOYD THEODORE HANSON</td>
<td>1960-63, 1965</td>
<td>Assistant Professor of Humanities</td>
<td>B.A., 1950; Willamette University; M.A., 1957; University of Oregon.</td>
</tr>
<tr>
<td>HAROLD DALE HARP</td>
<td>1965</td>
<td>Assistant Professor of Education</td>
<td>B.S., 1956, M.S., 1960; Oregon College of Education.</td>
</tr>
<tr>
<td>CHARLES M. HARRIS</td>
<td>1978</td>
<td>Assistant Professor</td>
<td>Director of Food Services and Dormitories</td>
</tr>
<tr>
<td>NORMAN C. EBURNE</td>
<td>1978</td>
<td>Associate Professor of Health and Physical Education</td>
<td>B.S., 1963; Brigham Young University; M.S., 1964, Ed.D., 1970; University of Oregon.</td>
</tr>
<tr>
<td>DENNIS WAYNE EDDINGS</td>
<td>1968</td>
<td>Associate Professor of Humanities</td>
<td>B.A., 1966, M.A., 1968; University of Washington; Ph.D., 1973; University of Oregon.</td>
</tr>
<tr>
<td>JAY FREDERICK EVETT</td>
<td>1968</td>
<td>Professor of Physics</td>
<td>B.S., 1953, B.S., 1957; Washington State University; M.S., 1958; Northwestern University; Ph.D., 1968; Oregon State University.</td>
</tr>
<tr>
<td>DENNIS JOHN FAHEY</td>
<td>1966</td>
<td>Professor of Education and Director</td>
<td>Special Education and Rehabilitation B.A., 1953, M.Ed., 1956; Western Washington State College; Ed.D., 1964; University of Portland.</td>
</tr>
<tr>
<td>THOMAS LEE FERTE</td>
<td>1968</td>
<td>Assistant Professor of Humanities</td>
<td>B.S., 1961; Southern Oregon College; M.A., 1962; Arizona State University.</td>
</tr>
<tr>
<td>WILMA S. HEIN</td>
<td>1973</td>
<td>Associate Professor of Health and Physical Education</td>
<td>B.A., 1959; California State University, Long Beach; M.S., 1965; University of Southern California; Ed.D., 1972; Brigham Young University.</td>
</tr>
<tr>
<td>LELAND ELMER HESS</td>
<td>1956</td>
<td>Professor of Political Science</td>
<td>B.A., 1938; Ripon College; M.A., 1940, Ph.D., 1968; University of Chicago.</td>
</tr>
<tr>
<td>MARGARET LOUISE HIATT</td>
<td>1949</td>
<td>Professor of Education</td>
<td>B.A., 1947; Western Washington State College; M.A., 1948; Teachers College, Columbia University; Ed.D., 1956; Colorado State College.</td>
</tr>
<tr>
<td>VERN DONALD HIEBERT</td>
<td>1959-63, 1965</td>
<td>Assistant Professor of Mathematics</td>
<td>B.A., 1952; Willamette University; M.S., 1959; University of Illinois.</td>
</tr>
<tr>
<td>HOWARD CLINTON HILL</td>
<td>1962</td>
<td>Assistant Professor and Catalog Librarian</td>
<td>B.A., 1949, M.A., 1958; University of Washington.</td>
</tr>
<tr>
<td>SUSAN AUGUSTA HILL</td>
<td>1977</td>
<td>Research Assistant, Education</td>
<td>B.A., 1970; Washington State University; M.S., 1977; Oregon College of Education.</td>
</tr>
<tr>
<td>KENNETH LLOYD HOLMES</td>
<td>1967-69, 1970</td>
<td>Professor of History</td>
<td>B.A., 1938; University of Redlands; Ph.D., 1963; University of Oregon.</td>
</tr>
<tr>
<td>DON YOUNG HOSKISSON</td>
<td>1971</td>
<td>Associate Professor of Art</td>
<td>B.S., 1962, M.A., 1963; Utah State University; M.F.A., 1971; Arizona State University.</td>
</tr>
</tbody>
</table>
REES MILTON HOUSE (1969)
Associate Professor of Education
B.S., 1960, M.A., 1961; Ball State University;
Ed.D., 1970; Oregon State University.

CAROLYN NEWTON HOUT (1976)
Assistant Professor and Counselor
B.A., 1960; University of California, Berkeley;
M.Ed., 1970; Oregon State University.

ELIZABETH EMILY HOYER (1965-68, 1970)
Professor of Education
B.S., 1950; Oregon College of Education;
M.A., 1962; San Francisco State College;
Ph.D., 1970; Oregon State University.

LAURI HUNNER (1978)
Special Instructor—Coach
B.S., 1964; Oregon College of Education.

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

ANTONIO THOMAS IANNARONE (1974)
Associate Professor of Education
B.S., 1967; Manhattan College;
M.A., 1969; Seton Hall University;
Ph.D., 1976; University of Arizona.

COLLEEN O’ROURKE JACKSON (1976)
Assistant Professor of Speech Pathology and Audiology
B.S., 1972; University of Cincinnati;
M.A., 1972; Wayne State University.

MAJUDDIN MOHAMMED JAFFER (1958)
Assistant Professor of Chemistry
B.S., 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;
M.S., 1966, Ph.D., 1968; Oregon State University.

KENNETH D. JENSEN (1976)
Assistant Professor of Geography
B.A., 1963; California State University, Chico;
M.A., 1964; University of North Dakota;
Ph.D., 1972; Michigan State University.

PAUL HENRY JENSEN (1968)
Professor of Education
B.A., 1935; Midland College;
Ph.D., 1938; University of North Dakota.

RICHARD IMMANUEL JENSEN (1969-70, 1971)
Associate Professor of Education
B.S., 1959; Dana College;
M.Ed., 1963; University of Oregon;
Ed.D., 1972; University of Wyoming.

JOHN MORRIS JOHNSON (1969)
Professor of Biology
B.S., 1959; College of Idaho;
M.S., 1961, Ph.D., 1964; Oregon State University.

ANNE HOLWEG JONES (1970)
Assistant Professor of Education and Supervisor of Teaching
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 KEESBY (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 KOCHE (1968)
Professor of Education
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 NOVIC LARSEN (1976)
Instructor and Reference Serials Librarian
B.A., 1965; Seattle University;
M.L.S., 1972; University of Washington.

GERALD LEVINWAND (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 LEVENSEN (1974)
Instructor in Education and Assistant Professor of Psychology
B.S., 1951; Oregon State University;
R.N., 1951; University of Oregon Medical School;

JAMES DALE LIEPTRE (1965)
Associate Professor of Chemistry
B.S., 1959; University of Portland;
Ph.D., 1964; Washington State University.

MARCELLE S. LING (1976)
Assistant Professor of Education
B.S., 1956; Oregon College of Education;

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.

Assistant Professor of Education
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;  

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 Matttingly (1968)  
Associate Professor of Art  

WILLIAM DEAN McCARThUR (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;  

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;  

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; Maryhurst College;  

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, Chimee, Los Angeles;  
Grace Leslie, New York; Linda Pagliufghi, 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 Holley Myers (1968)  
Professor of Education and Chairman, Department of Elementary and Secondary Education  
B.S., 1949; Eastern Oregon College;  

Norman NeibuhR Nelson (1970)  
Associate Professor of Mathematics  
B.A., 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  

Barry Brian Ostrom (1968)  
Assistant Professor and Budget Officer  
B.A., 1961; Western Washington State College;  

Zillah Ann Paeth (1965)  
Senior Instructor and Head Acquisitions Librarian  

Robert Eland Pace (1970)  
Assistant Professor of Creative Arts  

Anna Penk (1973)  
Associate Professor of Mathematics  
B.A., 1950; Whitman College;  
M.A.T., 1946; Reed College;  

Lewis Arthur PennoCK (1968)  
Professor of Biology  
B.S., 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 Balfour phelps (1973)  
Assistant Professor of Humanities  
B.A., 1960; Long Island University;  
M.A., 1964; Columbia University Teachers College;  

Zenata Williams Pierre (1977)  
Instructor and Reference Librarian  
B.A., 1970; Our Lady of the Lake College;  
M.L.S., 1975; University of Oregon.
LARRY HERBERT SHIPLEY (1977)
Assistant Professor and Coordinator of Continuing Education
B.S., 1963; Michigan State University;
M.S., 1972; Oregon College of Education;
Ed.D., 1976; University of Oregon.

SHIRLEY ANNE SHISLER (1976)
Instructor and Interpreter for the Deaf.

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

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

CAROL F. SISSON (1977)
Assistant Professor of Education
B.A., 1968; Alaska Methodist University;
M.Ed., 1971; University of Alaska;
Ph.D., 1977; Oregon State University.

GEORGE DODSON SLAWSON (1967)
Assistant Professor of Humanities
B.S., 1958; Oregon College of Education;
M.A., 1964; Oregon University.

CLAUDE EDWARD SMITH (1958)
Assistant Professor of Education, Director of Educational Media Center, and
Director, Alumni Relations
B.S., 1958, M.S., 1961; Oregon College of Education.

RITA LYNN SMITH (1976)
Assistant Professor of Education
B.A., 1968; Northeastern Illinois University;
M.A.; 1975; Roosevelt University.

JOSEPH ARTHUR SOLDATI (1972)
Associate Professor of Humanities
B.A., 1961; Oglesboro College;
M.A.; 1968; University of California, Santa Barbara;
Ph.D., 1972; Washington State University.

RICHARD ALLEN SORENSON (1969)
Professor of Music
B.A., 1961; University of Northern Iowa;
M.Mus.Ed., 1962; Eastman School of Music, University of Rochester;
Ph.D., 1972; University of Colorado.

JOHN NATHAN SPARKS (1960)
Assistant Professor of Accounting and
Director, Business Affairs
B.S., 1947; University of Oregon.

DONALD ANTOINE SPINAS (1967)
Assistant Professor of Physical Education
B.S., 1957, M.S., 1963; University of Oregon.

LOWELL WAYNE SPRING (1968)
Professor of Biology
B.A., 1960; University of Northern Iowa;

LARRY JOSEPH STORIE (1969)
Associate Professor of Art

PATRICK S. STONE (1977)
Instructor in Education
B.S., 1965; University of Utah;
M.S., 1974; Portland State University.

PETER GORDON STONE (1968)
Associate Professor of Art
B.A., 1956, M.A.T., 1967; Reed College.

PATRICIA ANN TAKACS (1977)
Instructor in Education
B.A., 1971; Beloit College, Wisconsin.

LINDA ROSE TANNER (1976)
Assistant Professor of Education
B.S., 1964; University of Oregon;
M.S., 1972; California State University, Stanislaus;
Ph.D., 1976; University of Minnesota.

MICHAEL TEBB (1978)
Assistant Professor of Education
B.A., 1968; Central Washington State University;
M.A., 1972; San Jose State.

LYNN GAYLE THOMPSON (1968)
Assistant Professor of Education and Supervisor of Teaching
B.S., 1966; Oregon College of Education

RUTH ELIZABETH THURSTON
Assistant Professor of Humanities
B.A. 1969; University of Michigan
M.A. 1975; University of Oregon

ERNST C. TIMPANI (1969)
Professor of Corrections
B.A., 1940, J.D., 1942, M.A., 1950; University of Notre Dame.

LEONA ESTHER TODD (1960-64, 1965)
Professor of Biology
B.A., 1954; Willamette University;
M.S., 1955, Ph.D., 1973; Oregon State University.

ROBERT RICHARD TOMPKINS (1969)
Professor of Humanities and
Chairman, Department of Humanities
B.A., 1962; City College of New York;

BARBARA JEANNE TYLER (1967)
Assistant Professor of Education and Supervisor of Teaching
B.A., 1959; Western Washington State College;
M.A., 1961; Colorado State College.

VERNON RAY UTZ (1970)
Associate Professor of Education
B.S., 1957, B.S., 1964; Portland State University;
M.S., 1960; Oregon College of Education;
Ed.D., 1970; University of Oregon.

JAY BEVERLY VANDERFORD, Jr. (1963)
Assistant Professor of Geography
B.A., 1959; Portland State University;
M.A.T., 1968; Oregon College of Education.

WILLIAM HARRY VENEMA (1970)
Associate Professor and
Director, Counseling Services

ROBERT L. VIEIRA (1977)
Assistant Director of Admissions
B.A., 1972; University of California, Irvine;
M.Ed., 1977; Oregon State University.

LAURA L. VINCENT (1976)
Assistant Professor of Education
B.A., 1955; University of Mississippi;
M.A., 1969; Eastern New Mexico University;
Ed.D., 1974; University of Northern Colorado.

EDWARD BANTA WAGGONER (1975)
Assistant Professor of Humanities
B.A., 1961; Trinity College;
M.A., 1964; University of Iowa;
Ph.D., 1974; Stanford.

KENNETH MERRIAM WALKER (1957)
Professor of Biology
B.S., 1943, M.S., 1949, Ph.D., 1955; Oregon State University.

RICHARD EARL WALKER (1973)
Associate Professor of Education and
Dean, Public Education and Services
B.S., 1958; Millikin University;
M.Ed., 1962; University of Illinois;
Ed.D., 1968; University of Northern Colorado.

DAVID EDWARD WALLACE (1960)
Professor of Music and
Director, Summer Session and Special Programs
B.M., 1950; West Virginia University;
M.M., 1951, Ph.D., 1964; Northwestern University.

BETTY LAMPERTI WARD (1973)
Assistant Professor of Education, Campus Elementary School
B.A., 1967; University of California, Berkeley;
M.S., 1976; Oregon College of Education.

MAXINE AMMER WARNATH (1962)
Assistant Professor of Psychology and
Chairman, Department of Psychology and Special Education
B.A., 1949; Brooklyn College;
M.A., 1951; Teachers College, Columbia University.

CHRISTINE LEVAK WEISS (1976)
Assistant Professor of Education
B.A., 1969; California State University, Los Angeles;
M.A., 1972; University of Southern California.

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

DARLENE K. WESTENDORF (1976)
Assistant Professor of Education
B.A., 1967; University of Oregon;
M.S., 1975; Oregon College of Education.

CAROLYNNE JEAN WITCHER (1974-75, 1976)
Instructor in Education
B.A., 1963; Mundelein College.

DONALD HARVEY WHITE (1971)
Professor of Physics
A.B., 1953; University of California, Berkeley;
Ph.D., 1960; Cornell University.
WAYNE RODGERS WHITE (1967)
Associate Professor of Geography
B.S., 1961; East Texas State University;
M.A., 1964; University of Texas;
Ph.D., 1977; University of Oregon.

DENNIS DALE WILLIAMS (1967)
Assistant Professor of Mathematics

JACK WIEMAN (1972)
Assistant Professor of Corrections
B.S., 1950; University of Oregon;
M.S., 1969; Oregon College of Education.

GEORGE LEE WYATT (1977)
Associate Professor of Economics
B.B.A., 1968; University of Miami;
M.A., 1969, Ph.D., 1971; University of Kentucky.

RONALD LOYD WYNN (1969)
Professor of Music and
Chairman, Department of Creative Arts
B.A., 1950; New Mexico Highlands University;

DOUGLAS PAGE YATES (1970)
Assistant Professor and
Director, College Center and Student Activities
B.S.Ed., 1968; Eastern Montana College;

BONNIE JEAN YOUNG (1969)
Professor of Education
B.A., 1953, M.A., 1954; Brigham Young University;
Ed.D., 1970; University of Oregon.

EMERITUS FACULTY

NEIL ADRIAN AMERMAN, B.S. (1960-78)
Assistant Professor Emeritus, Dormitories and Food Services

FRANCES MATINGLY ARMOUR, B.A. (1953-75)
Assistant Professor Emeritus, Library

DAVID SILIN BRODY, Ph.D. (1953-66, 1967-75)
Professor Emeritus, Psychology

WILLIAM EDWARD BURKE, Ph.D. (1968-78)
Professor Emeritus, Physical Education

OSCAR CARL CHRISTENSEN, M.S. (1925-64)
Associate Professor Emeritus, Social Science

RUTH PEARSON CULBERTSON, M.A. (1963-75)
Associate Professor Emeritus, Art

ETTA MAE WELLS DETERING, B.S. (1963-75)
Assistant Professor Emeritus, Health Service

MABEL EVELAY DUNN, B.B. (1962-76)
Assistant Professor Emeritus, Music

MARY AGNES DONALDSON, M.A. (1921-62)
Associate Professor Emeritus, Education

HARRY KENTY FARLEY, Ed.D. (1947-70)
Professor Emeritus, Education

PEARL BIRCH HEATH, M.S. (1927-63)
Professor Emeritus, Art

MARTHA HELEN HILL, B.S. (1945-75)
Assistant Professor Emeritus, Administration

Professor Emeritus, Music

RUTH ELIZABETH LUTENBACHER, Ed.D. (1940-74)
Professor Emeritus, Physical Education

JEAN SEBESTYEN LONG, M.A. (1968-74)
Assistant Professor Emeritus, Social Science

MAY FOLSOM LUCAS, M.S. (1957-75)
Assistant Professor Emeritus, Education

LUCILLE NAVARRE MILLIS, Ed.D. (1949-75)
Professor Emeritus, Education

EDITH LOTTIE MILLIS, B.S. (1952-63)
Assistant Professor Emeritus, Health

LEONARD WILLIAM MICHEN, Ph.D. (1942-75)
Professor Emeritus

EDGAR HERBERT SMITH, Ed.D. (1954-78)
Professor Emeritus, Music

ELLIS RICE STEBBINS, B.A. (1928-38)
Emeritus Dean, Administration

MARGARET LILIAN STEINER, B.A. (1947-75)
Assistant Professor Emeritus, Library

HENRY EVERETT TETZ, M.S. (1957-70)
Assistant Professor Emeritus, Education

MATTHEW ROY THOMPSON, Ed.D. (1946-66)
Professor Emeritus, Mathematics

Professor Emeritus, Humanities

HENRIETTA D. WOLFE, M.S. (1925-61)
Associate Professor Emeritus, Education

ARTHUR KENNETH YORK, Ed.D. (1953-75)
Professor Emeritus, Educational Media

TEACHING RESEARCH FACULTY

ROY ANDERSON (1973), Assistant Research Professor,
M.A., 1971, Oregon State University

VICTOR BALDWIN (1968), Director, Research Professor,
Ed.D., 1966, University of Oregon

CAROLINE BARTGES (1977), Instructor

DIANE BELNAVIS (1977), Research Assistant,
B.S., 1975, State University of New York College at
Oneonta

JAMES BUCKLEY (1978), Instructor,
M.A., 1978, University of Oregon

CAROL BUNSE (1975), Instructor,
B.A., 1975, Oregon College of Education

MARY CAMP (1978), Research Assistant

VICKI CARLTON (1976), Instructor

MICHELLE COEN (1976), Instructor

BRUCE DALKE (1972), Assistant Research Professor,
M.S., 1970, Oregon College of Education

CHERYL DOUGLAS (1977), Research Assistant

MARGARET FLETCHER (1977), Research Assistant

HAROLD D. FREDERICKS (1965), Associate Director, Research
Professor, Ed.D., 1969, University of Oregon

CHRISTINE FRUIN (1974), Instructor,
B.S., 1974, Oregon State University

VICTORIA FUREY (1972), Assistant Research Professor,
M.S., 1972, Oregon State University

GERALD GAGE (1967), Chairman of Evaluation/Development
Department, Research
Professor, Ed.D., 1966, University of Nebraska

MARY ANN GAGE (1974), Assistant Research Professor,
M.S., 1974, Oregon College of Education

THOMAS HALADNY (1974), Associate Research Professor,
Ph.D., 1973, Arizona State University

PAMELA HAWKINS (1977), Research Assistant,
B.S., 1977, Oregon State University

NANCY JOHNSTON (1977), Instructor

GARY JONES (1975), Research Assistant
B.A., 1971, University of Washington

LYNN BLAIR LEVACK (1975), Assistant Research Professor,
M.A., 1976, Oregon College of Education

LINDA MAKONON (1976), Instructor,
B.A., 1972, University of Alabama

MELVIN MOORE (1976), Assistant Research Professor,
Ph.D., 1976, University of North Carolina

WILLIAM MOORE (1969), Chairman of Exceptional Child
Department, Research Professor,
Ph.D., 1968, University of Oregon

CATHERINE MOSES (1976), Instructor,
B.A., 1974, Albion College, Michigan

ANNE MARIE McGUIN (1977), Instructor,
B.S., 1978, Oregon College of Education

ROBERT OLSEN (1974), Assistant Research Professor,
M.S., 1970, Oregon College of Education

CASPER F. PAULSON (1962), Research Professor,
Ed.D., 1971, University of Oregon

SUZANNE RENNIE (1977), Instructor,
B.A., 1976, University of Kentucky

GALE ROYD (1972), Research Professor,
Ph.D., 1969, University of Oregon

H. D. SCHALOCK (1956), Chairman of Teacher Education
Department, Research Professor,
Ph.D., 1955, University of Nebraska

CRAIG E. SCOTT (1973), Associate Research Professor,
Ph.D., 1973, University of Iowa

K. C. SETTLER (1967), Research Assistant,
B.S., 1971, Frostburg State College, Maryland

JOAN SHAW (1977), Instructor,
M.A., 1971, Witchita State University

BARBARA SOUTHARD (1978), Instructor,
A.A., 1976, Chenekeeta Community College

MICHAEL STEWART (1968), Business Manager, Associate
Research Professor,
B.S., 1967, University of Oregon

RANDY SULLIVAN (1978), Research Assistant

LYNN SWARTZ (1977), Research Assistant,
M.Ed., 1976, University of Montana

RUDALD GREENE (1974), Assistant Research Professor,
B.A., 1962, University of Montana

GREGORY THOMAS (1968), Associate Research Professor,
M.S., 1964, Washington State University

GAYLORD THOMAS (1972), Associate Director, Chairman
of Higher Education Department,
Research Professor, Ph.D., 1961, University of Washing-
ton

LINDA VLADIMOPOFF (1977), Instructor,
M.Ed., 1972, Oregon State University

CYNTHIA YEE (1975), Instructor,
B.S., 1975, Oregon State University
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